



林思齊東西學術交流研究所
David C. Lam Institute for East-West Studies (LEWI)

Working Paper Series 研究報告系列

Paper Number: 78
August 2008

**National Identity and the Beijing Olympics:
School Children's Responses
in Mainland China, Taiwan & Hong Kong**

Patrick W. C. Lau
Hong Kong Baptist University

Michael H.S. Lam Beeto W. C. Leung
Hong Kong Baptist University University of Hong Kong

The author welcome comments from readers.

Contact details:

**Patrick W. C. Lau, Department of Physical Education, Hong Kong Baptist University,
Kowloon Tong, Hong Kong.**
E-mail: wclau@hkbu.edu.hk

**David C. Lam Institute for East-West Studies (LEWI)
Hong Kong Baptist University (HKBU)**

LEWI Working Paper Series is an endeavour of David C. Lam Institute for East-West Studies (LEWI), a consortium with 28 member universities, to foster dialogue among scholars in the field of East-West studies. Globalisation has multiplied and accelerated inter-cultural, inter-ethnic, and inter-religious encounters, intentionally or not. In a world where time and place are increasingly compressed and interaction between East and West grows in density, numbers, and spread, East-West studies has gained a renewed mandate. LEWI's Working Paper Series provides a forum for the speedy and informal exchange of ideas, as scholars and academic institutions attempt to grapple with issues of an inter-cultural and global nature.

Circulation of this series is free of charge. Comments should be addressed directly to authors. Abstracts of papers can be downloaded from the LEWI web page at <http://www.hkbu.edu.hk/~lewi/publications.html>.

Manuscript Submission: Scholars in East-West studies at member universities who are interested in submitting a paper for publication should send an article manuscript, preferably in a Word file via e-mail, as well as a submission form (available online) to the Series Secretary at the address below. The preferred type is Times New Roman, not less than 11 point. The Editorial Committee will review all submissions. The Institute reserves the right not to publish particular manuscripts submitted. Authors should hear from the Series Secretary about the review results normally within one month after submission.

Copyright: Unless otherwise stated, copyright remains with the author. Please do not cite and circulate the paper without the author's consent.

Editors: Ah Chung TSOI, Director of LEWI; Emilie Yueh-yu YEH, Cinema & TV and Associate Director of LEWI.

Editorial Advisory Board: From HKBU: CHEN Ling, Communication Studies; Martha CHEUNG, English Language and Literature; Vivienne LUK, Management; Eva MAN, Humanities; TING Wai, Government and International Studies; WONG Man Kong, History; Terry YIP, English Language and Literature. From outside HKBU: David HAYWARD, Social Economics and Housing, Swinburne University of Technology (Australia).

Disclaimer: David C. Lam Institute for East-West Studies (LEWI), and its officers, representatives, and staff, expressly disclaim any and all responsibility and liability for the opinions expressed, or for any error or omission present, in any of the papers within the Working Paper Series. All opinions, errors, omissions and such are solely the responsibility of the author. Authors must conform to international standards concerning the use of non-published and published materials, citations, and bibliography, and are solely responsible for any such errors.

Further Information about the working paper series can be obtained from the **Series Secretary:**

David C. Lam Institute for East-West Studies (LEWI)
Hong Kong Baptist University
Kowloon Tong
Hong Kong
Tel: (852) 3411-7273; Fax: (852) 3411-5128
E-mail: lewi@hkbu.edu.hk
Website: www.lewi.org.hk

**National Identity and the Beijing Olympics: School Children's Responses in
Mainland China, Taiwan and Hong Kong**

Patrick W.C. Lau

Hong Kong Baptist University

Michael H.S. Lam

Hong Kong Baptist University

Beeto W.C. Leung

University of Hong Kong

Abstract

The main purpose of this study is to examine the changes in national identity among children in mainland China, Hong Kong and Taiwan before, during and after the Beijing 2008 Olympic Games. It consists of three phases. The study reported herein belonged to Phase 1. Phases 2 and 3 will take place in mid-August and December 2008, respectively. The roles played by identification with sport and physical activity level in the formation of national identity among Chinese children from the three regions is also investigated. Group differences in this identity with regard to sex, age, place of birth/residence, identification with sport and physical activity level is examined. The participants are 480 boys and 447 girls aged 12 to 17 who attend junior-secondary and senior-secondary schools in mainland China, Hong Kong and Taiwan. A set of validated questionnaires is administered to assess changes in national identity at three time points. Correlation analysis of the pre-Games questionnaire reveals that national identity and identification with sport and national identity and physical activity are weakly associated. Multiple regression analysis was employed to examine the contribution of different constructs to the children's national identity. Only place of birth/residence and identification with sport are found to be significant predictors of national identity. The results of an independent t-test indicate that junior-secondary students have significantly lower levels of national identity and identification with sport, but higher levels of physical activity, than the senior-secondary students. Although no significant differences in national identity are found between the sexes, the boys scored significantly higher than the girls in identification with sport and physical activity levels. One-way ANOVA demonstrates that the "China born-China resident" group has significantly higher levels of physical activity than the other three groups.

In summary, the Phase 1 cross-sectional data reveal that mainland Chinese children demonstrated the greatest level of national identity among the three regions before the Beijing Olympic Games 2008. This suggests that place of birth/residence makes the greatest contribution to the formation of national identity. The role of identification with sport and physical activity level had very limited predictive

ability in the dependent variable. To further explore the associations between the constructs, repeated measures are imperative to track the changes in the variables during and after the Games.

INTRODUCTION

It has been suggested that the Olympic Games are short-term mega sporting events that generate enthusiasm and national pride, which has long-term consequences for the host cities and citizens of the country (Waitt, 2001; Roche, 1994). Although the Olympic Charter proclaims that the Games are not contests between countries, the national representation of athletes conflicts with this ideal, as they must be selected by individual countries. The athletes are also requested to wear their national uniforms and sing their national anthems when their national flags are hoisted during the prize presentation ceremony (International Olympic Committee, 2004). These regulations are part of the 2004 Olympic Charter, which seems to indicate that national identity is recognized by the International Olympics Committee and fostered and sustained by National Olympic Committees (Guttmann, 2002). The *Economist* (1996) actually stated that, after the Olympic Games were revived, nationalism was on the rise in Europe. Athletes compete for their countries with supreme patriotism. For example, during the 1996 Games in Atlanta, the *Economist* (1996) reported that Americans used the Games to express their patriotism. Thus, in this instance, the Olympics served a benign function – that of bringing a disparate nation together.

National identity involves social immersion in, identification and involvement with, and loyalty and patriotic commitment to a nation (Ikhioya, 1998). National identification is more than just positive feelings or the recognition of frequent social interactions. It involves imaging oneself to belong to a national community, having an

emotional attachment to this national community, and understanding one's rights and duties as a citizen of it (Lee, Chan & So, 2004). As Thomas (2004) stated, national identity can create a sense of belongingness among members of a society, which is an important step in post-conflict reconstruction. It has also been noted that national identity changes dynamically in relation to social changes (Ikhioya, 1998), especially those that stem from a city/country hosting the modern Olympic Games. Therefore, the Olympics, as a mega event, can play a positive role in developing a sense of national identity and encouraging the growth of civil society. Similarly, Waitt (2001) pointed out that the Sydney 2000 Olympics served as an instrument to generate community and national pride.

Previous researchers have found a lot of evidence indicating that sport is associated with national identity and tradition. Brownell (2005), for example, compared sport in the US and China and discussed its relationship to nationalism over the past century. She found that in both countries, sport is closely related to the construction of national identity. Chinese people hope that the Beijing 2008 Olympic Games will mark China's emergence as a world power. Labriola and Negreiros (1998) suggested that soccer is not simply a competition, but rather a stage on which to demonstrate Brazil's national power to its citizens.

Mewett (1999) realized that in Australia, sport can be used for national glorification. Moreover, he stated that expressions of a sense of belonging to the nation are played out on specific occasions, such as the Olympics. In North America, ice hockey is recognized as crucial to the maintenance of Canadian identity (Bairner, 2001). Garland (2004) believed that English success on the football field might be able to bring about a rebirth of English patriotism during the 2002 World Cup. These studies have confirmed that there is an association between national identity and the Olympics, or sport in general, in different countries. Within the Olympic

sporting arena, international competition is presented as a form of ritualized war in which sport serves as a powerful source for the construction and representation of national identity (Elias, 1996).

Hong Kong and Taiwan are detached from mainland China because of historical treaties and civil war. Thus, they have experienced very different social, political and economical changes over the past century. Although people in Hong Kong may have identified themselves more as members of the international community than as members of the Chinese nation during the colonial period, the region has undergone a transition in national identity since 1997. Hong Kong's government has tried to replace the colonial period's ideology of localism, capitalism, internationalism, cosmopolitanism, managerialism and Hongkongism by launching various civil education projects. For example, the Committee on the Promotion of Civic Education (2007) has initiated a number of schemes, such as the Basic Law Drama Contest, Our Home Our Country III-Chinese Heritage and encouraging primary and secondary schools to raise the national flag (Law, 1998; Ma, 1999). These developments are converging in the direction of re-Sinicization. According to the Hok Yau Society (2004), the outstanding sporting achievements of elite athletes from China and Hong Kong, including Li Ching, Ko Lai Chak and Tiejana, have inspired cohesion between the two. In Taiwan, because of its unique history since 1949 and political conflict between the native Taiwanese and those who migrated from the mainland (Lin, 2003), there is much discussion of nationality from both the historical and cultural perspective. The core theme of this discussion has centered on citizens' identification as Chinese, Taiwanese or both (Chu & Lin, 1998). Little research has been conducted to investigate the association between the Olympics and national identity in Chinese populations, including China, Hong Kong and Taiwan. Given the findings of previous studies on the association between national

identity and the Olympics or other mega sporting events, it is thus meaningful to investigate the impact of the 2008 Olympic Games in Beijing on changes in the national identity, if any, among the citizens of mainland China, Hong Kong and Taiwan.

Aside from the Olympic Games, sport in general can be an instrument that contributes to national unity and consolidates cultural nationalism and national consciousness (Keech, Fox & Bramham, 2001). Gill (2005) suggested that national identity can be considered as a performance and that sport is the context in which this performance takes place. Therefore, the present study also examines whether identification with sport or physical activity contribute to national identity. If so, then they can be considered as significant instruments in the development and formation of Chinese national identity within civil education and may shed light on future government policy with regard to sport education.

In summary, the study (Phase 1) reported herein aimed to: (a) examine the differences in national identity among secondary school students in mainland China, Hong Kong and Taiwan before the Beijing 2008 Olympic Games; (b) investigate the contribution of an identification with sport and physical activity level on the national identity of secondary school students; and (c) examine the group differences of sex, age, place of birth/residence, identification with sport, and physical activity level on national identity. It is believed that the findings of this study will be useful to help the government to formulate civil education policies that can rekindle national identity.

METHOD

Participants

Nine hundred and twenty-seven students from six secondary schools in mainland China, Hong Kong and Taiwan participated in the study. Their age ranged from 12 to 17 years. Four hundred and eighty were male (51.8 %) and 447 (48.2 %) female. Prior to the study, the participants were asked to sign consent letters that explained the research aims and procedures. They were also reminded that their participation was voluntary and that they could withdraw at any time without penalty.

Instrument and Procedures

A set of questionnaires was administered. National identity was measured by the National Identity Scale (Lau & Lam, 2007), an instrument that was developed based on the study of Ikhioya (1998) and the Enthusiasm multi-item scale of the multi-dimensional attitudinal scale (Waitt, 2001). The questionnaire consists of ten items. One factor was extracted following principal axis factoring analysis, and all of the items were above the factor loading standard of .40. The sample questions include: "I think the 2008 Beijing Olympics will have a positive impact on national identity"; "My awareness of the motherland, China, is aroused by knowing that Beijing will host the 2008 Olympic Games"; and "I felt proud to be Chinese when I learned that Beijing would host the 2008 Olympic Games".

The Athletic Identity Measurement Scale (AIMS) (Brewer et al., 1993) was employed to assess children's identification with sport. This scale measures the degree to which an individual identifies him or herself as a "sportsperson". The AIMS is designed to measure both the exclusivity and strength of this identification. The reliability alpha of the AIMS is between .87 and .93, according to two studies (Brewer, 1993; Brewer et al., 1993). It consists of ten items, each of which is a

simple declarative statement that can be answered on a 5-point Likert scale. Sample items include “I consider myself to be an athlete” and “I spend more time thinking about sport than anything else”.

The Physical Activity Questionnaire for Children (PAQ-C) was designed to measure school-aged children’s general levels of participation in physical activity. It is a self-administered recall measure that is easy for children to understand (Lau, Yu, Lee, So, & Sung, 2004b). The PAQ-C includes nine questions about the level of involvement in sport during the past seven days. Significant and satisfactory convergent validity has been obtained through correlations with the moderate to vigorous sport activities measure (Simons-Morton et al., 1990) and an electronic motion sensor (Caltrac). The items ask children about the type and frequency of their involvement in sport at school, during lunch, in the evening, and during their spare time. Sample items include “Have you taken part in any of the following sporting activities during your spare time in the past seven days (last week)?” and “Mark down how often you played sport (such as ball games, dancing, swimming, etc.) on each day of last week”.

The translation back-translation method was employed to clarify the wording and linguistics of the English-version of the questionnaire. A Chinese version was then developed and proofread by school teachers and primary school students to ensure the accuracy of the translation.

Written consent from all of the participants in mainland China, Hong Kong and Taiwan was obtained in advance. On the day of data collection, physical education teachers in each school and/or the research assistant helped to distribute the questionnaires to the students. They were administered to the children in a group setting after school hours. The students took approximately 25 minutes to complete the questionnaires, and none of them refused to take part. Although the researchers

were available to respond to any questions, no difficulties were encountered.

Statistical Analysis

Descriptive statistics for all of the key variables were calculated. Pearson product moment correlations were used to examine the associations between the students' national identity, identification with sport and level of physical activity. Independent sample t-tests and one-way ANOVA were conducted to compare the differences in sex, age, place of birth/residence, identification with sport and physical activity level on national identity. Multiple regression analyses were carried out to investigate the roles played by identification with sport and physical activity level on the formation of national identity among Chinese secondary-school students.

RESULT

The reliabilities of the three scales were all satisfactory (National Identity: $\alpha = 0.96$; AIMS: $\alpha = 0.91$; PAQ-C: $\alpha = 0.84$). Descriptive statistics for the entire sample and for subgroups of the sample are presented in Table 1, and the correlation results are presented in Table 2.

Because the sample sizes of the different birthplace/residence groups were unequal and the heterogeneity of variance was observed among the groups in the three key variables, the Brown-Forsythe one-way analysis of variance (ANOVA) was used (Brown & Forsythe, 1974). The results reveal that the place of birth/residence has a significant main effect on all of the key variables – national identity, $F(3, 592) = 315.3, p < .001$; identification with sport, $F(3, 479) = 6.16, p < .001$; and physical activity level, $F(3, 524) = 12.95, p < .001$. These results are consistent with those found by standard one-way ANOVA (assuming equal group sizes and the homogeneity of variance). Post hoc comparisons of national identity

among the four subgroups, using the Games and Howell procedures (Games and Howell, 1976) to adjust for the unequal group sizes and the heterogeneity of variance, revealed that all were significant. That is, the “China-China” (C-C) group had significantly greater national identity than did the other three groups; the “China-Hong Kong” (C-HK) group had significantly greater national identity than the other two groups; and the “Hong Kong-Hong Kong” (HK-HK) group had significantly greater national identity than the “Taiwan-Taiwan” (TW-TW) group. Post hoc comparisons of identification with sport between the four subgroups revealed that only the C-C group had greater levels of identification with sport than the other three. None of the other comparisons was significant. Finally, post hoc comparisons of physical activity level revealed that the C-C group had a significantly higher level of physical activity than the other three. The HK-HK group did not differ significantly from the TW-TW group, and both of these groups had significantly higher levels of physical activity than the C-HK group.

Sequential multiple regression analysis was conducted to test the significant contributions of the different variables. Demographic variables, including age, sex and place of birth/residence were entered into the first step. As the place of birth/residence variable was a categorical variable (containing four subgroups), three dummy variables were created for the regression analysis, and the C-C subgroup was adopted as the reference group. Only place of birth/residence was found to be a significant predictor of national identity ($F(5, 776) = 135.3; p < .001$; adjusted $R^2 = 46.2\%$). Identification with sport and physical activity level were entered into the model in the second step. Only the former was found to be a significant predictor of national identity ($F(7, 774) = 107.3; p < .001$; adjusted $R^2 = 48.8\%$; refer to Table 3 for details).

Additional sequential multiple regression analysis was conducted using only the

students from Hong Kong (the HK-HK group) as the sample. Similarly, age and sex were entered into the first step. Only the former was found to be a significant predictor of national identity ($F(2, 316) = 3.20; p < .05$; adjusted $R^2 = 1.4\%$) in this step. Identification with sport and physical activity level were entered into the model in the second step. Consistent with the results of the entire sample, only the former was found to be a significant predictor of national identity ($F(4, 314) = 6.13; p < .001$; adjusted $R^2 = 6.1\%$). That is, about 4.7% of the unique variance was accounted for by identification with sport.

Independent sample t-tests were conducted to compare the differences between the age and sex subgroups. The results indicate that the participants in Age Group 1 (the junior-secondary students) had significantly lower levels of national identity and identification with sport, but higher levels of physical activity than Age Group 2 (senior-secondary students), with $t(925) = -5.70, p < .01$; $t(925) = -2.21, p < .05$ and $t(780) = 3.19, p < .01$, respectively. In contrast, no significant difference was found in national identity between the sexes ($t(925) = -0.45, p > .05$). Significant differences were found only in identification with sport and physical activity level ($t(925) = 5.97, p < .01$ and $t(780) = 7.38, p < .01$), with boys having higher levels of both.

DISCUSSION

National identity among the three regions

According to the ANOVA results, the C-C group has the greatest degree of national identity, followed by the C-HK, HK-HK and TW-TW groups in descending order. These differences in Chinese national identity among the secondary school students from mainland China ($M = 4.5$), Hong Kong ($M = 3.57$) and Taiwan ($M = 2.8$) before the Beijing 2008 Olympic Games were distinct, according to their mean

values. In previous studies of the relationship between the Olympic Games and national identity (Gill, 2005; Gordon, 2001), the Games have been recognized as an instrument of hegemonic power in generating patriotic feelings and national pride, especially for the residents of the host country. Thus, the mainland Chinese students naturally demonstrated stronger national identity than their counterparts in Hong Kong and Taiwan when Beijing was granted the right to host the XXIX Olympics. A similar phenomenon occurred during the 1990 Asian Games, when positive emotions and popular nationalism were evoked among the public (Brownell, 1995). Li and Su (2004) also stated that, in the process of new nation building, the link between sport and nationalism persists to this day. This notion is further supported by the results of our regression analysis, which found that place of birth/residence contributes most to the development of national identity.

As no previous study has investigated and compared the three regions with regard to Chinese national identity, this finding may serve as baseline data for repeated measures during and after the Beijing Games. Although there is no earlier reference for comparison, the Hok Yau Club (2005) and the Youth Online Association (2006) conducted surveys of Chinese identity among Hong Kong adolescents after China resumed sovereignty of Hong Kong in 1997. The Hok Yau Club's results indicated that these adolescents demonstrated greater Chinese national identity (75%) and a stronger degree of patriotism for China (60%) compared to a survey two years previously. The Youth Online Association found that 52% of the respondents described themselves as Chinese rather than Hongkongese, and 82% agreed that "as Chinese, they are proud to contribute to the Beijing Olympic Games." These figures can serve as a reference and as evidence of the increase in Chinese national identity among Hong Kong adolescents after 1997. Both surveys also suggested that if China realized mega sporting event victories (80%) and hosted

the Olympic Games (65%), then the Chinese identity of these adolescents would be significantly enhanced. Likewise, Fung (2004) deemed that a new and unique dual Hong Kong-China national identity had emerged after 1997, with no conflict between the two, and that this trend would continue to develop.

The lowest degree of Chinese national identity was demonstrated by the Taiwanese students, which can possibly be explained by the recent development of a local Taiwanese identity. In Hong Kong, local identity (Hongkongese) and national identity (Chinese) may not be in conflict (Fung, 2004), but such a dual identity may be problematic in Taiwan due to the recent political development of indigenization. Within Taiwanese identity, there is already a strong sense of contrast with Chinese identity, particularly since the 2000 regime change from the Kuomintang to the Democratic Progressive Party, which seeks independence from China (Xu, 2006).

Xu (2006) believed that the Beijing Olympics could play a constructive role in forming a Chinese identity across the Taiwan Strait. A good example is South and North Korea competing as one nation in the 2006 Asian Games in Doha. The co-hosting of the equestrian events by Hong Kong during the 2008 Games may also further promote Chinese national identity.

Contributors to national identity

The correlation results demonstrated significant relationships between national identity and identification with sport and physical activity level in all of the students. This suggests that the higher the level of identification with sport and physical activity, the greater the level of national identity. In the regression analysis, place of birth/residence was found to be the most significant predictor of national identity, with identification with sport only contributing weakly. This finding is not congruent with previous studies in which sport has served as an important arena for

the development of national identity (Bairner, 2003; Jarvie, 2007; Tuck, 2003). To explain this result, it is necessary to understand more about identification with sport, which is defined as the degree of strength and exclusivity to which an individual identifies with the athlete's role (Brewer, Van Raalte & Linder, 1993). The relationship between identification with sport and sport intention, involvement and commitment has been demonstrated by Theodorakis (1994), Anderson and Cychosz (1995), and Lau, Fox and Cheung (2006). Based on these previous positive associations, the researchers of the present study expected that a stronger identification with sport would lead to greater levels of sport participation and commitment. According to this logic, stronger national identity would also result from greater identification with sport. Obviously, this was not the case. A possible explanation could be that "sport" in general is a vague concept and thus was unable to specifically and clearly have a positive impact on national identity. Research on the political features of sport (Xu, 2006), sporting victories (Windhausen & Tsyphina, 1995), the role of the host country (Hok Yau Society, 2004; Youth Online Association, 2006), the sport media (Crolley, Hand & Jeutter, 2000; Kosebalaban, 2004; Tervo, 2002), sport as a symbolic form of war (Elias, 1996) and, finally, the difference between the Olympic Games and sport in general may all provide answers with regard to our finding and thus are worthy of further investigation. The Olympic Games may be a specific or even extreme form of sport that has only taken on a political connotation since the revival of the modern Games in the 19th century. Therefore, without considering the specific context of the modern Olympics, our results are too ambiguous to hypothesize that sport in general or an identification with sport could strengthen national identity.

Group differences among constructs

Overall, the senior students were found to have significantly higher levels of national identity than the junior students. This is inconsistent with the findings of previous studies conducted in Hong Kong. In studies by the Hok Yao Club (2005) and Lau and Lam (2007), younger children demonstrated stronger national identity than their senior counterparts due to their lower critical thinking abilities and weaker political sensitivity towards China. In the present study, the age group mixed Chinese and Taiwanese students whose perceptions of and sensitivity towards Chinese national identity could be very different. In particular, Taiwanese identity and indigenization have developed rapidly since 2000 under the governance of the Democratic Progressive Party. It is recommended that the age groups be separated by region for deeper analysis.

With regard to differences between the sexes, our finding that boys and girls are equal in their degree of national identity is consistent with previous studies. This may be because national identity is a fairly gender-neutral concept. It is also possible that the greater awareness of women's rights in the past few decades in Hong Kong, Taiwan and China may have led to more equality between the sexes with regard to different ideas, including national identity. This has been the case in Japan (Harden, 1994) and the Netherlands (Verkuyten, 1997), where studies have found that Japanese and Dutch identity is similar among male and female respondents.

CONCLUSION

To conclude, the students from China demonstrated the strongest national identity among the three regions before the start of the Beijing Olympiad, and the "place of birth/residence" variable contributed most to national identity.

Identification with sport was found to contribute weakly, and physical activity level to make no contribution, to national identity.

Sport has long been recognized as an actor in the formation, development and maintenance of identity (Lau et al. 2006; Weiss, 2001). As one of the world's largest international sporting events, the Olympic Games can have a great impact on national identity (Tomlinson, 2006), a notion that is not disputed in the literature. However, the way in which sport influences national identity remains unclear as the concept of "sport" is vague. Therefore, the difference between sport in general and the Olympic Games in particular, as well as the different symbolic forms of sport, should both be further explored for an understanding of the mechanism between sport and national identity.

Finally, there are three stages of preparation for the Olympic Games (Ikhioya, 1998): the pre-situation, situation and post-situation stages. According to Ikhioya, at the pre-situation stage, a seasonal festival, strong national consciousness, a sense of belonging and an expectation of national success are expected, whereas the second and third stages involve very different socio-psychological patterns of national identity development among different people. To better understand the national identity changes, if any, before, during and after the Beijing Olympic Games, it is imperative that the pre-situation measures be repeated during and after the Games.

Table 1 Descriptive statistics of the key variables in whole sample and different subgroups.

	Total (N=927)	Age		Gender		Birth & Residential Place [#]			
		Group 1 (12-14) (N=589)	Group 2 (15-17) (N=338)	Male (N=480)	Female (N=447)	C-C (N=224)	HK-HK (N=370)	TW-TW (N=270)	C-HK (N=63)
National Identity	3.59 (0.90)	3.46 (0.90)	3.80** (0.85)	3.57 (0.97)	3.60 (0.82)	4.50** (0.50)	3.57 (0.66)	2.80 (0.77)	3.80 (0.54)
Sports Identity	2.93 (0.81)	2.88 (0.79)	3.00* (0.82)	3.08** (0.79)	2.77 (0.79)	3.11** (0.79)	2.85 (0.85)	2.91 (0.74)	2.78 (0.78)
Level of Physical Activity ⁺	2.34 (0.69)	2.40** (0.69)	2.24 (0.65)	2.52** (0.71)	2.16 (0.61)	2.55** (0.72)	2.26 (0.65)	2.36 (0.69)	2.03 (0.55)

Note: Means and Standard Deviations (in parentheses) were presented.

[#]TW-TW: born and live in Taiwan; HK-HK: born and live in Hong Kong; C-C: born and live in China;

C-HK: born in China and immigrate to and live in Hong Kong

⁺Due to missing data, the total sample size for the variable “level of physical activity” is 782.

* $p < .05$; ** $p < .01$

Table 2 Correlations between the key variables

	NI	SI	PAQC
National Identity	1	.217**	.162**
Sports Identity		1	.580**
Level of Physical Activity ⁺			1

** Correlation is significant at the 0.01 level (2-tailed).

TABLE 3. Hierarchical Regression Analysis Summary for National Identity

Model, Step, and Predictor Variable	B	SE B	95% CI	β
<u>Step 1</u>				
Constant*	4.372	.259	3.864,4.880	---
Age	.008	.017	-.025,.042	.014
Gender	-.010	.046	-.100,.081	-.005
Birth-residential group				
C-C	---	---	---	---
HK-HK*	-.894	.059	-1.010,-.777	-.500
TW-TW*	-1.650	.065	-1.777,-1.523	-.839
C-HK*	-.726	.101	-.924,-.527	-.208
<u>Step 2</u>				
Constant*	3.705	.291	3.133,4.277	---
Age	.006	.017	-.027,.039	.010
Gender	.061	.047	-.031,.153	-.034
Birth-residential group				
C-C	---	---	---	---
HK-HK*	-.851	.059	-.967,-.735	-.476
TW-TW*	-1.618	.064	-1.743,-1.493	-.823
C-HK*	-.659	.100	-.855,-.462	-.188
Sports Identity*	.172	.035	.103,.240	.157
Level of Physical Activity	.026	.042	-.057,.109	.020

For the step 1 model, $R^2 = 46.2$, $F(5, 776) = 135.3$, $p < .001$;

For the step 2 model, $R^2 = 48.8$, $F(7, 774) = 107.3$, $p < .001$;

Note. CI = confidence interval. ; * $p < .0001$

References

- A cheer for Olympo-Americans. (1996). *Economist*, 340(7977), 30.
- 2007-2008 Hong Kong Policy Address. Retrieved February 5, 2008
from <http://www.policyaddress.gov.hk/07-08/chi/p116.html>
- Anderson, D. F., & Cychosz, C. M. (1995). Exploration of the relationship between exercise behavior and exercise identity. *Journal of Sport Behavior*, 18, 159-166.
- Bairner, A. (2001). *Sport, Nationalism, and Globalization: Europe and North American Perspectives*. Albany: state University of New York Press.
- BBC (Chinese) (2001) 'Olympics links both sides of the Taiwan Strait'. Retrieved January 10, 2008, from
http://news.bbc.co.uk/chinese/simp/hi/newsid_1320000/newsid_1329600/1329674.stm.
- Brewer, B. W., Van Raalte, J. L., & Linder, D. E. (1993). Athletic identity: Hercules' muscles or achilles heel? *International Journal of Sport Psychology*, 24, 237-254.
- Brownell, S. (1995) *Training the Body for China: Sports in the Moral Order of the People's Republic*. Chicago, IL: The University of Chicago Press.
- Brownell, S. (2005). Challenged America: china and America-women and sport, past, present and future. *International Journal of History of Sport (London)*, 22(6), 1173-1193.
- Caldwell, G. (1983). The role of sport in the development of national identity. In M.L.Howwell, & J.McKay. (Eds.), *Socio-historical perspectives* (pp. 113-118). St. Lucia, Old.: University of Queensland. Dept. of Human Movement Studies.
- Chan, G. (2002). From the 'Olympic Formula' to the Beijing Games:
- China Daily (2005) 'Anti-secession law adopted by NPC', Retrieved March 14, 2006

from <http://taiwansecurity.org/News/2005/CD-140305.htm>

Choe, S. (2005) 'Two Koreas to compete as single nation at Olympics', *International Herald Tribune*. Retrieved November 1, 2007 from <http://www.nytimes.com/2005/11/01/international/asia/01cndkorea.html?pagewanted=print>

Chu, Y.H., & Lin, C.L. (1998). The construction of Taiwanese identity and cross-strait relations. *Taiwan Security Research*

CNN (2001) '2008 Olympic in Beijing: Mixed response from Taiwan' Retrieved November 1, 2006 from <http://taiwansecurity.org/News/2001/CNN-071401.htm>

Crolley, L., Hand, D., & Jeutter, R. (2000). Playing the identity card: stereotypes in European football. *Soccer & Society*, 1(2), 107-128.

Education and Manpower Bureau. (2007a) General Studies for Primary Schools. Retrieved February 12, 2007, from <http://www.emb.gov.hk/index.aspx?nodeid=2409>

Education and Manpower Bureau. (2007a)

Elias, N. (1996). *the Germans: Power Struggles and the Development of Habitus in the Nineteenth and Twentieth Centuries*. Cambridge: Polity Press.

Fiona, G. (2005). Public and private: national identities in a Scottish Borders community. *Nations & Nationalism*, 11(1), 83-102.

Fung, A. (2004). Postcolonial Hong Kong identity: Hybridising the local and the national. *Social Identities*, 10(3), 399-414.

Garland, J. (2004). 'The same old story? Englishness, the tabloid press and the 2002 football world cup', *Leisure Studies* 23(1): 79-92.

Global News Wire (2004) 'Chinese nationalism is risk to Beijing as well Taiwan', Retrieved November 1, 2006 from

- http://www.nexis.com/research/search/documentDisplay?_document
- Gordon, W. (2001). The Olympic spirit and civic boosterism: the Sydney 2000 Olympics. *Tourism Geographies*, 3(3), 249-278.
- Guo, X.L.(2007, October 24). District Council helps promoting national identity education through 2008 Beijing Olympics. Wenweipo. Retrieved February 5, 2008 from <http://paper.wenweipo.com/2007/10/24/HK0710240032.htm>
- Guo, X.L., & Ye, Y.Y. (2008, January 01). Hong Kong government push national identity education through 2008 Beijing Olympics. Wenweipo. Retrieved February 5, 2008 from <http://paper.wenweipo.com/2008/01/23/HK0801230019.htm>
- Guttman, A. (2002). *The Olympics: a history of the modern games*. Champaign, IL: University of Illinois Press.
- Hok Yau Club of Hong Kong. (2005) Retrieved February 12, 2007, from <http://www.hyc.org.hk/files/survey/NISreport05.pdf>
- Hong Kong Government promotes 2008 Beijing Olympics. (2007). Retrieved February 5, 2008 from <http://www.info.gov.hk/gia/general/200710/12/P200710120272.htm>
http://www.singtao.com/index_archive.asp?d_str=20070110&htmlpage=main&news=0110go02.html
- Ikhioya O. S. (1998). Olympic Games as instruments in fostering national identity. *Journal of the International Council for Health, Physical Education and Recreation, Sport and Dance*. Retrieved February 18, 2007, from http://www.canadiansport.ca/newsletters/august/identities_e.cfm
- International Olympic Committee (2004). Olympic Charter 2004. Lausanne, Switzerland. Retrieved February 20, 2007, from

<http://www.olympic.org/uk/organisation/missions/charteruk.asp>

Jobling, I.F. (1986). The lion, the eagle and the kangaroo: politics and proposals for a British Empire team at the 1916 Berlin Olympics. In G. Redmond (Eds.), *Sport and politics* (pp. 99-107). Champaign, IL: Human Kinetics.

Keech, M., Fox, K., & Bramham, P. (2001). Book review. *Leisure Studies* 20, 233–236

Labriola, D.C., & Negreiros, P.J. (1998). Soccer and national identity: the case of world cup 1938. *Lecturas: Education Fisica y Deportes, Revista Digital*, 3(8), 71-92.

Lai, V. (2001) ‘Taiwan should seek to co-sponsor Olympic events: Taipei mayor’, *Central News. Agency*, July 13, 2001.

Lau, Patrick W. C., Fox, K. R. & Cheung, Mike W. L. (2006). An Analysis of Sport Identity as a Predictor of Children’s Participation in Sport. *Pediatric Exercise Science*, 18, 415-425.

Lau, W. C. & Lam, H. S. (15th – 17th Oct. 2007). Beijing Olympic 2008: A quest of the national identity for Hong Kong children. In X. Y. Li, (Eds.), *The Olympic Games and the Development of Sport* (pp. 172-183). Instituto Politecnico de Macau, Macau, China.

Lee, L. F., Chan, M., & So, Y. K. (2004). Redefining Local Interests: News Media in Hong Kong after 1997. *Working Papers in English & Communication*, 16(1), 49-73

Li, L. and Su, Y. (2004) ‘Zhongguo tiyujie huibie “Yuan Weimin shidai” ’ [The Chinese sportsworld bids farewell to the ‘Yuan Weimin era’], *The Southern Weekend*, December 16, 2004. Available at <http://www.nanfangdaily.com.cn/zm/20041216/xw/szxw1/200412160006.asp>. Accessed December 17, 2004.

- Li, L., & Su, Y. (2004) 'Zhongguo tiyujie huibie "Yuan Weimin shidai"', *The Southern Weekend*. Retrieved January 5, 2008 from <http://www.nanfangdaily.com.cn/zm/20041216/xw/szxw1/200412160006.asp>.
- Lianhe Zhaobao (2001) 'Ma Yingjiu Zhi Taiwan Ying Zhengqu Heban Saixiang' Retrieved July 5, 2006 from http://www.zaobao.com/special/realtime/2001/07/130701_39.html
- Lim, S.T., & Lee, J.S. (2006). Host population perceptions of the impact of mega events. *Asian Pacific Journal of Tourism Research*, 11(4), 407-421.
- Lin, G.(2003). The evolution of a Taiwanese national identity. Asia Program Special report, 114, 1-24.
- Louie, L. (2008, February 15). Olympic Games to boost nation's image. Retrieved February 16, 2008 from <http://www.rthk.org.hk/press/chi/>
- Ma, A., (1999). Top-down patriotism and bottom-up nationalization in Hong Kong 1999. Retrieved April 12, 2007, from <http://www.com.cuhk.edu.hk/project/eric/site/academic/top-down.pdf>
- Marquand, R. (2001). Chinese enjoy freedom of fandom. *Christian Science Monitor*, 93(157), 7
- Mewett, P. G. (1999). Fragments of a composite identity: aspects of Australian nationalism in a sports setting. *Australian journal of Anthropology*, 10(3), 357-375.
- Munich massacre. (2007) Wikipedia, the free encyclopedia. Retrieved February 25, 2007, from http://en.wikipedia.org/wiki/Munich_massacre
- Ong, R. (2004). New Beijing, great Olympics: Beijing and its unfolding Olympics legacy. *Stanford Journal of East Asian Affairs*, 14(2), 35-49.
- Reuters in Taipei (2001). 'Taiwan Fears Beijing Olympics Fallout', *South China Morning Post*. Retrieved March 16, 2005 from, www.SCMP.com

- Ritchie, J.R.B., & Smith, B.H. (1991). The impacts of a mega-event on host regions awareness: A longitudinal study. *Journal of Travel Research*, 30(1): 3–10.
- Roche, M. (1994). Mega events and urban policy. *Annals of Tourism Research*, 21(1), 1-19.
- Rong, B.S. (2008). Beijing Olympics: A chance to promote national identity education. The Education Bureau of Hong Kong. Retrieved February 5, 2008 from <http://www.edb.gov.hk/index.aspx?nodeID=71&langno=2&UID=102849>
- Schaffer, K., & Smith, S. (2000). The games at the millennium. In K Schaffer, & S. Smith (Eds.), *The Olympics at the millennium* (pp. 1-16). New Brunswick, NJ: Rutgers University Press.
- The Education Bureau of Hong Kong spent seven millions to promote national identity education. (2007). Retrieved February 5, 2008 from
- Theodorakis, Y. (1994). Planned behaviour, attitude strength, role identity, and the prediction of exercise behaviour. *The Sport Psychologist*, 8, 149-165.
- Thomas, W.C.(2004). *Shaping national identity: the role of The international Olympic Movement in nation-building*. 2004 Annual Meeting, Montreal, Cana, p1-25.
- Thorne, R., & Clarke, M. (1989). Hallmark events as an excuse for autocracy in urban planning: A case study. In G.J. Syme, B.J. Shaw, D.M. Fenton, & E.S. Mueller (Eds.), *The Planning and Evaluation of Hallmark Events* (pp. 154–171). Aldershot: Avebury.
- Towards greater integration across the Taiwan strait? *Cambridge Review of International Affairs*, 15(1), 141-148.
- Waitt, G., (2001). The Olympic spirit and civic boosterism: the Sydney 2000 Olympics. *Tourism Geographies*, 3(3), 249-278.
- Xu, X. (2006). Modernizing China in the Olympic spotlight: China's national identity

and the 2008 Beijing Olympiad. *Sociological Review*. Retrieved January 5, 2008,

from

[http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-954X.2006.00655.x?](http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-954X.2006.00655.x?cookieSet=1)

[cookieSet=1](http://www.blackwell-synergy.com/doi/pdf/10.1111/j.1467-954X.2006.00655.x?cookieSet=1)

LEWI Working Paper Series

The LEWI Working Paper Series is an endeavour of LEWI to foster dialogues among institutions and scholars in the field of East-West studies.

Circulation of this series is free of charge. Feedback should be addressed directly to authors. Abstracts of papers can be downloaded from the LEWI web page (<http://www.hkbu.edu.hk/~lewi/publications.html>); full text is available upon request.

1. CHAN Kwok Bun (Hong Kong Baptist University), *Both Sides, Now: A Sociologist Meditates on Culture Contact, Hybridization, and Cosmopolitanism*, English/38 pages, April 2002.
2. Mary Ann GILLIES (Simon Fraser University), *East Meets West in the Poetry of T. S. Eliot*, English/30 pages, April 2002.
3. 湯一介 (北京大學), 文化的互動及其雙向選擇: 以印度佛教和西方哲學傳入中國為例, 共 14 頁, 2002 年 7 月。
TANG Yijie (Peking University), *Cultural Interaction and the Bidirectional Option: The Introduction of Indian Buddhism and Western Philosophy into China as Examples*, Chinese/14 pages, July 2002.
4. Werner MEISSNER (Hong Kong Baptist University), *China's Response to September 11 and its Changing Position in International Relations*, English/15 pages, September 2002.
5. Janet Lee SCOTT (Hong Kong Baptist University), *Eastern Variations of Western Apprenticeship: The Paper Offerings Industry of Hong Kong*, English/30 pages, October 2002.
6. Alexius A. PEREIRA (National University of Singapore), *Sino-Singaporean Joint Ventures: The Case of the Suzhou Industrial Park Project*, English/32 pages, November 2002.
7. HO Wai Chung (Hong Kong Baptist University), *Between Globalization and Localization: A Study of Hong Kong Popular Music*, English/27 pages, January 2003.
8. 樂黛雲 (北京大學), 多元文化與比較文學的發展, 共 11 頁, 2003 年 2 月。
YUE Daiyun (Peking University), *Plurality of Cultures in the Context of Globalization: Toward a New Perspective on Comparative Literature*, Chinese/11 pages, February 2003.
9. XIAO Xiaosui (Hong Kong Baptist University), *The New-Old Cycle Paradigm and Twentieth Century Chinese Radicalism*, English/37 pages, February 2003.
10. George Xun WANG (University of Wisconsin Parkside), CHAN Kwok Bun (Hong Kong Baptist University), and Vivienne LUK (Hong Kong Baptist University), *Conflict and its Management in Sino-Foreign Joint Ventures: A Review*, English/34 pages, March 2003.
11. Charles MORRISON (East-West Center, University of Hawaii), *Globalization, Terrorism and the Future of East-West Studies*, English/20 pages, April 2003.
12. Ien ANG (University of Western Sydney), *Representing Social Life in a Conflictive Global World: From Diaspora to Hybridity*, English/13 pages, June 2003.

13. Renate KRIEG (University of Applied Sciences, Werderstr), *The Aspect of Gender in Cross-Cultural Management – Women’s Careers in Sino-German Joint Ventures*, English/23 Pages, June 2003.
14. Martha P. Y. CHEUNG (Hong Kong Baptist University), *Representation, Mediation and Intervention: A Translation Anthologist’s Preliminary Reflections on Three Key Issues in Cross-cultural Understanding*, English/29 pages, October 2003.
15. Yingjin ZHANG (University of California, San Diego), *Transregional Imagination in Hong Kong Cinema: Questions of Culture, Identity, and Industry*, English/14 pages, November 2003.
16. Emilie Yueh-yu YEH (Hong Kong Baptist University), *Elvis, Allow Me to Introduce Myself: American Music and Neocolonialism in Taiwan Cinema*, English/29 pages, November 2003.
17. Tiziana LIOI (La Sapienza University, Rome), *T.S. Eliot in China: A Cultural and Linguistic Study on the Translation of The Waste Land in Chinese*, English/29 pages, November 2003.
18. Jayne RODGERS (University of Leeds), *New Politics? Activism and Communication in Post-Colonial Hong Kong*, English/17 pages, December 2003.
19. 鄭宏泰 (香港大學亞洲研究中心), 黃紹倫 (香港大學亞洲研究中心), *移民與本土：回歸前後香港華人身份認同問題的探討*, 共 35 頁, 2003 年 12 月。
Victor ZHENG (Centre of Asian Studies, The University of Hong Kong) and WONG Siu-lun (Centre of Asian Studies, The University of Hong Kong), *Immigrant or Local: A Study on Hong Kong Chinese Identity after Handover*, Chinese/35 pages, December 2003.
20. ZHANG Longxi (City University of Hong Kong), *Marco Polo, Chinese Cultural Identity, and an Alternative Model of East-West Encounter*, English/23 pages, March 2004.
21. CHUNG Ling (Hong Kong Baptist University), *The Pacific Rim Consciousness of American Writers in the West Coast*, English/18 pages, March 2004.
22. Dorothy Wai-sim LAU (Chu Hai College), *Between Personal Signature and Industrial Standards: John Woo as a Hong Kong Auteur in Hollywood*, English/27 pages, March 2004.
23. LO Kwai Cheung (Hong Kong Baptist University), *The Myth of “Chinese” Literature: Ha Jin and the Globalization of “National” Literary Writing*, English/21 pages, April 2004.
24. Bradley R. BARNES (University of Leeds) and Qionglei YU (Zhejiang University of Technology and Business), *Investigating the Impact of International Cosmetic Advertising in China*, English/11 pages, May 2004.
25. Timothy Man-kong WONG (Hong Kong Baptist University), *Local Voluntarism: The Medical Mission of the London Missionary Society in Hong Kong, 1842–1923*, English/36 pages, June 2004.
26. Ramona CURRY (University of Illinois at Urbana-Champaign), *Bridging the Pacific with Love Eterne: Issues in Early Crossover Marketing of Hong Kong Cinema*, English/36 pages, June 2004.

27. Leo DOUW (University of Amsterdam), *Embedding Transnational Enterprises in China during the Twentieth Century: Who's in Control?* English/32 pages, July 2004.
28. WANG Wen (Lanzhou University) and TING Wai (Hong Kong Baptist University), *Beyond Identity? Theoretical Dilemma and Historical Reflection of Constructivism in International Relations*, English/32 pages, August 2004.
29. CHAN Kwok Bun (Hong Kong Baptist University), *The Stranger's Plight, and Gift*, English/17 pages, September 2004.
30. Darrell William DAVIS (University of New South Wales), *Saving Face: Spectator and Spectacle in Japanese Theatre and Film*, English/26 pages, October 2004.
31. CHAN Kwok Bun (Hong Kong Baptist University) and Vivienne LUK (Hong Kong Baptist University), *Conflict Management Strategies and Change in Sino-Japanese, Sino-Korean, and Sino-Taiwanese Joint Ventures in China*, English/38 pages, November 2004.
32. Yingjin ZHANG (University of California, San Diego), *Styles, Subjects, and Special Points of View: A Study of Contemporary Chinese Independent Documentary*, English/31 pages, December 2004.
33. Ashley TELLIS (Eastern Illinois University), *Cyberpatriarchy: Chat Rooms and the Construction of 'Man-to-Man' Relations in Urban India*, English/14 pages, January 2005.
34. Koon-kwai WONG (Hong Kong Baptist University), *The Greening of the Chinese Mind: Environmental Awareness and China's Environmental Movement*, English/21 pages, February 2005.
35. Jonathan E. ADLER (City University of New York), *Cross-Cultural Education, Open-mindedness, and Time*, English/17 pages, March 2005.
36. Georgette WANG (Hong Kong Baptist University) and Emilie Yueh-yu YEH (Hong Kong Baptist University), *Globalization and Hybridization in Cultural Production: A Tale of Two Films*, English/25 pages, April 2005.
37. Timothy Man-kong WONG (Hong Kong Baptist University), *Printing, Evangelism, and Sinology: A Historical Appraisal of the Sinological Publications by Protestant Missionaries in South China*, English/28 pages, May 2005.
38. Hanneke TEEKENS (Netherlands Organization for International Cooperation in Higher Education, NUFFIC), *East West: at Home the Best?* English/19 pages, June 2005.
39. Yinbing LEUNG (Hong Kong Baptist University) *The "Action Plan to Raise Language Standards": A Response to the Economic Restructuring in Post-colonial Hong Kong*, English/28 pages, July 2005.
40. 陳國貴(香港浸會大學)、黎熙元(廣州中山大學)、陸何慧薇(香港浸會大學), *中國“三資”企業中的文化衝突與文化創新*, 共 19 頁, 2005 年 7 月。
 CHAN Kwok-bun (Hong Kong Baptist University), LI Xiyuan (Sun Yat-sen University), and Vivienne LUK (Hong Kong Baptist University), *The Cultural Conflicts and Cultural Innovation of Sino-foreign Joint Ventures in China*, Chinese/19 pages, July 2005.

41. CHAN Kwok-bun (Hong Kong Baptist University) and Odalia M.H. WONG (Hong Kong Baptist University), *Private and Public: Gender, Generation and Family Life in Flux*, English/21 pages, August 2005.
42. LEUNG Hon Chu (Hong Kong Baptist University), *Globalization, Modernity, and Careers at Work: Life Politics of Woman Workers in Hongkong-Shenzhen*, English/14 pages, August 2005.
43. CHAN Kwok-bun (Hong Kong Baptist University), *Cosmopolitan, Translated Man, or Stranger? Experimenting with Sociological Autobiography*, English/33 pages, September 2005.
44. CHUNG Po Yin (Hong Kong Baptist University), *Moguls of the Chinese Cinema – the Story of the Shaw Brothers in Shanghai, Hong Kong and Singapore, 1924-2002*, English/18 pages, October 2005.
45. Vivian C. SHEER (Hong Kong Baptist University) and CHEN Ling (Hong Kong Baptist University), *The Construction of Fear Appeals in Chinese Print OTC Ads: Extending the Four-Component Message Structure*, English/29 pages, November 2005.
46. 何平 (四川大學)、陳國貴 (香港浸會大學), 中外思想中的文化“雜交”觀念, 共 25 頁, 2005 年 12 月。
HE Ping (Sichuan University) and CHAN Kwok-bun (Hong Kong Baptist University), *Hybridity: Concepts and Realities in China and the World*, Chinese/25 pages, December 2005.
47. Emilie Yueh-yu YEH (Hong Kong Baptist University), *Innovation or Recycling? Mandarin Classics and the Return of the Wenyi Tradition*, English/22 pages, January 2006.
48. CHAN Kwok-bun (Hong Kong Baptist University) and Leo DOUW (University of Amsterdam), *Differences, Conflicts and Innovations: An Emergent Transnational Management Culture in China*, English/25 pages, February 2006.
49. Eugene EOYANG (Lingnan University), *Of “Invincible Spears and Impenetrable Shield”: The Possibility of Impossible Translations*, English/10 pages, March 2006.
50. Thomas Y. T. LUK (The Chinese University of Hong Kong), *Adaptations and Translations of Western Drama: A Socio-cultural Study of Hong Kong Repertory Company’s Past Practices*, English/14 pages, April 2006.
51. CHEN Ling (Hong Kong Baptist University), *Traditional Chinese Value Orientations as Indigenous Constructs: A Confirmatory Factor Analysis*, English/21 pages, May 2006.
52. Paul HOCKINGS (United International College), Beijing Normal University/Hong Kong Baptist University, *Gaoqiao, a Second Look at a Well-Studied Yunnan Village*, English/13pages, June 2006.
53. Janet SALAFF (University of Toronto) and Arent GREVE (Norwegian School of Economics and Business Administration), *Chinese Immigrant Women: From Professional to Family Careers*, English/38 pages, July 2006.

54. 張美蘭 (清華大學), 美國傳教士狄考文對十九世紀末漢語官話研究的貢獻:《官話類編》
專題研究, 共 47 頁, 2006 年 8 月。
ZHANG Meilan (Tsinghua University), *A Study on Calvin Wilson Mateer's A Course of
Mandarin Lessons: Contributions of American Missionaries to the Study of Mandarin
Chinese in the Late 19th Century*, Chinese/47 pages, August 2006.
55. CHAN Kwok-bun (Hong Kong Baptist University), *Globalization, Localization, and
Hybridization: Their Impact on Our Lives*, English/22 pages, September 2006.
56. Emilie Yueh-yu YEH (Hong Kong Baptist University), *Incriminating Spaces: Border
Politics of Mukokuseki Asia*, English/19 pages, October 2006.
57. Brenda ALMOND (University of Hull), *Conflicting Ideologies of the Family: Is the Family
Just a Social Construct?* English/20 pages, November 2006.
58. Brenda ALMOND (University of Hull), *Social Policy, Law and the Contemporary Family*,
English/32 pages, December 2006.
59. Brenda ALMOND (University of Hull), *Analysing and Resolving Values Conflict*,
English/18 pages, January 2007.
60. Peter NEWELL (Global Initiative to End All Corporal Punishment of Children), *The
Immediate Human Rights Imperative to Prohibit All Corporal Punishment of Children*,
English/16 pages, February 2007.
61. Pablo Sze-pang TSOI (The University of Hong Kong), *Joyce and China: A Mode of
Intertextuality – The Legitimacy of Reading and Translating Joyce*, English/24 pages,
March 2007.
62. Janet SALAFF (University of Toronto), Angela SHIK (University of Toronto) and Arent
GREVE (Norwegian School of Economics and Business Administration), *Like Sons and
Daughters of Hong Kong: The Return of the Young Generation*, English/34 pages, April
2007.
63. Stephen Yiu-wai CHU (Hong Kong Baptist University), *Before and After the Fall: Mapping
Hong Kong Cantopop in the Global Era*, English/21 pages, May 2007.
64. 許維賢 (北京大學), 黑騎士的戀物/(歷史)唯物癖: 董啟章論, 共 43 頁, 2007 年 6
月。
HEE Wai Siam (Peking University), *Fetishism or (Historical) Materialism of Black Rider:
Critical Perspective on the Works of Dung Kai-cheung*, Chinese/43 pages, June 2007.
65. 葉智仁 (西門菲沙大學), 全球消費主義與倫理營銷: 耶、儒思想的初步回應, 共 20 頁,
2007 年 7 月。
Toby YIP (Simon Fraser University), *Global Consumerism and Ethical Marketing: Initial
Responses from Christianity & Confucianism*, Chinese/20 pages, July 2007.
66. Yiu Fai CHOW (University of Amsterdam), *Fear or Fearless: Martial Arts Films and
Dutch-Chinese Masculinities*, English/34 pages, August 2007.
67. CHEN Xiangyang (New York University), *Technologizing the Vernacular: Cantonese Opera
Films through the Legend of Purple Hairpin*, English/32 pages, September 2007.

68. YAN Feng (Fudan University), *Metamorphosis and Mediality: An Interart Approach to the Reception of Stephen Chow's A Chinese Odyssey in Mainland China*, English/14 pages, October 2007.
69. Emilie Yueh-yu YEH (Hong Kong Baptist University) and WANG Hu (Phoenix Television), *Transcultural Sounds: Music, Identity and the Cinema of Wong Kar-wai*, English/16 pages, November 2007.
70. 龍明慧 (中山大學), 原型理論下的中西翻譯認知, 共 15 頁, 2007 年 12 月。
LONG Minghui (Sun Yat-sen University), *Prototype-Based Analysis of Chinese and Western Conception of Translation*, Chinese/15 pages, December 2007.
71. 梁婷婷 (四川大學), 「被全球化」的城市 —— 1990 年代末以來成都市城市形象廣告片的社會背景與自我表徵, 共 18 頁, 2008 年 1 月。
LIANG Tingting (Sichuan University), *The Globalized City: Social Background and Self-Representation of City Promotional Videos of Chengdu – 1999 to 2006*, Chinese/18 pages, January 2008.
72. 沈本秋 (復旦大學), 香港的國際政治經濟「二元特徵」與美國的香港政策, 共 36 頁, 2008 年 2 月。
SHEN Benqiu (Fudan University), *The Dualistic Structure of Hong Kong's Political Economy and U.S. – Hong Kong Policy*, Chinese/36 pages, February 2008.
73. 汪暉 (清華大學), 去政治化的政治與中國的短二十世紀的終結, 共 51 頁, 2008 年 3 月。
WANG Hui (Tsinghua University), *The Politics of Depoliticizing Politics and the End of China's 20th Century*, Chinese/36 pages, March 2008.
74. Emilie Yueh-yu YEH (Hong Kong Baptist University) and Neda Hei-tung NG (Hong Kong Baptist University), *Magic, Medicine, Cannibalism: the China Demon in Hong Kong Horror*, English/22 pages, April 2008.
75. Flora C. J. HUNG (Hong Kong Baptist University), *Cultural Influence on the Relationship Cultivation Strategies in the Chinese Society*, English/30 pages, May 2008.
76. Cynthia F. K. LEE (Hong Kong Baptist University), *Some Insights on Essential Elements and Barriers of Interdisciplinary Collaboration in Research in Higher Education*, English/15 pages, June 2008.
77. HO Wai Chung (Hong Kong Baptist University), *A Review of Moral Education in China's Music Education*, English/23 pages, July 2008.
78. LAU Patrick W. C. (Hong Kong Baptist University), Michael H. S. LAM (Hong Kong Baptist University), and Beeto W. C. LEUNG (University of Hong Kong), *National Identity and the Beijing Olympics: School Children's Responses in Mainland China, Taiwan and Hong Kong*, English/25 pages, August 2008.
79. 陳秀鶯 (華南理工大學), 高新技術中小企業關係質量的因因關係研究, 共 32 頁, 2008 年 9 月。
CHEN Xiuying (South China University of Technology), *A Study on High-tech SMEs Relationship Marketing Research in China*, Chinese/32 pages, September 2008.

Submission of Papers

Scholars in East-West studies who are interested in submitting a paper for publication should send article manuscript, preferably in a WORD file via e-mail, to the Series Secretary's email address at lewi@hkbu.edu.hk or by post to 9/F., David C. Lam Building, Hong Kong Baptist University, Kowloon Tong, Hong Kong. Preferred type is Times New Romans, not less than 11 point. The Editorial Committee will review all submissions and the Institute reserves the right not to publish particular manuscripts submitted. Authors should hear from the Series Secretary about the review normally within one month after submission.