

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Science Education (Honours) (Greater China Studies)
Programme QF Level	: 5
Course Title	: Economic Growth and Sustainable Livelihood in Greater China
Course Code	: GCS3002
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 2

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 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 have opportunities to take an explicitly comparative perspective to understanding major issues related to economic and social development in the Greater Chinese region. The course will engage students in a critical analysis of key development issues and challenges in China, Taiwan, Hong Kong and Macau, with particular emphasis on examining policy responses to the challenges in these Chinese societies. With consideration of continuing development challenges, the course aims to introduce students to the question of whether economic growth can contribute to a more equitable distribution of income and wealth, whether and how government policies can expand and improve accessibility to public services (especially for vulnerable groups), and whether and how economic development can be environmentally sustainable. Students will also look at issues pertaining to development from a social innovation perspective.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand different notions of and approaches to economic and social development.
- CILO₂ Analyze the positive and negative impacts of industrialization, urbanization, and globalization on human welfare, such as economic growth, unemployment, poverty and income disparities, and population health and health inequalities, and demonstrate an awareness of how these challenges pose obstacles to the achievement of social development.
- CILO₃ Examine the roles and efforts of various governments in the Greater Chinese societies in addressing these pressing challenges.
- CILO₄ Apply research and communication skills, team work, discussion and presentation in a group context.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>a. Key concepts of and approaches to development, and the questions of whether and how various forms of development address poverty and inequality</p> <p>b. Critical analysis of the causes and consequences of economic growth, social well-being and environmental change in Greater China region</p>	<i>CILO</i> _{1,3,4}	<ul style="list-style-type: none"> Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references
<p>c. Critical analysis of the patterns and models of economic growth and social welfare provision in the context of globalization</p> <p>d. Critical discussion of the problems of poverty and social inequalities</p> <p>e. Critical evaluation of the roles and efforts of various governments in addressing pressing global challenges related to economic development</p> <p>f. Explore the innovative solutions to selected issues in parts c, d and e</p>	<i>CILO</i> _{2,3,4}	<ul style="list-style-type: none"> Tutorials: students to present the chosen topics; comment on the presentations; discuss their views on chosen subject areas Web and library search Reading lecture notes and key references

4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>(a) Group presentation</p> <ul style="list-style-type: none"> Students will be divided into several subgroups and each subgroup will be required to make a presentation on an issue related to course lecture themes 	30%	<i>CILO</i> _{1,2,3,4}
<p>(b) Class discussion and participation</p> <ul style="list-style-type: none"> Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion 	20%	<i>CILO</i> _{1,2,3,4}
<p>(c) Individual essays</p> <ul style="list-style-type: none"> Student is required to write 3,000-word essays including a 1000-word reflective paper about their thoughts on a movie chosen by the course instructor and a 2000-word analytical essay based on a chosen topic related to course lecture themes 	50%	<i>CILO</i> _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Dicken, P. (2015). *Global shift: Mapping the changing contours of the world economy*. New York: Guilford Press.
- Yeung, H.W.C., 2016, *Strategic coupling: East Asian industrial transformation in the new global economy*. Ithaca: Cornell University Press. Naughton, B., 2007, *The Chinese Economy: Transitions and Growth*. Cambridge, Mass: MIT Press
- Izuhara, M. (Ed.) (2013). *Handbook on East Asian social policy*. Cheltenham: Edward Elgar Pub.
- Lui, T.L. and Chiu, S. (2009). *Hong Kong: Becoming a Chinese global city*. London: Routledge.
- Mok, K.H. and Ku, Y.W. (2010). *Social cohesion in Greater China: Challenges for social policy and governance*. Singapore: World Scientific Publishing Co.
- Moulaert, F. (Ed.). (2013). *The international handbook on social innovation: Collective action, social learning and transdisciplinary research*. Cheltenham, UK: Edward Elgar Publishing.
- Tay, W.S. and So, A.Y. (2012). *Handbook of contemporary China*. Singapore: World Scientific Pub.
- Veeck, G., Pannell, C.W., Smith, C.J. and Huang, Y.Q. (2011). *China's geography: Globalization and the dynamics of political, economic, and social change*. Lanham: Rowman & Littlefield.
- Willis, K. (2011). *Theories and practices of development*. London: Routledge.
- Yew, C.P. (2013). *Reluctant welfarism: Poverty and social welfare in Hong Kong*. NUS, Singapore: East Asian Institute.
- Goodstadt, L.F., 2013, *Poverty in the midst of affluence: How Hong Kong mismanaged its prosperity*, Hong Kong: Hong Kong University Press
- Veeck, G., Pannell, C.W., Huang, Y.Q., and Bao, S.M. (2016) *China's Geography: Globalization and the dynamics of political, economic, and social change*. Rowman & Littlefield, Lanham (Third Edition)

7. Related Web Resources

UNDP, Human Development Reports:

<http://hdr.undp.org>

The World Bank:

<http://www.worldbank.org/>

8. Related Journals

World Development

World Bank Research Observer

Development and Change

Journal of Development Studies

The China Quarterly

Modern China

The China Journal

Journal of Contemporary China

Journal of Contemporary Asia

Asian Pacific Viewpoint

Habitat International

9. 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.

10. Others

Newspapers and magazines related to topic issues.

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