

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Overseas Field-based Learning
Course Code	: SSC2295
Department	: Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 3 intensive weeks
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 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

The Overseas Field-based Learning is a credit-bearing required component of the programme providing students an opportunity to put into practice the research skills they have learned in the Foundation Stage. It is a three-week intensive study programme to be held yearly in different parts of the Asia-Pacific region, aimed at enhancing students' awareness of the importance of the region in global affairs, development and environment. Through visiting our university partners, organizations, companies, historical and cultural heritage, urban sites and natural attractions throughout the Asia-Pacific region, the course creates an interactive learning environment where students combine knowledge acquired from site visits, field activities, seminars and lectures with investigation of development progress and real world problems in the Asian-Pacific context. Students will participate in field trips and professional visits to government offices, international non-profit organizations, political parties, think tanks, social services and environmental protection organizations in Hong Kong and/or other Asian-Pacific countries and societies.

2. Course Intended Learning Outcomes (CILO_s)

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

CILO₁ Understand the major issues related to social, economic, political, cultural, environmental and urban development in the selected Asian-Pacific societies

CILO₂ Examine critically major challenges that these societies are confronting during the processes of rapid socio-economic and political transformation.

CILO₃: Appreciate the complexity of social, economic, political, environmental and urban development issues in selected Asian-Pacific societies.

CILO₄ Demonstrate an awareness of the major policy responses/governance strategies that the selected Asian-Pacific societies have adopted in coping with the challenges identified in the course.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILO	Suggested Teaching & Learning Activities
Part one of the course focuses on: <ul style="list-style-type: none"> • Examining the major domestic, regional and global variables shaping the current socio-economic, political, cultural environmental and urban development in Asia-Pacific region. • Identifying major issues related to social, economic, political, cultural, environmental and urban development in the context of reemerging Asia-Pacific. 	<i>CILO₁</i>	<ul style="list-style-type: none"> • Seminars / lectures • Group discussion • Field trips / field investigation
Part two of the course focuses on: <ul style="list-style-type: none"> • Examining critically major challenges that the selected Asian-Pacific societies are confronting in a globalized world. • Analyzing issues and challenges related to economic growth, social, environmental and urban development, regional and international relations, democratization and political change, changing social welfare regimes, tourism and global connections, governance and policy responses in Asia-Pacific. 	<i>CILO₂</i>	<ul style="list-style-type: none"> • Seminars / lectures • Group discussion • Field trips / field investigation
Part three of the course focuses on: <ul style="list-style-type: none"> • Appreciating the complexity of social, economic, political and environmental and urban development in the selected societies. • Understanding the interactions of local, regional and global forces, as well as human-land interactions affecting such development situations. 	<i>CILO₃</i>	<ul style="list-style-type: none"> • Seminars / lectures • Group discussion • Field trips / field investigation
Part four of the course focuses on: <ul style="list-style-type: none"> • Studying major coping strategies in the selected Asian-Pacific societies in handling the growing impact of globalization, development and environmental changes. • Examining the strengths and limitations of these coping strategies and exploring whether an Asian-Pacific paradigm has emerged in the context of globalization. 	<i>CILO₄</i>	<ul style="list-style-type: none"> • Seminars / lectures • Group discussion • Field trips / field investigation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Participation <ul style="list-style-type: none"> • Students are required to actively participate in the following activities: <ul style="list-style-type: none"> – pre-trip briefing session(s) / workshop(s) – different on-site activities during the trip – group collaboration and discussion 	30%	CILO _{1,2,3,4}
Field-based activities during the trip <ul style="list-style-type: none"> • Students are expected to learn through different field-based activities during the trip, to conduct observation, data collection and analysis, and do a group presentation on an assigned theme. 	40%	CILO _{1,2,3,4}
Individual Reflection Report <ul style="list-style-type: none"> • Students are expected to complete a written reflection report of about 1,000 words to consolidate student's knowledge on how their new experiences may relate to their previous and future courses in the programme. 	30%	CILO _{1,2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Busquets, Joan (ed.) (2010). *Deconstruction/construction: The Cheonggyecheon Restoration Project in Seoul*, Cambridge, Mass.: Harvard University Graduate School of Design.
- Buzo, A. (2007). *The Making of Modern Korea*, London and New York: Routledge.
- Chan, C.K., Ngok, K.L. and Phillips, D. (2008). *Social Policy in China: Development and Well-being*, Bristol: Policy Press.
- Chiu, S. and Lui, T.L. (2009). *Hong Kong: Becoming a Chinese Global City*, London: Routledge.
- Cho, Im Sik, and Križnik, Blaž (2017). *Community-based urban development: evolving urban paradigms in Singapore and Seoul*, Singapore: Springer.
- Chufrin, G. (Ed.) (2006). *East Asia: Between Regionalism and Globalism*, Singapore: Institute of Southeast Asian Studies.
- Hong, E. (2014). *The Birth of Korean Cool: How one Nation is Conquering the World through Pop Culture*. New York: Picador.
- Howell, J. (Ed.) (2004). *Governance in China*, Lanham: Rowman & Littlefield Publishers, Inc.
- Mok, K.H. and Forrest, R. (2009). *Changing Governance and Public Policy in East Asia*, London: Routledge.
- Mori, K. and Hirano, K. (eds.) (2007). *A New East Asia: Toward a Regional Community*, Singapore: National University of Singapore Press.

Seth, M. J. (Ed.). (2016). *Routledge Handbook of Modern Korean History*. Milton Park, Abingdon, Oxon: Routledge.

Shimomura, Y. (Ed.) (2003) *The Role of Governance in Asia*, Singapore: Institute of Southeast Asian Studies.

Tang, W.F. and Holzner, B. (eds.) (2007). *Social Change in Contemporary China*, Pittsburgh: University of Pittsburgh Press.

Tubilewicz, C. (2006). *Critical Issues in Contemporary China*, London: Routledge

Yun, T. (2010). *Law and Democracy in South Korea: Democratic Development since 1987*. Seoul, South Korea: Institute for Far Eastern Studies, Kyungnam University; Boulder, Colo. Distribution outside of North and South Korea by Lynne Rienner Publishers.

7. Related Web Resources

Asia-Pacific Economic Cooperation (APEC):
<https://www.apec.org/about-us/about-apec>

Asia Society: Policy and Politics:
<http://www.asiasociety.org/policy-politics>

Asian Cultural Council:
<http://www.asianculturalcouncil.org/>

Bloomberg: Asia:
<https://www.bloomberg.com/asia>

Sustainable Development Goals: Republic of Korea:
<https://sustainabledevelopment.un.org/memberstates/republicofkorea>

Sustainable Development Report: Country Profiles:
<https://dashboards.sdindex.org/profiles>

8. Related Journals

East Asia: An International Quarterly. Springer.

Critical Asian Studies. Routledge.

Journal of Asian Public Policy. Routledge.

The China Quarterly. Cambridge University Press.

Journal of Contemporary China. Routledge.

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

Newspaper articles and video-clips on relevant issues.

November 2022