

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### **PART I**

<b>Programme Title</b>	: Bachelor of Social Science Education (Honours) (Greater China Studies)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Comparative Education Field Visit
<b>Course Code</b>	: GCS2008
<b>Department</b>	: Department of Asian and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39 hours (Experiential-based activities: 78 hours)
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 2

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### **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 Undergraduate, Taught Postgraduate 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 Comparative Education Field Visit is a required component of the program providing students a first opportunity to put into practice the research skills they have learned in the Foundation Stage to engage in a small-scale group project. Held during the summer semester, this course aims at enhancing students' awareness of the importance of policy and governance in global and regional affairs. Through collaboration with other university partners throughout Asia, students are expected to actively engage in the interactive learning environment where international and local students combine knowledge acquired from lectures and seminars with investigation of problems and prospects of Greater China in the Asian 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. Renowned businessmen, community leaders, prominent scholars will also be invited as guest speakers for lectures and professional visits.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> understand the major issues related to social, economic, political, cultural and environmental developments in selected Chinese societies in the context of emergence of Greater China.
- CILO<sub>2</sub> examine critically major challenges that these societies are confronting during the process of rapid socio-economic and political transformation
- CILO<sub>3</sub> appreciate the complexity of social, economic, political and environmental development issues in selected Chinese societies.
- CILO<sub>4</sub> demonstrate an awareness of what major policy responses/governance strategies that the selected Chinese societies have adopted in coping with the challenges identified in the course.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Part one of the course focuses on: <ul style="list-style-type: none"> <li>Examining the major domestic, regional and global variables shaping the current socio-economic, political, cultural and environmental developments in Greater China</li> <li>Identifying major issues related to social, economic, political, cultural and environmental developments in selected Chinese societies in the context of emergence of Greater China</li> </ul>	CILO <sub>1</sub>	Lectures, field trips, group discussion
b. Part two of the course focuses on: <ul style="list-style-type: none"> <li>Examining critically major challenges that the selected Chinese societies are confronting in a globalized world</li> </ul>	CILO <sub>2</sub>	Lectures, field trips, group discussion

<ul style="list-style-type: none"> <li>Analyzing issues and challenges related to economic growth, social and environmental development, regional and international relations, democratization and political change, changing social welfare regimes, governance and policy responses in Greater China</li> </ul>		
<p>c. Part three of the course focuses on:</p> <ul style="list-style-type: none"> <li>Appreciating the complexity of social, economic, political and environmental developments in selected Chinese societies</li> <li>Understanding the interactions of local, regional and global forces affecting such development situations</li> </ul>	CILO <sub>3</sub>	Lectures, field trips, group discussion
<p>d. Part four of the course focuses on studying major governance strategies in the selected Chinese societies in handling the growing impact of globalization</p>	CILO <sub>4</sub>	Lectures, field trips, group discussion

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILOs
<p>(a) Participation and Discussion</p> <ul style="list-style-type: none"> <li>Students are expected to actively engage in the activities held throughout the field visit. These activities include lectures, seminars, guided tours, visits and interviews. The assessment is based on the contribution of a student in the discussions. The performance of student as a group member in the field trip will be assessed in the form of participation as well.</li> </ul>	20%	CILO <sub>1,3,4</sub>
<p>(b) Group Paper</p> <ul style="list-style-type: none"> <li>Written Report (40%): Students are expected to work together in groups to complete a small-scale research project and a written report on a topic related to the themes of the Field Visit, involving first-hand data collection from the various lectures, seminars, and visits. The group paper must have a theoretical framework and contain at least 3 arguments with proper citation and references.</li> <li>Data Collection (10%): Students are expected to apply research skills in gathering relevant data in the field. The first-hand information and data are to be attached in the group paper.</li> </ul>	50%	CILO <sub>1,2,4</sub>
<p>(c) Reflective Journal</p>	30%	CILO <sub>1,3</sub>

<ul style="list-style-type: none"> <li>Students are expected to keep a journal throughout the field visit in which they can contemplate and reflect upon their new experiences in relating to their previous coursework and experiences in the program. Students can also extend the individual experiences to different levels of social context.</li> </ul>		
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### 5. Required Text(s)

Nil

### 6. Recommended Readings

Chan, C.K., Ngok, K.L. & Phillips, D. (2008). *Social Policy in China: Development and well-being*, Bristol: Policy Press.

Chiu, S. & Lui, T.L. (2009). *Hong Kong: Becoming a Chinese Global City*, London: Routledge.

Chufrin, G. (Ed.). (2006). *East Asia: Between regionalism and globalism*, Singapore: Institute of Southeast Asian Studies.

Howell, J. (Ed.). (2004). *Governance in China*, Lanham: Rowman & Littlefield Publishers, Inc.

Li, H. (2006). Emergence of the Chinese middle class and its implications. *Asian Affairs, an American Review*, (32)2, 67-83.

Mok, K.H. & Forrest, R. (2009). *Changing governance and public policy in East Asia*, London: Routledge.

Mori, K. & Hirano, K. (Eds.). (2007). *A new East Asia: Toward a regional community*, Singapore: National University of Singapore Press.

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

Sung, Y.W. (2005). *The emergence of Greater China: The economic integration of mainland China, Taiwan and Hong Kong*, Basingstoke, England: Macmillan.

Sutter, R. G. (2005). *China's rise in Asia: Promises and perils*, Lanham: Rowman & Littlefield Publishers, Inc.

Tang, W.F. & Holzner, B. (Eds.). (2007). *Social change in contemporary China*, Pittsburgh: University of Pittsburgh Press.

Tubilewicz, C. (2006). *Critical issues in contemporary China*, London: Routledge and Hong Kong: Open University of Hong Kong Press.

Young, N.C. & Jong, H.J.(2008). China's soft power: Discussions, resources, and prospects. *Asian Survey*, (48)3, 453-472.

### 7. Related Web Resources

Asia-Pacific Economic Cooperation (APEC):

[http://www.apec.org/apec/about\\_apec.html](http://www.apec.org/apec/about_apec.html)

Asia Society: Policy and Politics:

[http://www.asiasociety.org/policy-politics\\_4](http://www.asiasociety.org/policy-politics_4)

Asia Weekly:

<http://www.asia-weekly.com/home.html>

Asian Cultural Council:

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

Asian Politics: Library Resources:

[http://library.csus.edu/guides/wangh/asia\\_politics.htm](http://library.csus.edu/guides/wangh/asia_politics.htm)

Business Week: Asia Economy:

<http://www.businessweek.com/globalbiz/asia/economy/>

## **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 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**

Newspaper articles and video-clips on relevant issues.

Last updated on 24 May 2019