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: Department of Asian 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 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 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

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>a. Key concepts of and approaches to development, and the questions of whether and how various forms of development address poverty and inequality</td>
<td>CILO₁,₃,₄</td>
<td>• Lectures: presentation and discussion of the frameworks, concepts, practices and synthesis of key references</td>
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<td>b. Critical analysis of the causes and consequences of economic growth, social well-being and environmental change in Greater China region</td>
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<td>• Tutorials: students to present the chosen topics; comment on</td>
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c. Critical analysis of the patterns and models of economic growth and social welfare provision in the context of globalization  

d. Critical discussion of the problems of poverty and social inequalities  

e. Critical evaluation of the roles and efforts of various governments in addressing pressing global challenges related to economic development  

f. Explore the innovative solutions to selected issues in parts c, d and e

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILOs</th>
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| (a) Group presentation  
  - 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% | CILO1,2,3,4 |
| (b) Class discussion and participation  
  - Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion | 20% | CILO1,2,3,4 |
| (c) Individual essays  
  - 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% | CILO1,2,3,4 |

4. Assessment

5. Required Text(s)

Nil
6. Recommended Readings
Goodstadt, L.F., 2013, Poverty in the midst of affluence: How Hong Kong mismanaged its prosperity, Hong Kong: Hong Kong University Press

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
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
Newspapers and magazines related to topic issues.

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