

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Course Strand	:	General Education Consolidation Course (GECC)
Course Title	:	Responsible Citizenship in the Global Age
Course Code	:	GEJ4009
Coordinating Unit	:	General Education Office (GEO)
Credit Points	:	3
Contact Hours	:	39 Hours
Pre-requisite(s)	:	Satisfactory Completion of GE Breadth Course Requirements
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:

- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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. Synopsis

This course will facilitate students to consolidate their learning of various aspects of social study in the Greater China region and contemplate their role as responsible citizens in the region amidst the process of globalization. Becoming a responsible citizen in the globalized world means more than merely being a law abiding individual, it also requires the exercise of one's agency to actively contribute to the betterment of the society. To prepare students to face this societal challenge in the Greater China region, this course will introduce the idea of responsible citizenship. By focusing on a number of important social themes including sustainable development, equality, identity and belonging, diversity, and social innovation and relating them to the social context in Greater China, this course will facilitate students to build connections of the social science knowledge they acquired in the GE curriculum and their undergraduate major studies, and to contemplate their roles in the society and the possible contribution they could make as responsible citizens.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

- CILO₁: Appreciate the importance of responsible citizenship in a modern society and contemplate their role as responsible citizens in Greater China.
- CILO₂: Reflect and consolidate the social science knowledge they acquired in the undergraduate curriculum including their major studies, GE courses as well as other extracurricular learning experiences, utilizing the University structures of the 4Cs Learning Framework and 7 Generic Intended Learning Outcomes, in particular Critical Thinking Skills, the GE Learning Outcomes (GELOs) and GE Criteria.
- CILO₃: Articulate their positions, with reference to their undergraduate learnings, in response to important social themes including sustainable development, equality, identity and belonging, diversity, and social innovation in Greater China.
- CILO₄: Appreciate and respect the diversity of roles and approaches in social engagement.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction of various discourses of responsible citizenship in a modern society	CILO _{1,3,4}	Lecture and group discussion
Recapitulation of 4Cs Learning Framework, 7 Generic Intended Learning Outcomes, GELOs, GE-CILO A, Criteria and F-CILOs	CILO ₂	Documentary review and analysis and class sharing
Discussion of the core elements and the connections between various social themes including sustainable development, equality, identity and belonging, diversity, and social innovation within the social context of the Greater China region.	CILO _{2,3}	Lecture, group discussion and case studies
Introduction of different approaches and	CILO ₂₋₄	Lecture, group discussion,

methods in preparing an e-portfolio		IT workshop and case studies
Guided self-reflection and consolidation of student's social science knowledge and their extra-curricular learning experiences	<i>CILO</i> _{2,3}	Group discussion and presentation
Learning to appreciate other students' perspective in social engagement	<i>CILO</i> _{1,3,4}	Individual presentation, group sharing and discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Write one reflective entry (800 words) on the following topics: a) Students' understanding of their own society and the concept of responsible citizenship with reference to their personal experience and social observation. b) Students' value judgment and criticism towards their city based on the social science knowledge acquired during their undergraduate study and their extra-curricular learning experiences.	20%	<i>CILO</i> ₁₋₃
2. E-portfolio (2000 words) – to show students' expression of ideas and application of knowledge, based on one or more the following social themes: sustainable development, equality, identity and belonging, diversity, and social innovation in Greater China a) Presentation of e-portfolio b) E-portfolio	80% <i>a) 25%</i> <i>b) 55%</i>	<i>CILO</i> ₁₋₄

Remarks: Students are normally expected to complete a written assignment of about 3,000 English words (or 4,800 Chinese characters) for a 3-credit point course, subject to the nature and level of study.

5. Required Text(s)

Nil

6. Recommended Readings

Abbas, M. A. (1997). *Hong Kong: culture and the politics of disappearance*. Minneapolis: University of Minnesota Press.

Clark, J. (2003). Introduction: civil society and transnational action. *Globalizing civic engagement: civil society and transnational action*. J. Clark. London, Earthscan, 1-27.

Cogan, John J., David L. Grossman, eds, (2012). *Creating socially responsible citizens: cases from the Asia-Pacific region*. Charlotte, N.C. : Information Age Pub.

Dikeç, M. (2007). *Badlands of the republic: space, politics and urban policy*. Oxford and Malden, MA: Blackwell.

Edwards, M. and J. Gaventa (2001). "Citizen Global Action." Boulder: Lynne Rienner Press
Falk, R. (1994). The making of global citizenship' in van Steenberg. (ed) *The Condition of Citizenship*. London: Sage, 127-40

Fischer, Frank. (2000). *Citizens, Experts and the Environment: The Politics of Local Knowledge*. Durham and London: Duke University Press., 1-31.

Florini, A., Ed. (2000). *The third force: the rise of transnational civil society*. Washington D.C., Carnegie Endowment for International Peace, 211-240.

Hayden, Dolores (1999). *The Power of Place: Urban Landscapes as Public History*. Cambridge, Mass.: MIT Press.

Held, D. and A. McGrew, Eds. (2002). *Governing Globalization: Power, Authority and Global Governance*. Cambridge, Polity Press, 1-21.

Kennedy, K. J., Watts, O. F. and McDonald, G., eds, (1993). *Citizenship Education for a New Age*, USQ Press, Toowoomba.

Leach, M. and I. Scoones (2005) *Mobilizing Citizens: social movements and the politics of knowledge*. Citi- zenship DRC Synthesis Paper, DRAFT - November 2005. 1-25.

Lefebvre, H. (1991). *The production of space*. Oxford; Cambridge, Mass.: B. Blackwell.

Lipschutz, R. (2004). Global civil society and global governmentality: or, the search for politics and the state amidst the capillaries of social power. *Power in Global Governance*. M. Barnett and R. Duvall. Cambridge and London, Cambridge University Press, 229-248.

Scott, James C. (1998). *Seeing like a state: how certain schemes to improve the human condition have failed*. New Haven [Conn.]: Yale University Press.

Young, D & Keil, R. (2014). "Locating the Urban In-between: Tracking the Urban Politics of Infrastructure in Toronto." *International Journal of Urban and Regional Research*, Volume 38, 1589–1608.

7. Related Web Resources

<http://www.learningtogive.org/resources/civic-responsibility>

8. Related Journals

Nil

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

Nil

Last Updated: 30 December 2017