

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Perspectives on Difference: Promoting Social Awareness and Positivity
Course Code	: GEK2022
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
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 main focus of this course is on difference, specifically on social difference in Hong Kong. Difference arises when we compare self to others. In this way, we perceive ourselves as unique individuals, different from one another. But we also have this tendency to draw a line between “us” and “them”, out of habits, ideologies, preferences, social norms, or fears. Such line, without exception, is always arbitrary. As a result, certain individuals or groups of people would find themselves marginalized, misrecognized, isolated, disrespected, mistreated, ignored, rejected, discriminated, or at worst, demonized.

This course encourages students to appreciate difference in society from various perspectives, and to critically reflect upon such social phenomenon with respect to the question of hospitality. How can we fairly accommodate all differences in the society? Is absolute hospitality possible? In what way, especially as an individual, can we make the society more welcoming and hospitable to others?

Throughout the course, we will study several literary and cultural texts that will enrich our understanding of the topic, particularly those not only represent difference in society, but also provide alternative perspectives from which to tell stories of others.

In an attempt to take the learning and teaching beyond the classroom, this course will take students to several off-campus activities such as guided tours and field trips.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Develop an understanding of existing social problems within contemporary Hong Kong society;
- CILO₂ Engage effectively with marginalized groups in the community;
- CILO₃ Cultivate positive attitudes and empathy toward minority groups in Hong Kong;
- CILO₄ Recognize the ways in which marginalization works and the necessary attributes of a responsible, opened-minded, progressive citizen; and
- CILO₅ Understand the essence of what constitutes social harmony and personal happiness.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
● Lectures providing a historical and contemporary focus on the place of marginalized groups within Hong Kong society and examining the particular difficulties and problems faced by these groups.	CILO _{1,4,5}	Readings, lectures, class activities.
● This course has an outing component. Students will be invited	CILO _{2,3,5}	Guided tours/field trips / social service/experience.

to participate in various off-campus activities		
<ul style="list-style-type: none"> A selection of literary and cultural texts (films, documentaries, photo essays, etc.) dealing with questions of marginalization will be assigned and discussed 	<i>CILO</i> _{4,5}	In class discussion and class activities
<ul style="list-style-type: none"> Throughout the course, students will be provided with both individual and/or group consultations with course instructor on a needs basis. 	<i>CILO</i> _{1,3} (<i>etc.</i>)	Consultations

4. Assessment

Assessment Tasks	Weighting	CILOs
(a) Final group project will involve creating an artifact (website, short film/video, documentary film, public service announcement, creative writing, game etc.). This includes two components: an oral presentation (20%) and the creation of the artifact itself (30%).	50%	<i>CILO</i> _{1,3,4,5}
(b) Students are required to submit an individual reflection (1,500 words) on any of the materials or activities through the whole course relating it to issues of marginalization in Hong Kong.	50%	<i>CILO</i> _{1,2,3,4,5} (<i>etc.</i>)

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

A reading packet including selections from literary texts as well as articles will be distributed

7. Recommended Readings

Bennett, Tony, Lawrence Grossberg, and Meaghan Morris, eds. (2013). *New keywords: A revised vocabulary of culture and society*. New York: John Wiley & Sons.

- Cheng, Sheung-Tak, et al. (2013). "Hong Kong: Embracing a fast aging society with limited welfare." *The Gerontological*. Vol 53, 4. Oxford: Oxford University Press.
- Chiu, Wing-Kai, and Siu-lun Wong, eds. (2011). *Hong Kong Divided?: Structures of Social Inequality in the Twenty-first Century*. Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong.
- Chou, Kee-Lee, and Joe CB Leung. (2008). "Disability trends in Hong Kong community-dwelling Chinese older adults: 1996, 2000, and 2004." *Journal of Aging and Health*.
- Derrida, Jacques. (2000). *Of Hospitality: Anne Dufourmantelle invites Jacques Derrida to respond*. Trans. Rachel Bowlby. Stanford: Stanford University Press.
- Ho, Petula Sik Ying, and Adolf Ka Tat Tsang. (2012). *Sex and desire in Hong Kong*. Hong Kong University Press.
- Kearney, Richard. (2003). *Strangers, Gods and Monsters: Interpreting Otherness*. London and New York: Routledge.
- Lau, Maggie, et al. (2015). "Poverty in Hong Kong." *China Review* 15.2: 23-58.
- Law, Kam-yee, and Kim-ming Lee. (2012). "The myth of multiculturalism in 'Asia's world city': incomprehensive policies for ethnic minorities in Hong Kong." *Journal of Asian Public Policy* 5.: 117-134.
- Leung, Helen Hok-Sze. (2009). *Undercurrents: queer culture and postcolonial Hong Kong*. UBC Press.
- Loper, K. A. (2004). "Race and equality: A study of ethnic minorities in Hong Kong's education system." *University of Hong Kong Centre for Comparative and Public Law, Occasional Paper* 12.
- Ming, Cheung, et al. (2011). "Exploratory study of neglect among elderly in Hong Kong: a family perspective". Asia-Pacific Institute of Ageing Studies, Lingnan University.
- Tang, Denise Tse-Shang. (2011). *Conditional spaces: Hong Kong lesbian desires and everyday life*. Vol. 1. Hong Kong University Press.
- To, Chung. (2003). "Towards equality through legal reform: empowerment and mobilization of the Tongzhi (LGBT) community in Hong Kong." *Journal of Gay & Lesbian Social Services* 16.1: 65-74.
- Williams, Raymond (1985). *Keywords: A vocabulary of culture and society*. Oxford: Oxford University Press.
- Woo, Jean. (2012). *Aging in Hong Kong: A comparative perspective*. Vol. 5. Springer Science & Business Media.
- 許寶強 (2010)：限富扶貧：富裕中的貧乏（新編），香港，香港中文大學香港亞太研究所。

8. Related Web Resources

List of NGO Websites with Research Resources and Volunteering Opportunities

Bethune House: Mission for Migrant Workers:

<http://www.migrants.net/background/>

Centre for Harmony and Enhancement of Ethnic Minority Residents (CHEER):

<http://www.hkcs.org/gcb/cheer/cheer-e.html>

Hong Kong Federation of Handicapped Youth:

www.hkfhy.org.hk/

Hong Kong Red Cross:

<http://www.redcross.org.hk/>

Hong Kong Society for the Deaf:

<http://www.deaf.org.hk/ch/index.php>

Hong Kong Unison:

<http://www.unison.org.hk/>

Pathfinders Hong Kong:

<http://handsonhongkong.org/en/node/6791>

Po Leung Kuk:

www.poleungkuk.org.hk/en/

Project Touch, The Boys' and Girls' Clubs Association of Hong Kong:

<http://www.newtouch.net/index.html>

Rainbow of Hong Kong:

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

St. James' Settlement:

<http://www.sjs.org.hk/en/front/front.php>

Online Video Resources

RTHK, 非常平等任務 (2013):

http://podcast.rthk.hk/podcast/item_epi.php?pid=454&lang=zh-CN

RTHK, 鏗鏘集: 同志戀人 (2007):

<https://www.youtube.com/watch?v=TrUcZQDJKIY>

TVB Pearl, The Pearl Report – Poverty (2014):

https://www.youtube.com/watch?v=XovHZi_Ql2s

9. Related Journals

Journal of Refugee Studies

Mobilities

Ageing and Society

Inter-Asia Cultural Studies

10. 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.

11. Others

Nil

14 August 2025