

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) / Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Hong Kong Studies
Course Code	: SSC2044
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: Chinese; 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 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

This course provides an overview of the development of Hong Kong, and its interaction with China and other parts of the world, from an inter-disciplinary perspective. It focuses on the changing context in which participants will develop their professional and intellectual life.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate an understanding of the development of Hong Kong, and its interaction with China and other parts of the world;
- CILO₂ acquire the skills to inquire into and analyse Hong Kong's problems and issues from an interdisciplinary perspective; and
- CILO₃ show appreciation of the diversity of cultures, values and ideas that have influenced Hong Kong.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction: the rationale and theoretical framework for the inter-disciplinary study of Hong Kong;	CILO ₂	Lectures; literature review / web-search
Continuity and change in Hong Kong's historical development: tradition and modernization – uniqueness and diversity; HK – China relationship under “One country, Two systems” – forces of change and forces of continuity;	CILO _{1, 3}	Field-based inquiry; textual inquiry; video-analysis
Human – environment interaction: population structure – growth and diversity in local, regional and global contexts; urban development and sustainable development – an uneasy balance; natural and human resources – regional dependence and inter-dependence between China and HK;	CILO _{1, 2}	Video-analysis; literature review; group discussion; role-play; textual inquiry
Conflict and complementarity: social stratification and social movements – conflict and equilibrium; economic development – crises and opportunities; towards economic integration with China – pluses and minuses; globalization of the economy – advantages and disadvantages; human rights and the rule of law – conflict	CILO _{1, 2, 3}	Statistical analysis; textual inquiry; dialogic inquiry; video-analysis; group discussion

and complementarity in local, regional and global contexts; and		
Hong Kong in the 21 st century – dynamic complexities in an era of “information society”.	<i>CILO</i> _{1, 2}	Comparative analysis; video-analysis; group discussion

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Participation (participating in class such as quality engagement during Q & A, discussion and debate, etc.)	10%	<i>CILO</i> _{1, 2, 3}
(b) Group presentation: Present their findings on a relate topic in class orally and obtain feedback from lecturer and classmates so that they could further improve their work.	30%	<i>CILO</i> _{1, 2, 3}
(c) Individual Paper: After integrating feedback obtained as stated above, present their findings in a written report (in approximately 5,000 words for CMI group).	60%	<i>CILO</i> _{1, 2, 3}

5. Required Text(s)

Nil

6. Recommended Readings

Bingham, Tom (2011). *The Rule of Law*. London: Penguin

Cheng, Joseph Y. S. (ed.) (2007). *The Hong Kong Special Administrative Region in Its First Decade*. Hong Kong: City University of Hong Kong Press.

Chiu, S.W.K., & Lui, T.L (Eds.) (2000). *The Dynamics of Social Movement in Hong Kong*. Hong Kong: Hong Kong University Press.

Lam, W.M., Lui, P.L.T., Wong, W., Holliday, I. (2007). *Contemporary Hong Kong Politics – Governance in the post-1997 era*. Hong Kong: Hong Kong University Press.

Lam, W.M., Lui, P.L.T. and Wong, W. (2012). *Contemporary Hong Kong government and politics* (2nd ed.). Hong Kong: Hong Kong University Press.

Lau, S.K. (Ed.) (2000). *Social Development and Political Change in Hong Kong*. Hong Kong: The Chinese University Press.

Lee, P.T. (Ed.) (2001). *Hong Kong Reintegrating with China, Political, Cultural and Social Dimensions*. Hong Kong: Hong Kong University Press.

Lo, S. S. H. (2010). *Competing Chinese political visions: Hong Kong vs. Beijing on democracy*. Santa Barbara, Calif. : Praeger Security International.

Sing, Ming (ed.) (2003). *Hong Kong Government & Politics*. Hong Kong: Oxford

University Press.

Wong, Yiu-chung (ed.) (2008). *One Country, Two Systems in Crisis: Hong Kong's Transformation since the Handover*. Lanham, MD: Lexington Books.

Yep, Ray (ed.) (2013). *Negotiating Autonomy in Greater China: Hong Kong and Its Sovereign Before and After 1997*. Denmark: NIAS Press.

陳弘毅 (2013): 《西方文明中的法治和人權》，香港：商務印書館。

梁文韜 (編) (2011)：《審議式民主的理想與局限》，台北：巨流。

羅金義，鄭宇碩 (編) (2013)：《留給梁振英的棋局：通析曾蔭權時代》，香港：香港城市大學出版社。

王家英，尹寶珊 (2003)：《主要官員問責制的成效及其對香港政治發展的影響》，香港：香港中文大學香港亞太研究所。

呂大樂，吳俊雄，馬傑偉 (2011)：《香港·生活·文化》。香港：牛津大學出版社。

強世功 (2008)：《中國香港：文化與政治的視野》。香港：牛津大學出版社。

戴耀廷 (2010)：《法治心：超越法律條文與制度的價值》。香港：香港教育圖書公司。

馬家輝、梁文道、王慧麟 [編] [2011]：《本土論述 2010：香港新階級鬥爭》。台北：漫遊者文化。

馬傑偉，吳俊雄，呂大樂編 (2009)：《香港文化政治》，香港：香港大學出版社。

馬嶽 (2010)：《香港政治：發展歷程與核心課題》。香港：香港中文大學香港亞太研究所。

謝均才 (編) (2002)：《我們的地方，我們的時間，香港社會新編》，香港，牛津大學出版社。

7. Related Web Resources

中華人民共和國香港特別行政區網頁

<http://www.gov.hk/en/residents/>

WiseNews 報刊剪輯館

<http://www.lib.ied.edu.hk/index.html>

社會服務聯會 (2010)：扶貧資訊網

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

港·故事

<https://www.facebook.com/storyhongkong/?fref=ts>

香港零一

<http://www.hk01.com/>

8. Related Journals

Asian Affairs Taylor & Francis Ltd Bookpoint.

Asian Education and Development Studies

HK & Macau Review. The Friends of Hong Kong & Macau Association.

Journal of Contemporary China. Taylor & Francis Ltd Bookpoint.

Sociological Perspectives. Pacific Sociological Association.

The China Review. Chinese University Press.

The Pacific Review. Routledge.

Public Administration and Policy – an Asia Pacific Journal

青年研究學報 (Journal of Youth Studies)

香港科技大學華南研究中心 <http://schina.ust.hk/blank.htm>

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 will be extensively used for current issues-inquiry.

Last update: 30-11-2016