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

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Introduction: the rationale and theoretical framework for the inter-disciplinary study of Hong Kong;</td>
<td>CILO₂</td>
<td>Lectures; literature review / web-search</td>
</tr>
<tr>
<td>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;</td>
<td>CILO₁, 3</td>
<td>Field-based inquiry; textual inquiry; video-analysis</td>
</tr>
<tr>
<td>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;</td>
<td>CILO₁, 2</td>
<td>Video-analysis; literature review; group discussion; role-play; textual inquiry</td>
</tr>
<tr>
<td>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</td>
<td>CILO₁, 2, 3</td>
<td>Statistical analysis; textual inquiry; dialogic inquiry; video-analysis; group discussion</td>
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</tbody>
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and complementarity in local, regional and global contexts; and

| Hong Kong in the 21st century – dynamic complexities in an era of “information society” | CILO \(_1, 2\) | Comparative analysis; video-analysis; group discussion |

### 4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Participation (participating in class such as quality engagement during Q &amp; A, discussion and debate, etc.)</td>
<td>10%</td>
<td>(_{CILO_1, 2, 3})</td>
</tr>
<tr>
<td>(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.</td>
<td>30%</td>
<td>(_{CILO_1, 2, 3})</td>
</tr>
<tr>
<td>(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).</td>
<td>60%</td>
<td>(_{CILO_1, 2, 3})</td>
</tr>
</tbody>
</table>

### 5. Required Text(s)

Nil

### 6. Recommended Readings


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


University 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。

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

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.
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.

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