

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Undergraduate Programmes
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Local Themes and Issues
<b>Course Code</b>	: SSC3019
<b>Department</b>	: Social Sciences
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: NIL
<b>Medium of Instruction</b>	: Chinese
<b>Course Level</b>	: 3

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#### 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 aims to enrich participants' knowledge and understanding of important local themes and issues related to the self and society, family life, the community, societal and other relevant aspects in Hong Kong and lead participants to think critically and objectively. The continuity and change of local themes and issues is emphasized.

### 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> acquire knowledge of the key formal and informal structures that underlie family, community and societal lives in Hong Kong;

CILO<sub>2</sub> understand the changing nature of family, community and societal structures in Hong Kong in the context of Hong Kong's development;

CILO<sub>3</sub> develop greater and more sensible concern for their families, local community and society; and

CILO<sub>4</sub> enhance their capacity to think critically and objectively in studying major current issues in the families, local community, society and other related aspects.

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction: Continuity and change in the development of Hong Kong family, community and society	CILO <sub>1,2</sub>	Lecture, reading and analysis of teaching materials, and group activities
The changing nature of the family in Hong Kong: 1. Tradition and change in the Hong Kong Chinese family - Changing patterns of family structures, values and customs and their impact on family life in Hong Kong. 2. Issues facing families in contemporary Hong Kong; - Immigrant families (from China) and divided families (family members in China) - Divorce/single parent families	CILO <sub>1,2,3,4</sub>	Lecture, reading and analysis of teaching materials, and group activities

<ul style="list-style-type: none"> <li>- Child and spouse abuse</li> <li>- sex education under challenges</li> </ul>		
<p>The Changing nature of the Hong Kong community and society:</p> <p>1. How the Hong Kong government works</p> <ul style="list-style-type: none"> <li>- Structure and organization of the executive and legislative bodies</li> <li>- Hong Kong's electoral and representative systems</li> <li>- Conflicting perceptions of government effectiveness</li> <li>- Current issues, e.g. ongoing debates about representation and the call for more direct election</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<p>Lecture, reading and analysis of teaching materials, and group activities</p>
<p>The Changing nature of the Hong Kong community and society:</p> <p>2. How the Hong Kong legal system works</p> <ul style="list-style-type: none"> <li>- Ideals, structures and practices</li> <li>- Efforts and challenges in maintaining the "rule of law" in Hong Kong</li> <li>- Current issues, e.g., ongoing legal problems between the HKSAR and mainland China</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<p>Lecture, reading and analysis of teaching materials, and group activities</p>
<p>The Changing nature of the Hong Kong community and society:</p> <p>3. How the Hong Kong welfare system works</p> <ul style="list-style-type: none"> <li>- Role of government and non-government agencies</li> <li>- Current issues, e.g. treatment of Hong Kong's have-nots, the elderly, the unemployed, the youths, etc.</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<p>Lecture, reading and analysis of teaching materials, and group activities</p>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Class participation: Participation in inquiries, discussions and debates conducted in the lessons.	20%	CILO <sub>1,2,3,4</sub>
b. The initial findings of the group project to be reported and discuss with the class.	30%	CILO <sub>1,2,3,4</sub>
c. A group research project with a written report in no less than 2,500 words per member on a selected issue related to the family, community or society of Hong Kong.	50%	CILO <sub>1,2,3,4</sub>

#### 5. Required Text(s)

NIL

#### 6. Recommended Readings

Ash, R., Ferdinand, P., Hook, B. & Porter, R. (Ed.) (2003). *Hong Kong in transition: one country, two systems*. New York: Routledge.

Chan, M.K. (2008), *China's Hong Kong Transformed: Retrospect and Prospects Beyond the first Decade*. HK: City University of Hong Kong Press.

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

Chiu, S.W.K., & Lui, T.L (Eds.) (2000). *The dynamics of social movement in Hong Kong*. HK: Hong Kong University Press.

Lee, Pui-tak (Ed.) (2001). *Hong Kong reintegrating with China, political, cultural and social dimensions*. Hong Kong: Hong Kong University Press.

Mathews, G., Ma, K. W. & Lui, Tai-lok (2008). *Hong Kong, China: learning to belong to a nation*. London and New York: Routledge.

Yeung, Yue-man (ed.) (2007), *The First Decade: The Hong Kong SAR in Retrospective and Introspective Perspectives*. Hong Kong: The Chinese University Press.

吳俊雄等編 (2006) : 《香港·文化·研究》, 香港: 香港大學出版社。

王賡武(編) (1997) : 《香港史新編(上、下冊)》, 香港, 三聯書店。

陳錦華, 王志鏗編 (2004) : 《香港社會政策評論》, 香港: 中文大學出版社。

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。

許寶強編 (2010) : 《重寫我城的歷史故事》, 香港, 牛津大學出版社。

## 7. Related Web Resources

Citized

<http://www.citized.info/>

國民教育中心 (National Education Center)

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

民教育資料庫

<http://www.fed.cuhk.edu.hk/~ce/>

香港電台網站 – National Education

<http://programme.rthk.org.hk/rthk/tv/programme.php?name=tv/nationaledu09e&d=2010-06-02&p=4777&e=&m=episode>

教育局德育、公民及國民教育

<http://www.edb.gov.hk/index.aspx?nodeID=2397&langno=2>

公民教育聯席

<http://hkace.net/>

## 8. Related Journals

*Social Transformations in Chinese Societies*

*Hong Kong Journal of Social Sciences*

《本土論述》

## 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. Other

Newspapers, on-line materials, multi-media resources, and other learning resources will be used in the learning of this course.

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