

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Education (Honours)
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Perspectives on Citizenship
<b>Course Code</b>	: SSC3054
<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>	: English
<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 introduce students to the idea of citizenship and related concepts. It starts from a definition of citizenship as “passive and active membership of individuals in a nation-state with certain universalistic rights and obligations at a specified level of equality.”<sup>1</sup> Students will be actively engaged in exploring the main ideas within this definition (citizenship, nationality, law, ideology, rights, participation, and stability) through specific attention to their application in the Chinese context. Teaching and learning activities will encourage students to think critically about differing explanations for the nature of Chinese citizenship. By the end of the course, students will be engaged in rich discussions of how citizenship is manifested in the Chinese context. Acknowledging that students are relative novices in the process of formal academic inquiry, the course will introduce them to and guide them through basic characteristics of academic texts and research methods and provide ample opportunity for them to develop comfort with engaging in their own inquiry projects through small-scale interactive classroom activities on specific steps in the inquiry cycle. Particular attention will be paid to progressively developing their capacity to carry out and communicate about their own inquiry projects, of which the purpose is to investigate in more depth a topic of their choice, with lecturer and peer feedback and discussion an important component of course activities.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> demonstrate their understanding of concepts of citizenship, law, ideology, rights, participation, and stability through the analysis of case studies in the Chinese context;
- CILO<sub>2</sub> demonstrate the capacity and willingness to consider multiple explanations for the nature of citizenship and associated concepts in the Chinese context;
- CILO<sub>3</sub> demonstrate the ability to discern the main points and basic types of research methods from guided readings of academic texts on citizenship;
- CILO<sub>4</sub> demonstrate their understanding of a focused issue related to citizenship in the Chinese context by carrying out small-scale inquiry projects; and
- CILO<sub>5</sub> demonstrate the capacity to provide constructive feedback to, and receive the same from, peers on various stages of their projects of inquiry about citizenship in the Chinese context.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
a. <u>Introduction</u> What are citizenship and nationality? Citizenship as membership, rights, and obligations;	CILO <sub>1, 2, 4, 5</sub>	<ul style="list-style-type: none"><li>• Lectures introducing the main topic and important concepts;</li><li>• Short video presentations to generate interest and discussion;</li><li>• Guided tutorial on reading</li></ul>
b. <u>Introduction to Inquiry Methods in Citizenship</u>	CILO <sub>4, 5</sub>	

<sup>1</sup> Janoski, Thomas. (1998). *Citizenship and Civil Society*. Cambridge: Cambridge University Press. (p. 9)

<p>A basic introduction to how to choose a topic for an inquiry project; how to formulate an inquiry question; how to choose an appropriate method for answering the inquiry question; how to interpret and analyze data;</p>		<p>academic articles for the main points and a basic understanding of research methods;</p> <ul style="list-style-type: none"> <li>• Whole-class discussions focused on illustrating the relevance of the content of academic articles to students' own experience;</li> </ul>
<p>c. <u>Law and Ideology</u> The Chinese constitution and guiding ideology; China's legal and ideological development; the rule of law;</p>	<p>CILO 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Small-group discussions and debate on topics of diverse opinion;</li> </ul>
<p>d. <u>Citizens' Rights</u> Civil, political, economic, social, and cultural rights;</p>	<p>CILO 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Small-group discussions in groups of random construction to foster communication skills;</li> </ul>
<p>e. <u>Democracy and Participation</u> Citizens' social and political participation; civil society and non-governmental organizations;</p>	<p>CILO 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Small-group activities to assist students to generate inquiry topics and inquiry questions on a variety of topics relevant to the course;</li> </ul>
<p>f. <u>Stability and Development</u> Citizens' participation in national social and economic development;</p>	<p>CILO 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Group tasks to generate multiple inquiry questions on a specified topic; and</li> </ul>
<p>g. <u>Education for Citizenship</u> Civic, moral, and political education;</p>	<p>CILO 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> <li>• Student presentations to small groups of their preliminary work on their Inquiry Projects</li> </ul>
<p>h. <u>Consolidation</u> Discussions of students' individual inquiry projects about citizenship in the Chinese context.</p>	<p>CILO 1, 2, 3, 4, 5</p>	<p>(see "Assessment" below) to generate peer feedback and develop the ability to explain their ideas clearly.</p>

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. Review of Two Articles and Inquiry Question (1,000-1,200 words)</p>	<p>40%</p>	<p>CILO 1, 2, 3, 4</p>
<p>b. Inquiry Project (1,800-2,000 words)</p>	<p>60%</p>	<p>CILO 1, 2, 3, 4, 5</p>

## 5. Required Text(s)

Nil

## 6. Recommended Readings

Guo, Z. (2014). The Emergence of the Citizen Concept in Modern China: 1899–1919. *Journal of Chinese Political Science*, 19(4), 349-364.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_proquest\\_journals\\_1626786429](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_proquest_journals_1626786429)

Fairbrother, G. P. (2014). The Chinese paternalistic state and moral education. In K. J. Kennedy, G. P. Fairbrother, and Z. Zhao (Eds.), *Citizenship Education in China: Preparing Citizens for the “Chinese Century”* (pp. 11-26). New York: Routledge.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_informaworld\\_taylorfrancisbooks\\_10\\_4324\\_9780203797129\\_9\\_version2](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_informaworld_taylorfrancisbooks_10_4324_9780203797129_9_version2)

Wu, S. (2014). The Revival of Confucianism and the CCP's Struggle for Cultural Leadership: a content analysis of the People's Daily, 2000–2009. *Journal of Contemporary China*, 23(89), 971-991.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_10670564\\_2014\\_882624](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_10670564_2014_882624)

Zhou, M. (2016). Nation-state building and multiculturalism in China. In X. Zang (Ed.), *Handbook on Ethnic Minorities in China* (pp. 111-137). Cheltenham, UK: Edward Elgar Publishing.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_edwardelgar\\_ebooks\\_9781784717353\\_00013\\_pdf](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_edwardelgar_ebooks_9781784717353_00013_pdf)

Brown, K., & Bērziņa-Čerenkova, U. A. (2018). Ideology in the Era of Xi Jinping. *Chinese Journal of Political Science*, 23(3), 323-339.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_proquest\\_journals\\_2007693696](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_proquest_journals_2007693696)

Huang, R., Gui, Y., & Sun, X. (2019). Beyond the Left-Right Spectrum: A Typological Analysis of Ideologues in China's Weibo Space. *The Journal of Contemporary China*, 28(119), 831-847.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_10670564\\_2019\\_1580423](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_10670564_2019_1580423)

DeLisle, J. (2017). Law in the China Model 2.0: Legality, Developmentalism and Leninism under Xi Jinping. *The Journal of Contemporary China*, 26(103), 68-84.

[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_10670564\\_2016\\_1206299](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_10670564_2016_1206299)

Ng, K. H. (2019). Is China a “Rule-by-Law” Regime? *Buffalo Law Review*, 67(3), 793-821.

<https://digitalcommons.law.buffalo.edu/cgi/viewcontent.cgi?article=4845&context=buffalolawreview>

Nathan, A. J. (1986). *Sources of Chinese rights thinking*. In R. R. Edwards, L. Henkin, & A. J. Nathan (Eds.), *Human rights in contemporary China* (pp. 125-164). New York: Columbia University Press.

Peerenboom, R. (2005). Assessing Human Rights in China: Why the Double Standard? *Cornell International Law Journal*, 38(1), 71-172.

<https://scholarship.law.cornell.edu/cgi/viewcontent.cgi?article=1634&context=cilj>

Ma, D. & Hsu, S. (2018). The Political Consequences of Deliberative Democracy and

- Electoral Democracy in China: An Empirical Comparative Analysis from Four Counties. *China Review* (Hong Kong, China), 18(2), 1-32.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_projectmuse\\_journals\\_696527\\_S1015660718200006](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_projectmuse_journals_696527_S1015660718200006)
- Wong, S. W., Tang, B., & Liu, J. (2020). Village Elections, Grassroots Governance and the Restructuring of State Power: An Empirical Study in Southern Peri-urban China. *The China Quarterly*, 241, 22-42.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_proquest\\_journals\\_2382036284](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_proquest_journals_2382036284)
- Benney, J. (2016). *Weiwen* at the Grassroots: China's Stability Maintenance Apparatus as a Means of Conflict Resolution. *The Journal of Contemporary China*, 25(99), 389-405.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_informaworld\\_taylorfrancis\\_310\\_1080\\_10670564\\_2015\\_1104876](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_informaworld_taylorfrancis_310_1080_10670564_2015_1104876)
- Biddulph, S. (2015). *The Stability Imperative: Human Rights and Law in China*. Vancouver: University of British Columbia Press. Chapter 1: Rights in a Time of Anxiety about Stability (pp. 3-31). <https://ebookcentral-proquest-com.ezproxy.eduhk.hk/lib/hkied-ebooks/reader.action?docID=3440655&ppg=14>
- Oxley, L., & Morris, P. (2013). Global Citizenship: A Typology for Distinguishing its Multiple Conceptions. *British Journal of Educational Studies*, 61(3), 301-325.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_00071005\\_2013\\_798393](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_00071005_2013_798393)
- Cheng, B., & Yang, P. (2019). Chinese Students Studying in American High Schools: International Sojourning as a Pathway to Global Citizenship. *Cambridge Journal of Education*, 49(5), 553-573.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_0305764X\\_2019\\_1571560](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_0305764X_2019_1571560)
- Hansen, M. H., & Liu, Z. (2018). Air Pollution and Grassroots Echoes of "Ecological Civilization" in Rural China. *The China Quarterly*, 234, 320-339.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_cristin\\_nora\\_10852\\_60034](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_cristin_nora_10852_60034)
- Martinsson, J. & Lundqvist, L. J. (2010). Ecological citizenship: Coming out "clean" without turning "green"? *Environmental Politics*, 19(4), 518-537.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_swepub\\_primary\\_oai\\_gup\\_ubgu\\_se\\_131683](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_swepub_primary_oai_gup_ubgu_se_131683)
- Zhang, Y., Liu, J., & Wen, J. (2018). Nationalism on Weibo: Towards a Multifaceted Understanding of Chinese Nationalism. *The China Quarterly*, 235, 758-783.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_proquest\\_journals\\_2102816066](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_proquest_journals_2102816066)
- Fang, K., & Repnikova, M. (2017). Demystifying "Little Pink": The creation and evolution of a gendered label for nationalistic activists in China. *New Media & Society*, 20(6), 2162-2185.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1177\\_1461444817731923](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1177_1461444817731923)
- Fairbrother, G. P. (2004). Patriotic Education in a Chinese Middle School. In W. O. Lee, D. L. Grossman, K. J. Kennedy, & G. P. Fairbrother (Eds.), *Citizenship Education in Asia and the Pacific: Concepts and Issues* (pp. 157-174). Hong Kong: Comparative Education Research Centre, The University of Hong Kong.
- Fairbrother, G. P. (2006). Between Britain and China: Hong Kong's Citizenship Education Policy Paradigm. *Journal of Comparative Policy Analysis*, 8(1), 25-42.  
[https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN\\_cdi\\_crossref\\_primary\\_10\\_1080\\_13876980500513285](https://julac.hosted.exlibrisgroup.com/permalink/f/2c5s4d/TN_cdi_crossref_primary_10_1080_13876980500513285)

## **7. Related Web Resources**

Nil

## **8. Related Journals**

*The China Quarterly*. Cambridge University Press.

*The China Journal*. Contemporary China Centre, Research School of Pacific and Asian Studies, Australian National University.

*Journal of Contemporary China*. Routledge/Taylor & Francis.

*Modern China*. SAGE Publications.

*Citizenship Studies*. Routledge/Taylor & Francis.

## **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**

As the assessment consists of an independent inquiry project, students will be strongly encouraged to search for other relevant readings independently, being provided with instruction on searching for materials and relevant search terms.

*Last update: 29 June 2021*