

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Bachelor of Education (Honours)
Programme QF Level	: 5
Course Title	: Perspectives on Citizenship
Course Code	: SSC3054
Department	: Social Sciences
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

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. 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.”¹ Students will be actively engaged in exploring the main ideas within this definition (citizenship, nationality, law, ideology, rights, democracy, stability, and development) 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:

- CILO₁ demonstrate their understanding of concepts of citizenship, law, ideology, rights, democracy, and development through the analysis of case studies in the Chinese context;
- CILO₂ demonstrate the capacity and willingness to consider multiple explanations for the nature of citizenship and associated concepts in the Chinese context;
- CILO₃ demonstrate the ability to discern the main points and basic types of research methods from guided readings of academic texts on citizenship;
- CILO₄ demonstrate their understanding of a focused issue related to citizenship in the Chinese context by carrying out small-scale inquiry projects; and
- CILO₅ demonstrate the capacity to provide constructive feedback to, and receive the same from, peers on various stages of their projects of

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

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;	<i>CILO</i> _{1, 2, 4, 5}	<ul style="list-style-type: none"> • Lectures introducing the main topic and important concepts; • Short video presentations to generate interest and discussion; • Guided tutorial on reading academic articles for the main points and a basic understanding of research methods; • Whole-class discussions focused on illustrating the relevance of the content of academic articles to students' own experience; • Small-group discussions and debate on topics of diverse opinion; • Small-group discussions in groups of random construction to foster communication skills; • Small-group activities to assist students to generate inquiry topics and inquiry questions on a variety of topics
b. <u>Introduction to Inquiry Methods in Citizenship</u> 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;	<i>CILO</i> _{4, 5}	
c. <u>Law and Ideology</u> The Chinese constitution and guiding ideology; China's legal and ideological development; the rule of law;	<i>CILO</i> _{1, 2, 3, 4, 5}	
d. <u>Citizens' Rights</u> Civil, political, economic, social, and cultural rights;	<i>CILO</i> _{1, 2, 3, 4, 5}	
e. <u>Democracy and Participation</u> Citizens' social and political participation; civil society and non-governmental organizations;	<i>CILO</i> _{1, 2, 3, 4, 5}	
f. <u>Stability and Development</u> Citizens' participation in national social and economic development;	<i>CILO</i> _{1, 2, 3, 4, 5}	
g. <u>Education for Citizenship</u> Civic, moral, and political education;	<i>CILO</i> _{1, 2, 3, 4, 5}	
h. <u>Consolidation</u> Discussions of students' individual inquiry projects about citizenship in the Chinese context.	<i>CILO</i> _{1, 2, 3, 4, 5}	

		<p>relevant to the course;</p> <ul style="list-style-type: none"> • Group tasks to generate multiple inquiry questions on a specified topic; and • Student presentations to small groups of their preliminary work on their Inquiry Projects <p>(see “Assessment” below) to generate peer feedback and develop the ability to explain their ideas clearly.</p>
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4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
a. Tutorial participation (a) Discussion (10%) (b) Group video project (25%)	35%	CILO 1, 2, 3, 4, 5
b. Individual final essay (2,500 words)	45%	CILO 1, 2, 3, 4, 5
Final in-class test	20%	CILO 1, 2, 3, 4, 5

5. **Required Text(s)**

Nil

6. **Recommended Readings**

Fairbrother, G. P. (2003). *Toward critical patriotism: Student resistance to political education in Hong Kong and China*. Hong Kong: Hong Kong University Press.

Fong, V. L., & Murphy, R. (Eds.) (2006). *Chinese citizenship: Views from the margins*. London: Routledge.

Goldman, M. (2005). *From comrade to citizen: The struggle for political rights in China*. Cambridge, Massachusetts: Harvard University Press.

Goldman, M., & Perry, E. J. (Eds.) (2002). *Changing meanings of citizenship in modern China*, Cambridge, Massachusetts: Harvard University Press.

- Ku, A. S., & Pun, N. (Eds.) (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. London: Routledge.
- Ma, Q. (2006). *Non-governmental Organizations in contemporary China: Paving the way to a civil society?* New York: Routledge.
- Ogden, S. (2002). *Inklings of democracy in China*. Cambridge, Massachusetts: Harvard University Asia Center.
- Perry, E. J., & Selden, M. (Eds.) (2003). *Chinese society: Change, conflict and resistance*. London: RoutledgeCurzon.
- Saich, T. (2004). *Governance and politics of China*. Basingstoke: Palgrave Macmillan.
- Solinger, D. J. (1999). *Contesting citizenship in urban China: Peasant migrants, the state, and the logic of the market*. Berkeley, California: University of California Press.

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: Dec 2019