

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	National Themes and Issues
Course Code	:	SSC3174
Department	:	Social Sciences
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	NIL
Medium of Instruction	:	Chinese
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. Course Synopsis

This course introduces the participants to some important national level political, cultural, social, & economic themes & issues. Participants will develop an appreciation for multiple perspectives on national issues and a critical understanding of how national and global issues are inter-related to each other.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Identify the key issues and problems in contemporary China;
- CILO₂ Formulate research enquiries on socio-economic and political issues in contemporary China;
- CILO₃ recognize relationships and make connections among national, local and global levels with regard to the effects of and actions taken in resolving key political, economic, social, cultural issues; and
- CILO₄ utilize a wide range of analytical and evaluation skills to critically analyze issues and problems in China since reform and opening-up.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Highlights of the reform and opening-up: concise history of China 1940-2000, review of its origins, examination of its policies and impacts, e.g. reform of rural economy and the ‘three problems in rural area’ (sannong wenti), reform of urban/industrial economy and the issues derived (migrant workers, state-owned enterprises, urbanization), re-integration and new dynamics of Greater China economy (the Mainland, Hong Kong, Macau and Taiwan) and its challenges.	CILO _{1,2}	<ul style="list-style-type: none"> • Lectures: presentation and discussion of the frameworks, concepts and synthesis of key references • Web and library search • Reading lecture notes and key references • Seminars: lecturer/guest speakers present the chosen topics and students involve in the discussions;
<ul style="list-style-type: none"> • Living standards and ways of life in rural and urban societies, and related changes and responses from different 	CILO _{1,2,3,4}	<ul style="list-style-type: none"> • Lectures: presentation and discussion of the frameworks, concepts and

<p>groups and the government: indicators of development, reform in social policies (education, health, social security), change of gender status, problem of regional disparities, change of value and behavior of youths and consumers.</p> <ul style="list-style-type: none"> ● Examination of the issues of sustainable development, and debate on the direction of further development: the future role of government intervention and market mechanism, contribution and limitation of science and technology, formulation and implementation of policies and laws. ● Relationship between reform and opening-up, and challenges brought to environmental and cultural conservation: role and force of enterprises and NGOs, the government's considerations in economic, social and political perspectives. ● Impact of participation in international affairs on China's overall development: role and participation in international organizations (e.g. World Trade Organization), ratification and implementation of international treaties (e.g. International Covenant on Economic, Social and Cultural Rights), emerging influence in humanitarian works. ● Reciprocal relations between the governance and the reform & opening-up: political structure of China today, relations between the central and local governments, civic participation in policies formulation and reform in various forms, prospect and alternatives of democratization. 		<p>synthesis of key references</p> <ul style="list-style-type: none"> • Web and library search • Reading lecture notes and key references • Seminars: lecturer/guest speakers present the chosen topics and students involve in the discussions; • Students presentations and class discussions
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Class participation: Participation in inquiries and discussions conducted in the lessons.	10%	CILO _{1,2,3,4}
b. Individual news analysis	30%	CILO _{1,2,3,4}
c. A group research project of critically examination on a theme/issue emerged in contemporary China since the reform and opening-up, with a written report in about 6,000 words.	60%	CILO _{1,2,3,4}

5. Required Text(s)

NIL

6. Recommended Readings

Cheng, Joseph Y. S. (Ed.) (2007). *Challenges and policy programmes of China's new leadership*. Hong Kong: City University of Hong Kong Press.

Cheng, Joseph Y. S. (Ed.) (2003). *China's challenges in the twenty-first century*. Hong Kong: City University of Hong Kong Press.

Chu, Y. (ed.) (2010) *Chinese capitalisms: historical emergence and political implications*, Basingstoke: Palgrave Macmillan.

Gries, Peter H. & Rosen, S. (Eds.) (2010). *Chinese Politics: State, society and the market*. London: Routledge.

Li, X. (ed.) (2010) *The rise of China and the capitalist world order*, Burlington, VT: Ashgate Pub. Co.

Perry, E. & Selden, M. (Eds.) (2003). *Chinese society: change conflict and resistance*. London: RoutledgeCurzon.

So, Alvin (Ed.) (2003). *China's developmental miracle: origins, transformations, and challenges*. New York: M.E. Sharpe.

Tang, W. & Holzner, B. (Eds.) (2007). *Social change in contemporary China*. Pittsburgh: University of Pittsburgh Press.

Womack, B. (Ed.) (2010). *China's Rise in Historical Perspective*. Lanham: Rowman & Littlefield.

李思名、陳峰、邵一鳴(主編)(2008): 《持續與變遷: 當代中國的政經、社會和空間發展》, 香港, 香港教育圖書公司。

陳峰、樊富珉 (主編) (2008): 《熱點中國: 轉型時期的挑戰》, 香港, 香港教育圖書公司。

教育局課程發展處「個人、社會及人文教育組」(2008): 《改革開放三十年: 國民教育講座文集》, 香港, 教育局。

7. Related Web Resources

Asia Times Online:

<http://atimes01.atimes.com/mediakit/aboutus.html>

The Asia Foundation

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

China Development Brief:

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

East-West Studies

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

8. Related Journals

Asian Survey, The University of California Press

China & World Economy, Chinese Academy of Social Sciences.

Journal of Contemporary China, Routledge.

Modern China, Sage.

The China Quarterly, Cambridge University Press.

The China Review, Chinese University Press.

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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