

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Social Sciences (Honours) in Global and Hong Kong Studies

Programme QF Level : 5

Course Title : Citizenship Education: Implications for Global and Hong Kong Studies

Course Code : SSC3230

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. Course Synopsis

The course will examine two major themes: the evolution and transformation of citizenship education as well as its implications for global and Hong Kong studies. This course equips participants with a deeper understanding of citizenship concepts, citizenship education and related issues in the contemporary global context. Emphasis will be put on the topics of identity, nationality, citizens' rights and responsibilities, democracy and human rights, citizen participation, ideology, rule of law, social movement, multiculturalism, civil society, integration and social cohesion for both the global world and Hong Kong. An interdisciplinary perspective will also be adopted to stimulate students to comprehend the complex dimensions and dynamics of citizenship education.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate an understanding of the meaning of citizenship and the related concepts of nationality, democracy, freedom, human rights, responsibilities, civic participation, ideology, rule of law, gender, civil society, social cohesion, social movement and multiculturalism;
- CILO₂ demonstrate an understanding of the nature of and requirements for active citizenship education, cultural, global environmental and corporate citizenship;
- CILO₃ apply the various concepts of citizenship to analyze current development and to draw meaningful insights and connections from different disciplines;
- CILO₄ develop an understanding of multiple disciplines and perspectives of the changing dimensions of citizenship education in Hong Kong.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The evolution and meanings of citizenship and the related aspects of nationality, responsibilities, democracy, freedom, human rights, participation, ideology, rule of law, civil society, social cohesion, social movement and multiculturalism.	CILO ₁	lectures; class discussions; and current issues analyses.

The nature of and requirements for active, global, environmental, cultural and corporate citizenship.	<i>CILO</i> _{1, 2}	issue-based inquiries: lectures; current issues analyses; class discussions; and guest seminars.
Transformation of citizenship and participation: critically evaluate the concepts of citizenship and citizenship education and draw meaningful insights and connections from different disciplines.	<i>CILO</i> _{1, 2, 3, 4}	lecture; issue-based inquiries: current issues analysis; class discussion; guest seminar; video analysis
Develop an understanding of the changing dimensions of Hong Kong's citizenship education.	<i>CILO</i> _{1, 2, 3, 4}	Student-led presentations and discussions.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Research exercise: (a) Collect and comment on key news reports and government documents about citizenship education in Hong Kong (300 words)	20 %	<i>CILO</i> _{1, 2, 3, 4}
2. Presentation of reading and reflective journal (a) Group-based presentation of reading (15%) (b) Individual reflective journal (1,000 words, 30%)	45 %	<i>CILO</i> _{1, 2, 3, 4}
3. Group-based design and demonstration of a learning activity: (a) Demonstration of a learning activity (30%) (b) Peer feedback to a learning activity (5%) (200 words)	35 %	<i>CILO</i> _{1, 2, 3, 4}

5. Required Text(s)

Nil

6. Recommended Readings

Bingham, T. (2011). *The Rule of Law*. London: Penguin Books.

- Davies, I. (2012). Perspectives on citizenship education. In Arthur, J. and Peterson, A. (Eds.), *The Routledge Companion to Education* (pp. 228-235). Abingdon: Routledge.
- Fairbrother, G. P. (2003). *Toward Critical Patriotism: Student Resistance to Political Education in Hong Kong and China*. Hong Kong: Hong Kong University Press.
- _____. (2010). Alternative policy measures for improving citizenship education in Hong Kong. *Citizenship Teaching and Learning*, 6(1), 77-90.
- _____. (2008). Rethinking hegemony and resistance to political education in mainland China and Hong Kong. *Comparative Education Review*, 52(3), 381-412.
- Fairbrother, G.P & Kennedy, K.J. (2011). Civic education curriculum reform in Hong Kong: What should be the direction under Chinese sovereignty? *Cambridge Journal of Education*, 41(4), 425-443.
- Heater, D. (2004). *World citizenship – Cosmopolitan thinking and its opponents*. London: Continuum.
- Kennedy, K. J. (2007). Student constructions of ‘active citizenship’: What does participation mean to students? *British Journal of Educational Studies*, 55: 304–324.
- _____. (2010). Young citizens in Hong Kong: obedient, active and patriotic? *Social Psychology of Education*, 13:111–127.
- Kennedy, K.J., & Chow, J. K. F. (2009). Adolescents' attitudes to law and law-related issues: The case of Hong Kong students. *Citizenship, Economics and Social Education: An International Journal*, 8(2): 82-94.
- Kennedy, K.J., Hahn, C.L., & Lee, W.O. (2008). Constructing citizenship: Comparing the views of students in Australia, Hong Kong, and the United States. *Comparative Education Review*, 52: 53–91.
- Ku, Agnes S. and Ngai Pun (Eds.) (2004). *Remaking Citizenship in Hong Kong: Community, Nation, and the Global City*. London: Routledge.
- Lam, W.M. (2005). Depoliticization, citizenship, and the politics of community in Hong Kong. *Citizenship Studies*, 9(3), 309-22.
- Law, W.W. (2004). Globalization and Citizenship Education in Hong Kong and Taiwan. *Comparative Education Review*, 48(3), 253-273.
- Lee, W.O. & Kennedy, K.J. (2013). “Hong Kong SAR”. In J. Ainley, W. Schulz & T. Friedman (Eds.). *ICCS 2009 Encyclopedia: Approaches to Civic and Citizenship Education Around the World* (pp.185-194). Amsterdam: IEA.
- Leung, Y.W. (2008). Hong Kong civic education teachers’ understanding of national education and their teaching methodology. *Journal of Basic Education*, 17(2), 139 – 158.

Leung, Y.W. & Ng, S.W. (2004). Back to square one: The re-depoliticizing of civic education in Hong Kong. *Pacific Asian Education*, 24(1), 43-60.

Leung, Y.W. & Yuen, T.W.W. (2009). School civic education since 1980s: A brief review of the literature in Hong Kong. *Educational Research Journal*, 24 (2), 257-292.

_____. (2012). Competition between politicized and depoliticized versions of civic education curricula: The case of Hong Kong. *Citizenship, Social and Economics Education*, 11(1): 45-56.

Reid, A., Gill, J. & Sears, A. (2010). *Globalization, the nation-state and the citizen: dilemmas and directions for civics and citizenship education*. New York: Routledge.

Tse, K.C. (2007). 'Whose citizenship education? Hong Kong from a spatial and cultural politics perspectives'. *Discourse*, 28 (2): 159-77.

Yuen, T. & Chong, K.M. (2012). Teaching human rights and rule of law in class-A case study of two secondary schools in Hong Kong. *Citizenship, Social and Economic Education*, Vol. 11(1): 34-44.

7. Related Web Resources

WiseNews 報刊剪輯館

《<http://libwiseneeds.wisers.net/>》

中華人民共和國香港特別行政區教育局網頁

《<http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/index.html>》

基本法 《http://info.gov.hk/basic_law/c-flash.html》

公民教育聯席 《<http://hkace.wordpress.com>》

Creating Citizenship Communities

《<http://www.york.ac.uk/education/research/cresj/citizenship-communities/>》

8. Related periodicals

香港社會科學學報 *Hong Kong Journal of Social Sciences*

Citizenship Teaching & Learning

Citizenship, Social and Economics Education

Citizenship Studies

Education citizenship and social justice

Hong Kong Review

Pacific-Asian Education

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

Nil

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