Part I

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

Programme QF Level: 5
Course Title: Values Pluralism and Cultural Diversity in Hong Kong
Course Code: SSC3234
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
Global Perspectives

1. Course Synopsis

The primary aim of this course is to provide undergraduate students with the ethical, socio-cultural, and historical perspectives to understand and to evaluate the claims of values pluralism and development of cultural diversity in contemporary Hong Kong. In view of the evolution of ethnic, religious and other emerging minority groups, it is expected that their interactions with the mainstream Chinese population will give rise to tensions and conflicts in the social, cultural, political, and ethical spheres. While Hong Kong has been taking pride in being a pluralistic and diversified society, people are not always sure what is to be done in order that vulnerable groups including, but not limited to, ethnic minorities, new immigrants, homosexuals, foreign domestic helpers, disabled, refugees, and street-sleepers could be treated fairly and decently. To prepare students to address these tensions and conflicts properly, key concepts such as toleration, secularism, equal opportunities, and major theories such as liberalism, communitarianism, feminism, and multiculturalism, will be introduced and examined in lectures. With the help of these concepts and theories, students would be able to make better sense of conflicts of values, to have more respect for rival conceptions of life, and to understand what it takes to be tolerant and what just treatment of minority group calls for. Through formal lectures, small group discussions in tutorials, and guest lectures, students will be equipped with the conceptual tools, critical thinking skills, and intellectual sympathy necessary for the impartial examination of the claims and concerns of the minorities whose needs, beliefs, and values may differ significantly from the mainstream.

2. Course Intended Learning Outcomes (CILOs)

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

CILO\(_1\) To have a sound understanding of the conflicts of values and beliefs between major minority groups and mainstream population;

CILO\(_2\) To have a thorough knowledge of the key concepts of toleration and equality and major theories of justice by which the conflicts between minority and mainstream can be put into perspective;

CILO\(_3\) To apply the appropriate concepts and theories in analyzing concrete social and policy issues where just treatment and equal respect of minority groups are at stake;

CILO\(_4\) To develop the empathy, humility, open-mindedness, and critical spirit essential for a prudent examination of the claims and demands made by minority groups.

3. Content, CILOs and Teaching & Learning Activities

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<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Week 1: Introduction:</td>
<td>CILO(_1)</td>
<td>Lecture, class discussions, documentary shows.</td>
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<td>● Understanding of the composition of the population of Hong Kong:</td>
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- Awareness of the major minority groups in Hong Kong, their particular cultural and moral claims, and their potential conflicts of values with the mainstream society.

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<tr>
<th>Week 2-3:</th>
<th>Key concepts and questions (e.g.):</th>
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<tr>
<td></td>
<td>Toleration (different understandings of toleration; what does it take to be tolerant?)</td>
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<td></td>
<td>Secularism (the importance of secularism; what does it take to have a separation between state and religion? Foreign and local experiences)</td>
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<td></td>
<td>Equal opportunities (the importance of equality as a matter of basic rights; different conceptions of equality; what does it take to provide equal opportunities?)</td>
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<th>Week 4-6:</th>
<th>Major theories of justice (e.g.):</th>
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<tr>
<td></td>
<td>Liberalism (ideals of liberal rights, individual autonomy, and state neutrality)</td>
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<td></td>
<td>Communitarianism (the importance of tradition, common good, and integrity of the community)</td>
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<td>Feminism (gender bias of existing laws and institutions; rival conceptions of gender equality)</td>
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<td>Multiculturalism (critique of the ideal of assimilation; the emergence of the idea of collective right and the right to cultural preservation)</td>
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<th>Week 7-9:</th>
<th>Case studies (e.g.):</th>
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<td></td>
<td>The multiple considerations that should be taken into account regarding the admission (or rejection) of Mainlanders to Hong Kong.</td>
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<td></td>
<td>The defensible arguments that could justify or reject the legal recognition of same-sex marriage.</td>
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<td></td>
<td>Possible ways of addressing the rival concerns as exhibited in</td>
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|         | CILO_{2,4} Lecture, class discussions, video shows. |

|         | CILO_{3,4} Lecture, class discussions, video shows. |
the case of ethnic minority parents’ demand for segregation by sex in school.

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<tr>
<th>Week 10-12: Tutorials:</th>
<th>CILO3,4</th>
<th>Small group discussions</th>
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<tbody>
<tr>
<td>Week 13: Test:</td>
<td>CILO1,2,3</td>
<td>Written test</td>
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### 4. Assessment

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>(a) Individual essay</td>
<td>40 %</td>
<td>CILO1,2,3,4</td>
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<tr>
<td>(b) Tutorial participation</td>
<td>30 %</td>
<td>CILO2,3,4</td>
</tr>
<tr>
<td>(c) Test</td>
<td>30 %</td>
<td>CILO2,3,4</td>
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### 5. Required Text(s)

Nil

### 6. Recommended readings


莫家棟、余錦波、陳浩文 [編] (2012)。《社會倫理通識》。香港：牛津大學出版社。

區志堅、彭淑敏、蔡思行 (著) (2011)。《改變香港歷史的 60 篇文獻》。香港：中華書局。第 29 章：〈香港簽發身份證之始〉。

鄭宏泰，黃紹倫 (著) (2004)。《香港身份證透視》。香港：三聯書店。

7. Related Web Resources
8. **Related Journals**
   - Journal of Values Inquiry
   - Political Studies
   - Human Rights Quarterly
   - Journal of Ethics
   - Journal of Asian Public Policy
   - Journal of Comparative Asian Development
   - Philosophy and Public Affairs
   - Journal of Social Philosophy
   - Journal of Political Philosophy

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**
    - Nil