

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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| Programme Title | : Bachelor of Education (Honours) / Undergraduate Programmes |
| Programme QF Level | : 5 |
| Course Title | : Hong Kong Studies |
| Course Code | : SSC3276 |
| Department | : Social Sciences |
| Credit Points | : 3 |
| Contact Hours | : 39 |
| Pre-requisite(s) | : Nil |
| Medium of Instruction | : Chinese; 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

This course provides an overview of the development of Hong Kong, and its interaction with China and other parts of the world, from an inter-disciplinary perspective. It focuses on the changing context in which participants will develop their professional and intellectual life.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ demonstrate an understanding of the development of Hong Kong, and its interaction with China and other parts of the world;
- CILO₂ acquire the skills to inquire into and analyse Hong Kong's problems and issues from an interdisciplinary perspective; and
- CILO₃ show appreciation of the diversity of cultures, values and ideas that have influenced Hong Kong.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------------------------------------------------------------------------|
| Introduction: the rationale and theoretical framework for the inter-disciplinary study of Hong Kong; | CILO ₂ | Lectures; literature review / web-search |
| Continuity and change in Hong Kong's historical development: tradition and modernization – uniqueness and diversity; HK – China relationship under “One country, Two systems” – forces of change and forces of continuity; | CILO _{1, 3} | Field-based inquiry; textual inquiry; video-analysis |
| Human – environment interaction: population structure – growth and diversity in local, regional and global contexts; urban development and sustainable development – an uneasy balance; natural and human resources – regional dependence and inter-dependence between China and HK; | CILO _{1, 2} | Video-analysis; literature review; group discussion; role-play; textual inquiry |
| Conflict and complementarity: social stratification and social movements – conflict and equilibrium; economic development – crises and opportunities; towards economic integration with China – pluses and minuses; globalization of the economy – advantages and disadvantages; human rights and the rule of law – conflict and complementarity in local, | CILO _{1, 2, 3} | Statistical analysis; textual inquiry; dialogic inquiry; video-analysis; group discussion |

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| regional and global contexts; and | | |
| Hong Kong in the 21 st century – dynamic complexities in an era of “information society”. | <i>CILO</i> _{1, 2} | Comparative analysis; video-analysis; group discussion |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------|
| (a) Participation (participating in class such as quality engagement during Q & A, discussion and debate, etc.) | 10% | <i>CILO</i> _{1, 2, 3} |
| (b) Group presentation: Present their findings on a relate topic in class orally and obtain feedback from lecturer and classmates so that they could further improve their work. | 30% | <i>CILO</i> _{1, 2, 3} |
| (c) Individual Paper: After integrating feedback obtained as stated above, present their findings in a written report (in approximately 3,000 words for CMI group). | 60% | <i>CILO</i> _{1, 2, 3} |

5. Required Text(s)

Nil

6. Recommended Readings

Cheng, Joseph Y. S. (ed.) (2020). *Evaluation of C.Y. Leung Administration*. Hong Kong: City University of Hong Kong Press.

Cheung, A. B. L. (2021). *Can Hong Kong Exceptionalism Last? Dilemmas of Governance and Public Administration over Five Decades, 1970s–2020*. Hong Kong: City University of Hong Kong Press.

Cheung, Y.L. (et al.) (2017). *Hong Kong’s Global Financial Centre and China’s Development: Changing Roles and Future Prospects*. London: Routledge.

Chiu, S.W.K. and Siu, K. (et al.). *Hong Kong Society: High-definition Stories Beyond the Spectacle of East-meets-west*. London: Palgrave Macmillan.

Fong, C.H. Brian & Lui, T.L. (eds.) (2018), *Hong Kong 20 Years after the Handover*. London: Palgrave Macmillan.

Lo, Sonny (ed.) (2018). *Interest Groups and New Democracy Movement in Hong Kong*. Abingdon, Oxon.: Routledge.

Lui, Tai-lok (et al.) (2018). *Routledge Handbook of Contemporary Hong Kong*. London: Routledge.

Wang, K. (2020). *Hong Kong Popular Culture: Worlding film, television and pop music*.

Singapore: Palgrave Macmillan.

呂大樂 (2015)：《香港模式：從現在式到過去式》。香港：中華書局

何偉歡、羅金義 (2021)：《環保政策與綠色生活：國際視野下的香港》，香港：中華書局

封小雲 (2019)：《大灣區產業合作 —— 香港的新功能》，香港：香港城市大學出版社。

張少強等 (編) (2021)：《香港·格局·變異》。香港：匯智出版。

羅金義 (編) (2017)：《回歸 20 年：香港精神的變易》，香港：香港城市大學出版社。

7. Related Web Resources

中華人民共和國香港特別行政區網頁

<http://www.gov.hk/en/residents/>

WiseNews 報刊剪輯館

<https://www.lib.eduhk.hk/e-newspapers/>

[教育局一站式學與教資源平台 —— 小學常識科](#)

https://minisite.proj.hkedcity.net/edbosp-gs/cht/learning_and_teaching_resources/index.html

8. Related Journals

Asian Affairs Taylor & Francis Ltd Bookpoint.

Asian Education and Development Studies

HK & Macau Review. The Friends of Hong Kong & Macau Association.

Journal of Contemporary China. Taylor & Francis Ltd Bookpoint.

Sociological Perspectives. Pacific Sociological Association.

The China Review. Chinese University Press.

The Pacific Review. Routledge.

Public Administration and Policy – an Asia Pacific Journal

青年研究學報 (Journal of Youth Studies)

香港科技大學華南研究中心 <http://schina.ust.hk/blank.htm>

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

Newspaper articles will be extensively used for current issues-inquiry.

Updated : August 2022