## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<table>
<thead>
<tr>
<th>Programme Title</th>
<th>Postgraduate Diploma in Education (Secondary) (One-year Full-time) and (Two-year Part-time)</th>
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<tbody>
<tr>
<td>Programme QF Level</td>
<td>6</td>
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<tr>
<td>Course Title</td>
<td>Society and Culture: Hong Kong Context</td>
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<tr>
<td>Course Code</td>
<td>SSC5107</td>
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<tr>
<td>Department</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Credit Points</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hours</td>
<td>39</td>
</tr>
<tr>
<td>Pre-requisite(s)</td>
<td>NIL</td>
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<tr>
<td>Medium of Instruction</td>
<td>Chinese</td>
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<tr>
<td>Course Level</td>
<td>Postgraduate</td>
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#### Part II

The University’s 4Cs Learning Framework 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 attributes embodied in the 4Cs.

The 4Cs are:
- Character and moral responsibility
- Competence and professional excellence
- Cultivation of wisdom and intellectual engagement
- Civic-mindedness & social responsibility

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 equips participants with the rationales, concepts, skills and aptitudes for the teaching and learning of selected themes or issues that are related to society and culture in contemporary Hong Kong context, and their interaction with China and the world. Emphasis is laid on the issues which help students to make meaningful connections across different disciplines, develop an understanding of a range of viewpoints, and construct their personal knowledge of the changing Hong Kong society in an increasingly interdependent world.

2. **Course Intended Learning Outcomes (CILOs)**

*Upon successful completion of this course, students should be able to:*

CILO₁: understand the rationales and acquire the concepts, skills and aptitudes for the learning and teaching of the selected themes and issues that are related to society and culture in a contemporary Hong Kong context and their interaction with China and the world;

CILO₂: develop an understanding of the rationales and concepts for the study of culture and society in Hong Kong context;

CILO₃: acquire the skills and perspectives in social and cultural researches;

CILO₄: foster both empathetic and critical minds toward intra-cultural and inter-cultural understanding and analysis.

3. **Content, CILOs and Teaching & Learning Activities**

<table>
<thead>
<tr>
<th>Course Content</th>
<th>CILOs</th>
<th>Suggested Teaching &amp; Learning Activities</th>
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<tbody>
<tr>
<td>Rationales and focuses for the study of society and culture in the Liberal Studies curriculum; <em>Lesson 1</em></td>
<td>1</td>
<td>Lecture; class discussion</td>
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<tr>
<td>Fundamental concepts in the learning and teaching of Hong Kong society and culture – e.g. personal and socio-cultural identities; continuity and change; development and sustainability; interaction and interdependence;</td>
<td>₁, ₂</td>
<td>Issue-based inquiries: lecture; current issues analysis; class discussion</td>
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</tbody>
</table>
conflict and equilibrium; equality and difference; One Country, Two Systems. 

*Lesson 2 – 7*

Learning and teaching of intra-cultural and inter-cultural understandings – e.g. cross-cultural examination and comparison, perspective consciousness, values analysis (problem of social disadvantaged groups; socio-political participation of the public; mass culture versus government’s culture policy; ‘rule of law’ as core value of the society) 

*Lesson 2 – 7*

Issue-enquiry pedagogical skills

*Lesson 8 – 9, and an additional session for reporting and viewpoint exchange of the review and comment of the students’ projects*

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<tr>
<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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| Design a pedagogically sound learning and teaching activity based on a selected issue on the society and culture in a Hong Kong context. The content should include: a. rationale for the issue selected;  
  b. critical review of relevant literature;  
  c. aims/objectives of the pedagogical design;  
  d. reflective concerns/arguments to be analyzed and inspired;  
  e. learning tasks/activities, and use of resources.  
The student-led presentation and seminar will be prepared on group-basis (3 members). Students will present their idea and initial findings first (about 30 minutes), followed by discussion with the whole class (not less than 15 minutes). | 30% | 1, 2, 3, 4 |
A written report of the afore-exercised study, with special emphasis on the issue analysis and related contents, i.e. Part a, b, and d. For paper on group-basis, every member is expected to contribute around 3,000 words.

| Participation: active participation in the class discussion, viewpoint exchange and debate. | 10% | 1, 2, 3, 4 |

5. **Required Text(s)**
NIL

6. **Recommended Readings (General)**
呂大樂等(合編) (2011)：《香港. 生活. 文化》，香港，牛津大學出版社。
謝均才(編) (2002)：《我們的地方，我們的時間，香港社會新編》，香港，牛津大學出版社。
Chan, Ming K. (Ed.) (2008). *China's Hong Kong Transformed: Retrospect and Prospects Beyond the First Decade*. Hong Kong: City University of Hong Kong Press.
Cheng, Joseph Y. S. (Ed.) (2007). *The Hong Kong Special Administrative Region in its first decade*. Hong Kong: City University of Hong Kong.

7. **Related Web Resources**
WiseNews 報刊剪輯館《http://libwisewnews.wisers.net/》
中英聯合聲明《http://www.info.gov.hk/chinfo/jd.htm》
8. Related periodicals and supplementary readings (general)

[Topic-focused references will be uploaded onto the moodle at least 5 days in advance of the lesson.]

- *Hong Kong Review*
- 香港社會科學學報 *Hong Kong Journal of Social Sciences*
- 本土論述
- *Journal of Contemporary China*
- 王卓祺等 (編) (2012): 《從社經指標看香港社會變遷》。香港:香港中文大學香港亞太研究所。
- 呂大樂 (2015): 《香港模式：從現在式到過去式》。香港:中華書局。
- 陳弘毅 (2013): 《西方文明中的法治和人權》。香港:商務印書館。
- 張少強等 (編) (2014): 《香港・城市・想像》。香港:匯智出版。
- 馬嶽 (2010): 《香港政治：發展歷程與核心課題》。香港:香港中文大學香港亞太研究所。
- 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。
- 戴耀廷 (2010): 《法治心：超越法律條文與制度的價值》。香港:香港教育圖書公司。

*Updated : March 2018*