THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title: Certificate in PDP on Enhancing Curriculum Planning and Teaching of Life and Society in Junior Secondary Curriculum

Programme QF Level: 6

Course Title: The Study & Pedagogy of “Social Systems and Citizenship”

Course Code: SSC5164

Department: Social Sciences

Credit Points: 3

Contact Hours: 39 (including blended-learning activities not more than 6 hours)

Pre-requisite(s): Nil

Medium of Instruction: CMI

Course Level: 5

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

The course will cover the fundamental elements of the syllabus of Life and Society in the context of social systems and citizenship. It will examine the key composition and operation of the HKSAR administration, including the Basic Law. It will also investigate issues of identity, rights and responsibilities of citizens. The course will also study the political system, ways and quality of life of mainland China and other parts of the world. The concept of Chinese and Global citizenship would also be critically examined.
2. **Course Intended Learning Outcomes** (CILOs)

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

CILO1 understand the relevant conceptual underpinnings of Hong Kong SAR administration, legislative and judiciary functions and the overall socio-political system.

CILO2 apply analytical and critical thinking with multiple perspectives on local issues such as rights and responsibilities, and identity debates.

CILO3 utilize a wide range of analytical and evaluation skills to critically analyze the Chinese political system, issues of quality of life of mainland China, and impacts of participation in international affairs on China’s overall development.

CILO4 critically examine conceptions of Chinese and Global citizenship and the scholarly debates involved.

CILO5 cultivate a reasoned and critical orientation in studying and teaching social and political issues.

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>a. Teaching interdisciplinary concepts and designing interdisciplinary studies</td>
<td>CILO2, 5</td>
<td>Lecture; group discussions; hands-on learning tasks; readings</td>
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<td>b. Concepts underlying Hong Kong socio-political system, key composition and principles of the HKSAR administration, legislative and judiciary mechanisms; the Basic Law; Hong Kong's electoral and representative systems</td>
<td>CILO1</td>
<td>Lecture; group discussions; hands-on learning tasks; video analysis; readings</td>
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<td>c. Controversial local issues: Identity debates – national identity and local identity in citizenship debates; Rights and responsibilities of Hong Kong citizens as juxtaposed in democratic and social movements; Conflicting perceptions of government effectiveness; Efforts and challenges in maintaining the &quot;rule of law&quot; in Hong Kong</td>
<td>CILO1,2, 5</td>
<td>Lecture; group discussions; hands-on learning tasks; video analysis; readings</td>
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<th><strong>d. Understanding China and the world:</strong></th>
<th>CILO3, 5</th>
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<td>A conceptual overview and examination of the Chinese political system; ways and quality of life of mainland China with reference to concepts of cultural diversity and intercultural understanding; impacts of participation in international affairs on China’s overall development: role and participation in international organizations (e.g. WTO), ratification and implementation of international treaties (e.g. International Covenant on Economic, Social and Cultural Rights).</td>
<td>Lecture; group discussions; video-analysis; hands-on learning tasks; on-line academic materials analysis; readings</td>
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<th><strong>e. Conceptions of citizenship:</strong></th>
<th>CILO4, 5</th>
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<td>A critically examination on conceptions of Chinese and Global citizenship—with reference to particularistic and universalistic human rights emphases, ideals and realities of globalization and ‘global citizens’, perennial and emergent global issues.</td>
<td>Lecture; group discussions; hands-on learning tasks; video analysis; on-line academic materials analysis; readings</td>
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### 4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tbody>
<tr>
<td>a. Class participation (attendance and participation in discussion)</td>
<td>10%</td>
<td>CILO 1, 2, 3, 4, 5</td>
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<tr>
<td>b. Group presentation</td>
<td>30%</td>
<td>CILO 1, 2, 3, 4, 5</td>
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Participants form in small group, conduct an investigation of a selected issue that is related to the study of “Citizenship and Social System” in Life and Society. Analytical and critical thinking skills with multiple perspectives should be emphasized in this presentation.

c. Group analytical essay (no less than 2,000 words per member) | 60% | CILO 1, 2, 3, 4, 5 |

Select an issue that is related to the study of citizenship and social system of “Life & Society” and conduct a critical examination of the issue with reference to relevant concepts and academic literature.
5. Required Text(s)
   NIL

6. Recommended Readings

   Chan, M. K. (2008), China’s Hong Kong transformed: Retrospect and prospects beyond the first decade. Hong Kong: City University of Hong Kong Press.
   Cheng, J. Y. S. ed. (2007). The Hong Kong Special Administrative Region in its first decade. Hong Kong: City University of Hong Kong Press.
   Chiu, S. W. K, & Lui, T.L (Eds.) (2000). The dynamics of social movement in Hong Kong. Hong Kong: Hong Kong University Press.
   Lee, P. T. (Ed.) (2001). Hong Kong reintegrating with China, political, cultural and social dimensions. Hong Kong: Hong Kong University Press.

呂大樂(2007)《香港四代人》香港 ： 進一步多媒體有限公司。
呂大樂 、 吳俊雄 、 馬傑偉(編)(2011)《香港・生活・文化》香港: 牛津大學出
7. **Related Web Resources**

Hong Kong SAR government  
Hong Kong Legislative Council  
http://www.legco.gov.hk  
CitizEd  
http://www.citized.info/  
公民教育聯席  
https://hkace.wordpress.com/  
教育局德育、公民及國民教育  
http://www.edb.gov.hk/tc/curriculum-development/4-key-tasks/moral-civic/index.html  
The Asia Foundation  
http://www.asiafoundation.org/  
East-West Studies  
http://www.eastwestcenter.org/

8. **Related Journals**

*Social Transformations in Chinese Societies*

*Hong Kong Journal of Social Sciences*

*Asian Survey*

*Asian Education and Development Studies*

*China & World Economy*, Chinese Academy of Social Sciences

*Journal of Contemporary China*

*Modern China*

*The China Quarterly*

*The China Review*

*Citizenship, Social and Economics 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. Other

Newspapers, on-line materials, multi-media resources, and other learning resources will be used in the learning of this course.

December 2015