

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Master of Education
<b>Programme QF Level</b>	: 6
<b>Course Title</b>	: Society and Culture: Issues and Perspectives
<b>Course Code</b>	: SSC6117
<b>Department</b>	: Social Sciences
<b>Credit Points</b>	: 3
<b>Course Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: CMI
<b>Course Level</b>	: 6

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### 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 aims to lead participants to investigate the studies of society and culture from epistemological and methodological perspectives as within the curriculum framework of Liberal Studies. It broadens the perspectives and enriches the pedagogical repertoire of the participants through cross-national and cross-cultural comparisons on the research in the related field. Such theoretical constructs will be further substantiated by the analyses of the selected issues in the domain of “Society and Culture” in the Liberal Studies curriculum from pedagogical perspective.

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

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

- CILO<sub>1</sub> investigate the studies of society and culture from epistemological and methodological perspectives as within the curriculum framework;
- CILO<sub>2</sub> analyse the current and perennial issues from multiple perspectives;
- CILO<sub>3</sub> develop pedagogical repertoire for Liberal Studies with reference to current literature from local and global perspectives;
- CILO<sub>4</sub> foster positive attitude/disposition towards the implementation of the Liberal Studies curriculum.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
1. Epistemological and methodological perspectives in the studies of society and culture: <ul style="list-style-type: none"> <li>i) inquiry and knowledge construction;</li> <li>ii) scientific and social inquiries;</li> <li>iii) dialogic, narrative and hermeneutic inquiries;</li> <li>iv) cross-cultural inquiry through comparativist perspective;</li> <li>v) objectivity and inter-subjectivity;</li> <li>vi) ethical dimension of inquiry</li> </ul>	CILO <sub>1,2</sub>	Group discussion, ppt presentation, inquiry tasks, textual inquiry
2. Issues and perspectives in the teaching and learning of society and culture : <ul style="list-style-type: none"> <li>i) tradition and modernity/post-modernity,</li> </ul>	CILO <sub>2,3</sub>	Video/textual inquiries, group discussion, dialogic inquiry, group presentation, collaborative and online

ii) conservation and development, iii) rights and obligations, iv) identity and difference, v) interdependence and unequal dependence		learning
3. Experiential learning and practical sessions for field-based inquiry in the teaching and learning of society and culture	<i>CILO</i> <sub>3,4</sub>	Filed work, sharing sessions, reflective learning, instructional designs

#### 4. Assessment

	Assessment Tasks	Weighting (%)
Tutorial	Class participation and Tutorial discussion  Students work individually presenting a journal article or a book chapter on a social issue or social policy, and leading a short discussion in the class in about ten minutes	20%
Essay-writing task	Each student is required to submit two essays which cover the perspectives, historical background and contemporary issues investigated in the course. Students are required to provide their own views on relevant issues with support by external evidence (e.g., statistics from reliable sources, academic references... etc.). The expected length of each essay is 2,500 words, contains 40% of the total marks. Therefore, two essays altogether comprise 80% of the total marks.	80%

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Blessinger, P. & Carfora, J. (2014). *Inquiry-based learning for the arts, humanities, and social sciences a conceptual and practical resource for educators*. Bingley: Emerald.
- Boyacigiller, N.A., Goodman, R.A., & Philips, M.E. (Eds.) (2004) *Crossing culture, insights from master teachers*. London: Routledge.
- 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. (eds.) (2022). *Hong Kong Society: High-definition Stories Beyond the Spectacle of East-meets-west*. London: Palgrave Macmillan.

- Dittmer, L. (2021). *China's Political Economy in the Xi Jinping Epoch: Domestic and Global Dimensions*. Singapore: World Scientific.
- Fong, C.H. Brian & Lui, T.L. (eds.) (2018), *Hong Kong 20 Years after the Handover*. London: Palgrave Macmillan.
- Latham, K. (ed.) (2020). *Routledge Handbook of Chinese Culture and Society*. New York: Routledge.
- 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.
- Macaes, B. (2018). *Belt and Road: A Chinese World Order*. London: Hurst & Company.
- Naughton, B. (2018). *The Chinese Economy: Adaptation and Growth*. Cambridge: MIT Press.
- Qian, S. (2021). *Chinese Culture: A Critical Introduction*. Singapore: World Scientific.
- Wang, K. (2020). *Hong Kong Popular Culture: Worlding film, television and pop music*. Singapore: Palgrave Macmillan.
- Xu, G. (et al) (2019). *Introduction to Chinese Culture: Cultural History, Arts, Festivals and Rituals*. Singapore: Springer.
- Zang, Xiaowei (ed.) (2<sup>nd</sup>, 2015). *Understanding Chinese Society*. London: Routledge.
- Zhao, L. (ed.) (2020). *Chinese Society in the Xi Jinping Era*. Singapore: World Scientific.
- 王賡武 (2016), 《更新中國：國家與新全球史》，香港：商務印書館。
- 呂大樂 (2015)：《香港模式：從現在式到過去式》。香港：中華書局。
- 李培林等主編 (2021), 《社會藍皮書：2021 年中國社會形勢分析與預測》，北京：中國社會科學文獻出版社
- 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。
- 陸德芙、宋怡明編 (2019), 《中國 36 問：對一個崛起大國的洞察》，香港：香港城市大學出版社
- 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。
- 羅金義、趙致洋編 (2018), 《放寬一帶一路的視界：困難與考驗》，香港：中華書局。

## 7. Related Web Resources

All relevant web resources as recommended by lecturers on various themes/issues

## 8. Related Journals

NIL

## 9. Academic Honesty

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

*Updated: December 2022*