THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title: Master of Social Sciences in Global Hong Kong Studies
Programme QF Level: 6
Course Title: The History of Hong Kong: Local and Global Contexts
Course Code: SSC6267
Department: Social Sciences
Credit Points: 3
Contact Hours: 39
Pre-requisite(s): Nil
Medium of Instruction: English
Course Level: 6

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**

   In the past, Hong Kong has been conceptualized as a transition from a “barren rock” located in the geographical periphery of China to a modernized metropolitan. However, the analysis of the historical process demonstrates that Hong Kong has always been a hub of regional, national and international developments. Before becoming a British colony in the 19th century, intensive movement of population in South China has led to the formation of local society in Hong Kong. Under the foreign administration, Hong Kong flourished as a comprador between East and West that suited well for both China’s quest for modernity and foreign interests in Asia Pacific. Meanwhile, imperialism, Chinese nationalism and political movements in the 20th century not only reinforced the strategic role of Hong Kong but also steered Hong Kong’s transformation to a global financial center as well as the construction of cultural identity. The intertwined relationship between socio-cultural and political aspects of Hong Kong history will be critically examined in comparative contexts.

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;

   **CILO2** Analyze the significant role played by Hong Kong in local, regional and global historical contexts

   **CILO3** Acquire the skills on historical research

   **CILO4** Evaluate the dynamics and process of culture and identity construction in Hong Kong history

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>Historical overview of Hong Kong as a frontier society in south east China.</td>
<td>CILO1,2,3,4</td>
<td>Lecture; reading and analysis of teaching materials; field study and video analyses.</td>
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<td>Regional trades in east Asia, settlements and the construction of traditional</td>
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<td>and local society before the colonial era.</td>
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<tr>
<td>Hong Kong’s relationship with the Republican China and the Peoples’ Republic</td>
<td>CILO1,2,3,4</td>
<td>Lecture; reading and analysis of teaching materials; and video analyses.</td>
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<td>of China from 1911 to 1990’s in the context of Chinese economic development,</td>
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<td>nationalism, political movements and cultural integration. Cases will be drawn</td>
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<td>to examine Hong Kong’s advantage and strategies as a gateway of China, the</td>
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<td>precarious balance between these regimes and the role of Chinese elites in</td>
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<td>Hong Kong.</td>
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Strategic role of Hong Kong in the context of British colonialism, Japan imperialism in east Asia and Cold War. Especially how Hong Kong was conceptualized as a front line in the Cold War confrontation between the communist and the Western capitalist camp.

Immigrants and different ethnic groups moved and eventually settled in Hong Kong since the 19th century. Their communal cultural practices and social services are vital to explore their contributions to the cultural identity construction in Hong Kong.

4. Assessment

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<th>Assessment Tasks</th>
<th>Weighting (%)</th>
<th>CILO</th>
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<tr>
<td>(a) Presentation and Participation Reading Presentation (Group): Students will form groups and they will be required to present their research findings on a selected topic on Hong Kong history. (20%); Students (Individual) will also participate in in-class &amp; Moodle online assignment (20%)</td>
<td>40%</td>
<td>CILO1, 2, 3, 4</td>
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<td>(b) Short assignments</td>
<td>20%</td>
<td>CILO1, 2, 3, 4</td>
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<td>Students will complete one Public Record Office Workshop Worksheet (10%) and one Newspaper Reflection Report (10%)</td>
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<td>(c) Individual research paper</td>
<td>40%</td>
<td>CILO1, 2, 3, 4</td>
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<td>Individual research paper: Students will conduct a research on Hong Kong history (40%)</td>
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5. Required Text(s)

Nil
6. **Recommended Readings**


Whitfield, Andrew (2001) Hong Kong, Empire and the Anglo-American Alliance at War, 1941-
1945. Hong Kong: Hong Kong University Press.

7. **Related Web Resources**
   Government Record Service

8. **Related Journals**
   Journal of the Hong Kong Branch of the Royal Asiatic Society

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](https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89)). Students should familiarize themselves with the Policy.

10. **Others**
    Nil

*September 2019*