THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	All Undergraduate Programmes
Programme QF Level	:	5
Course Title	:	Values Pluralism and Cultural Diversity in Hong Kong, China
Course Code	:	SSC3234
Department	:	Social Sciences and Policy Studies
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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**

The primary aim of this course is to provide undergraduate students with the ethical, socio-cultural, and historical perspectives to understand and to evaluate the claims of values pluralism and development of cultural diversity in contemporary Hong Kong, China. In view of the evolution of ethnic, religious and other emerging minority groups, it is expected that their interactions with the mainstream Chinese population will give rise to tensions and conflicts in the social, cultural, political, and ethical spheres. While Hong Kong, China has been taking pride in being a pluralistic and diversified society, people are not always sure what is to be done in order that vulnerable groups including, but not limited to, ethnic minorities, new immigrants, homosexuals, foreign domestic helpers, disabled, refugees, and street-sleepers could be treated fairly and decently. To prepare students to address these tensions and conflicts properly, key concepts such as toleration, secularism, equal opportunities, and major theories such as liberalism, communitarianism, feminism, and multiculturalism, will be introduced and examined in lectures. With the help of these concepts and theories, students would be able to make better sense of conflicts of values, to have more respect for rival conceptions of life, and to understand what it takes to be tolerant and what just treatment of minority group calls for. Through formal lectures, small group discussions in tutorials, and guest lectures, students will be equipped with the conceptual tools, critical thinking skills, and intellectual sympathy necessary for the impartial examination of the claims and concerns of the minorities whose needs, beliefs, and values may differ significantly from the mainstream.

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

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

CILO$_1$ To have a sound understanding of the conflicts of values and beliefs between major minority groups and mainstream population;

CILO$_2$ To have a thorough knowledge of the key concepts of toleration and equality and major theories of justice by which the conflicts between minority and mainstream can be put into perspective;

CILO$_3$ To apply the appropriate concepts and theories in analyzing concrete social and policy issues where just treatment and equal respect of minority groups are at stake;

CILO$_4$ To develop the empathy, humility, open-mindedness, and critical spirit essential for a prudent examination of the claims and demands made by minority groups.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Week 1:	*CILO$_1$*	• Lecture • Class discussions

Introduction: • Understanding of the composition of the population of Hong Kong, China; • Awareness of the major minority groups in Hong Kong, China, their particular cultural and moral claims, and their potential conflicts of values with the mainstream society.		• Documentary show
Week 2-3: Key concepts and questions (e.g.): • Toleration (different understandings of toleration; what does it take to be tolerant?) • Secularism (the importance of secularism; what does it take to have a separation between state and religion? Foreign and local experiences) • Equal opportunities (the importance of equality as a matter of basic rights; different conceptions of equality; what does it take to provide equal opportunities?)	$CILO_{2,4}$	• Lecture • Class discussions • Video shows
Week 4-6: Major theories of justice (e.g.): • Liberalism (ideals of liberal rights, individual autonomy, and state neutrality) • Communitarianism (the importance of tradition, common good, and integrity of the community) • Feminism (gender bias of existing laws and institutions; rival conceptions of gender equality) • Multiculturalism (critique of the ideal of assimilation; the emergence of the idea of collective right and the right to cultural preservation)	$CILO_{2,4}$	• Lecture • Class discussions • Video shows
Week 7-9: Case studies (e.g.): • The multiple considerations that should be taken into account regarding the admission (or rejection) of Mainlanders to Hong Kong, China.	$CILO_{3,4}$	• Lecture • Class discussions • Video shows

• The defensible arguments that could justify or reject the legal recognition of same-sex marriage. • Possible ways of addressing the rival concerns as exhibited in the case of ethnic minority parents' demand for segregation by sex in school.		
Week 10-12: Tutorials	$CILO_{3,4}$	• Small group discussions
Week 13: Test	$CILO_{1,2,3}$	• Written test

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual essay Students are required to submit an essay of about 1,800 words on a topic chosen from a list provided by the instructor.	40 %	$CILO_{1, 2,3,4}$
(b) Tutorial participation Students are required to participate in two tutorial sessions. Students will be assessed on the basis on the commentary they submit before tutorial and their participations in tutorial	30 %	$CILO_{2,3,4}$
(c) Test A short test lasting for about 75 minutes will be arranged near the end of semester to test student's understanding of basic concepts and theories covered in lectures.	30 %	$CILO_{2,3,4}$

5. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐*Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. **Required Text(s)**

Nil

7. **Recommended Readings**

Bell, Daniel A (2005). "Justice for Migrant Workers? Foreign Domestic Workers in Hong Kong and Singapore," in Sor-Hoon Tan (ed.) *Challenging Citizenship: Group membership and Cultural Identity in a Global Age*. Aldershot: Ashgate.

Corvino, John & Gallagher, Maggie (2012). *Debating Same Sex Marriage*. New York: Oxford University Press.

Heyd, David (ed.) (1996). *Toleration: An Elusive Virtue*. Princeton: Princeton University Press.

Kukathas, Chandran. "The Case for Open Immigration," in Andrew I. Cohen and Christopher Heath Wellman (eds.) *Contemporary Debates in Applied Ethics*. Oxford: Blackwell Publishing, 2005.

Kymlicka, Will (1996). *Multicultural Citizenship: A liberal theory of minority rights*. Oxford: Clarendon Press.

Kymlicka, Will (ed.) (1997). *The Rights of Minority Culture*. New York: Oxford University Press.

Kymlicka, Will (2002). *Contemporary Political Philosophy: An Introduction 2nd ed*. New York: Oxford University Press.

Laborde, Cecile (2008). *Critical Republicanism: The Hijab Controversy and Political Philosophy*. New York: Oxford University Press.

Lam, Kit-chun and Liu, Pak-wai (1998). *Immigration and the Economy of Hong Kong*. Hong Kong: City University of Hong Kong Press.

Maclure, Jocelyn & Taylor, Charles (2011). *Secularism and Freedom of Conscience*. Trans. Jane Marie Todd. Cambridge, Massachusetts: Harvard University Press.

Miller, David. "Immigration: The Case for Limits," in Andrew I. Cohen and Christopher Heath Wellman (eds.) *Contemporary Debates in Applied Ethics*. Oxford: Blackwell Publishing, 2005.

Mok, Francis (2014). "A Critical Examination of the Political Considerations Regarding the Admission and Reception of China Mainlanders: the case of Hong Kong and Taiwan," *Journal of Comparative Asian Development*, vol. 13, no. 1, April 2014.

Mok, Francis (2014). "The Ethics of Admission and Rejection of Immigrants – the case of children born in Hong Kong to Mainland Parents," in Betty Yung and Kam-por Yu (eds.) *Ethical Dilemmas in Public Policy*. Springer (forthcoming)

Nicholas, Buccola (2005). "Finding Room for Same-sex Marriage: Toward a Moral Inclusive Understanding of a Cultural Institution," *Journal of Social Philosophy*, 36: 3, Fall 2005.

Parekh, Bhikhu (2006). *Rethinking Multiculturalism: Cultural Diversity and Political Theory 2nd ed*. Hampshire: Palgrave Macmillan.

Primoratz, Igor (ed.) (1997). *Human Sexuality*. Aldershot: Ashgate.

Primoratz, Igor (1999). *Ethics and Sex*. London: Routledge.

Rattansi, Ali (2011). *Multiculturalism: a very short introduction*. New York: Oxford University Press.

Ray, B. N. (2007). *Citizenship in a Globalising World.* New Delhi: Kaveri Books.

Sandel, Michael (2007). *The Case Against Perfection: ethics in the age of genetic engineering*. Cambridge, Massachusetts: Harvard University Press.

Sandel, Michael (2009). *Justice: What's the Right Thing to Do?* London: Allen Lane.

Tan, Sor-hoon (ed.) (2005). *Challenging Citizenship: Group Membership and Cultural Identity in a Global Age*, Aldershot: Ashgate.

Waldron, Jeremy (1993). *Liberal Rights: Collected papers 1981-1991*. New York: Cambridge University Press.

Walzer, Michael (1997). *On Toleration*. New Haven: Yale University Press.

Wedgwood, Ralph (1998). "Same-sex Marriage: A Philosophical Defense," in Steve M. Cahn and Tziporah Kasachkoff (eds.) (2003) *Morality and Public Policy*. New Jersey: Printice-Hall.

Wellman, Christopher and Cole, Phillip (2011). *Debating the Ethics of Immigration: Is there a right to exclude?* New York: Oxford University Press.

West, Robin (2007). Marriage, Sexuality, and Gender. Boulder: Paradigm Publishers.

Wolff, Jonathan (2011). *Ethics and Public Policy: A Philosophical Inquiry*. London: Routledge.

莫家棟、余錦波、陳浩文〔編〕(2012) 。《社會倫理通識》。香港：牛津大學出版社。

區志堅、彭淑敏、蔡思行 (著) (2011) 。《改變香港歷史的 60 篇文獻》 。香港：中華書局。第 29 章:〈香港簽發身份證之始〉.

鄭宏泰，黃紹倫 (著) (2004) 。《香港身份證透視》。香港：三聯書店。

8. Related Web Resources

Nil

9. Related Journals

Journal of Values Inquiry
Political Studies
Human Rights Quarterly
Journal of Ethics
Journal of Asian Public Policy
Journal of Comparative Asian Development
Philosophy and Public Affairs
Journal of Social Philosophy
Journal of Political Philosophy

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/0000000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Other

Nil

Updated December 2025