

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	: Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
<b>Programme QF Level</b>	: 5
<b>Course Title</b>	: Institutions and Development in the Greater Bay Area
<b>Course Code</b>	: PUA3015
<b>Department</b>	: Social Sciences and Policy Studies
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: EMI
<b>Course Level</b>	: 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"):

- 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 introduces the theories and practices of development by exposing students to real world developmental problems in the Guangdong-Hong Kong-Macao Greater Bay Area (GBA). The theories highlight the importance of institutions in the process of development. Meanwhile, the case studies cover some of the most pressing developmental issues in the GBA, such as corruption, education, pollution, healthcare, and housing. Students complete the course with practical knowledge and skills to frame developmental problems, develop and evaluate innovative solutions, analyze institutional environments, make choices under uncertainty, and ensure commitment to development plans.

## 2. Course Intended Learning Outcomes (CILOs)

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

CILO<sub>1</sub> appraise the importance of institutional decision making in development;

CILO<sub>2</sub> analyze the causes of problems in development;

CILO<sub>3</sub> describe the key developmental issues in the Greater Bay Area; and

CILO<sub>4</sub> evaluate solutions to developmental challenges.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
a. Concepts and theories of development	CILO <sub>1,2</sub>	<ul style="list-style-type: none"><li>• Lecture</li><li>• Case study</li></ul>
b. The role of institution in development and institutional change; decision-making process in an institutional setting	CILO <sub>1,2</sub>	<ul style="list-style-type: none"><li>• Lecture</li><li>• In-class exercise</li></ul>
c. Developmental issues in the Greater Bay Area and their possible solutions	CILO <sub>3,4</sub>	<ul style="list-style-type: none"><li>• Group presentation</li><li>• Guest lecture</li></ul>
d. Passion for thoughtful action; commitment to development plans; civil society	CILO <sub>4</sub>	<ul style="list-style-type: none"><li>• Group presentation</li><li>• Field visit</li></ul>

## 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Class participation and discussion: <ul style="list-style-type: none"><li>• Students attend and actively contribute to in-class discussion and group activities (15%)</li><li>• Individual exercises: Students complete individual exercises to apply the analytical tools they learn in class (15%)</li></ul>	30%	CILO <sub>2,4</sub>
(b) Group presentation and discussion: Students work in a team to analyze a developmental issue and present their insights	35%	CILO <sub>1,3</sub>
(c) Exam: An open book examination to examine whether the students have a good understanding of all course materials	35%	CILO <sub>1,2,3</sub>

## 5. Use of Generative AI in Course Assessments

☐ **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 acknowledgement, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

Acemoglu, D., Johnson, S., & Robinson, J. (2004). Institutions as the Fundamental Cause of Long-Run Growth. *NBER Working Papers*, No. w.10481.

Baehler, K., & Besharov, D. (2013). *Chinese social policy in a time of transition*. Oxford: Oxford University Press.

Celona, J., McNamee, P., Campbell, M., Roehl, B., & Story, M. (2001). *Decision Analysis for the Professional* (Fourth ed.). Smartorg Inc.

Chan, F. (2020). The Guangdong–Hong Kong–Macao Greater Bay Area: Enhancing Collaborative Governance of the CEPA Implementation and Regional Integration. *China: An International Journal*, 18(1), 171-191.

Chang, H. (2011). Institutions and Economic Development: Theory, Policy and History. *Journal of Institutional Economics*, 7(4), 473-498.

Johnson, M. P., & Schaltegger, S. (2020). Entrepreneurship for Sustainable Development: A Review and Multilevel Causal Mechanism Framework. *Entrepreneurship Theory and Practice*, 44(6), 1141–1173.

Lau, S. K. (2019). China's Guangdong-Hong Kong-Macao Greater Bay Area: a new development opportunity for Hong Kong. *Public Administration and Policy: An Asia-Pacific Journal*, 22(1), 8-14.

Lewin, A.Y., Kenney, M., & Murmann, J.P. (2016). *China's innovation challenge: overcoming the middle-income trap*. Cambridge: Cambridge University Press.

Leung, J., & Xu, Y. (2015). *China's social welfare: the third turning point*. Cambridge, UK: Polity Press.

- Li, S., Sato, H., & Sicular, T. (2013). *Rising inequality in china: challenges to a harmonious society*. Cambridge: Cambridge University Press.
- Lu, S., Lin, Y. -T., Vikse, J. H., & Huang, C. -C. (2016). Well-being of Migrant and Left-behind Children in China: Education, Health, Parenting, and Personal Values. *International Journal of Social Welfare*, 25, 58-68.
- North, D. (1991). Institutions. *The Journal of Economic Perspectives*, 5 (1), 97-112.
- Portes, A. (2006). Institutions and Development: A Conceptual Reanalysis. *Population and Development Review*, 32(2), 233-262.
- Shen, X., & Tsai, K.S. (2016). Institutional Adaptability in China: Local Developmental Models Under Changing Economic Conditions. *World Development*, 87, 107-127.
- Sud, M., VanSandt, C.V., & Baugous, A.M. (2009). Social Entrepreneurship: The Role of Institutions. *Journal of Business Ethics* 85, 201–216.
- The World Bank. (2010). *Reducing inequality for shared growth in china: strategy and policy options for Guangdong province*. World Bank Publications. <https://openknowledge.worldbank.org/handle/10986/2251>
- Yip, G. & McKern, B. (2016). *China's next strategic advantage: from imitation to innovation*. Cambridge, MA: MIT Press.
- Yu, H. (2019). The Guangdong-Hong Kong-Macau Greater Bay Area in the Making: Development Plan and Challenges. *Cambridge Review of International Affairs*, DOI: 10.1080/09557571.2019.1679719

## 8. Related Web Resources

<http://www.mad.asia/what-s-new>  
<https://bcorporation.net/about-b-lab>  
[https://ec.europa.eu/growth/sectors/social-economy/enterprises\\_en](https://ec.europa.eu/growth/sectors/social-economy/enterprises_en)  
<https://sechamber.hk/>  
<https://www.bayarea.gov.hk/en/home/index.html>  
<https://www.seraasia.org/>  
<https://www.socialenterprise.org.uk/>

## 9. Related Journals

*China Journal* by Chicago University Press  
*China Quarterly* by Cambridge University Press  
*Journal of Contemporary Asia* by Taylor and Francis online  
*World Development* by Science Direct

## 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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

Last updated: 21 July 2025