Course Outline

Part I

Programme Title	**:**	All undergraduate Programmes
Programme QF Level	**:**	5
Course Title	**:**	Foundations of Hong Kong Studies
Course Code	**:**	SSC2231
Department	**:**	Social Sciences and Policy Studies
Credit Points	**:**	3
Contact Hours	**:**	39
Pre-requisite(s)	**:**	Nil
Medium of Instruction	**:**	English
Course Level	**:**	2

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**

   This course will provide a foundation for students to understand the politics, society, economy, culture and legal aspects of Hong Kong so that they will be equipped with the necessary concepts and knowledge to pursue their further study in contemporary Hong Kong and its relationship with the global society. Topics taught include historical background, governance structure under the "One Country, Two Systems" setup, social organizations, social movement, social mobility and higher education, identity conflicts, tangible and intangible cultural heritage, economic system, financial and monetary policies, legal system and the rule of law. In each topic, the interplay between global and local factors will be examined whenever appropriate.

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

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

   CILO1   identify the key players, institutions and events in the political-economic and socio-cultural landscapes of contemporary Hong Kong;

   CILO2   analyze Hong Kong's changes and developments in the 21st Century, especially in historical, political, economic, socio-cultural and legal aspects;

   CILO3   examine the factors and circumstances contributing to socio-political conflicts in Hong Kong, economic divergence and/or convergence, and legal controversies in Hong Kong;

   CILO4   explain the respective role of local and global forces in shaping Hong Kong's major policy changes/reform initiatives.

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

Course Content	CILOs	Suggested Teaching & Learning Activities
Historical background: an overview of Hong Kong's colonial past.	*CILO1, 2,3*	Lectures; field study and visits; videos; review of museum's representation of Hong Kong's history.
"One Country, Two Systems" constitutional setup; governance structure and limits of democratization.	*CILO1, 2, 3*	Lectures; guest speakers; videos; tutorial discussions; class debates.
Social organizations; questions of social mobility and poverty; social mobility and higher education.	*CILO1, 2, 3, 4*	Lectures; guest speakers; tutorial discussions; field

		visits.
Social movements; socio-political conflicts arising from integration with mainland China.	CILO_{1, 2, 3}	Lectures; guest speakers; tutorial discussions and videos; and class debates.
Hong Kong economic system; strategies for economic development, divergence/convergence with the mainland, including the Pearl River Delta and Macao.	CILO_{1, 2, 3, 4}	Lectures; guest speakers; videos; tutorial discussions; class debates.
Financial and monetary policies; financial regulatory system.	CILO_{1, 2, 3, 4}	Lectures; guest speakers; videos; tutorial discussions.
The rule of law and Hong Kong's legal system.	CILO_{1, 2, 3}	Lectures; guest speakers; videos; tutorial discussions; and class debates.
Tangible and intangible cultural heritage; policies and works in the protection of cultural heritage.	CILO_{1, 2, 4}	Lectures; field visits, observations, videos.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. A quiz consists of MC and/or short questions.	20 %	CILO_{1, 2, 3, 4}
b. An individual paper (1,500 words) on a selected issue related to any topics/themes covered by the course.	50 %	CILO_{1, 2, 3, 4}
c. Participation in class activities which may take the form of online lesson, online discussion, class presentation, or student-led seminar, etc.	30 %	CILO_{1, 2, 3, 4}

5. Required Text(s)
Nil

6. Recommended Readings

History of Hong Kong

Carroll, J. M. (2007) *A Concise History of Hong Kong*. Hong Kong: Hong Kong University Press.

Law, W.S. (2009). *Collaborative colonial power: The making of the Hong Kong Chinese.* Hong Kong: Hong Kong University Press.

Sinn, E., Wong, S.L., & Chan, W.H. (Eds.) (2009). *Rethinking Hong Kong: New paradigms, new perspectives.* Hong Kong: Centre of Asian Studies, The University of Hong Kong.

徐承恩 (2015)《鬱躁的城邦：香港民族源流史》第二版，香港：紅出版（圓桌文化）。

Politics & governance of Hong Kong

Fong, B.C.H. (2015). *Hong Kong's governance under Chinese sovereignty: the failure of the state-business alliance after 1997.* London, New York: Routledge.

Lui, Tai-lok (2015). "A missing page in the grand plan of 'one country, two systems': regional integration and its challenge to post-1997 Hong Kong." *Inter-Asia Cultural Studies*, 16(3), 396-409.

Scott, Ian (2017). "'One country, two systems': the end of a legitimating ideology?" *Asia Pacific Journal of Public Administration,* 39 (2), 83-99

Sing, M. (2013) *Hong Kong's Tortuous Democratization: A Comparative Analysis*. London, New York: Routledge.

So, Alvin Y. (2011). "'One country, two systems' and Hong Kong-China National Integration: A Crisis-Transformation Perspective." *Journal of Contemporary Asia*, 41(1), 99-116.

Yuen, S and Cheng, E.W. (2018). "Rethinking Contentious Politics in Hong Kong: Change and Continuity". *Hong Kong Studies*, 1(1), 77-25.

Rule of law & legal system of Hong Kong

Chen, Albert (2017). "The Hong Kong Basic Law and the Limits of Democratization Under 'One Country Two Systems'". *The International Lawyer*, 50(1), 69-85.

Gittings, D. (2016). *Introduction to the Hong Kong Basic Law*. 2nd ed. Hong Kong: Hong Kong University Press.

Lo, P. Y. (2014). *The judicial construction of Hong Kong's Basic Law: courts, politics and society after 1997*. Hong Kong: Hong Kong University Press.

Lo, S.H.C. and Chui, W.H. (2012). *The Hong Kong Legal System*. Singapore: McGraw-Hill Education.

Tam, W.K. (2018), "Legal mobilization". In T.K. Lui, S.W.K. Chiu, and R.Yep (Eds.), *Routledge Handbook of Contemporary Hong Kong* (pp.199-209). London, New York: Routledge.

Society and social problems of Hong Kong

Chau, K. L. F., Wong, H. W. and Yau, H.Y. (2014) *Pop Culture and the Formation of Hong Kong Identity*. London, New Yorl: Routledge.

Chiu, S. W. K., and Wong, S. L. (Ed.) (2011) *Hong Kong Divided? Structures of Social Inequality in the Twenty-First Century*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong.

Fong, B.C.H. (2017). "One Country, Two Nationalisms: Center-Periphery Relations between Mainland China and Hong Kong, 1997–2016". *Modern China*, 43(5), 523–556.

Lee, S.Y. (2015). "Massification without equalisation: the politics of higher education, graduate employment and social mobility in Hong Kong." *Journal of Education and Work, 29(1)*, 1-19

Mok, K. H. (2016). "Massification of higher education, graduate employment and social mobility in the Greater China region." *British Journal of Sociology of Education, 37(1)*, 51-71.

Ngo, H.Y. and Li, H. (2016). "Cultural Identity and Adaptation of Mainland Chinese Immigrants in Hong Kong." *American Behavioral Scientist*, 60(5-6), 730 -749.

Tse, T. (2014). "Constructing Chinese Identity in Post-colonial Hong Kong: A Discursive Analysis of the Official Nation-Building Project." *Studies in Ethnicity & Nationalism*, 14(1), pp.188-206.

Cultural heritage of Hong Kong

Chan, S.Ching (2018). "Heritagizing the Chaozhou Hungry Ghosts Festival in Hong Kong". In C. Maags and M. Svensson (Eds). *Chinese Heritage in the Making: Experiences, Negotiations and Contestations* (pp. 145-168). Amsterdam: Amsterdam University Press

Chew, M.M. (2009). "Cultural Sustainability and Heritage Tourism: Problems in Developing Bun Festival Tourism in Hong Kong." *Journal of Sustainable Development*, 2(3), 34-42.

Lee, H.Y., Cummer, K. and DiStefano, L.D. (2018). "From crisis to conservation: a critical review of the intertwined economic and political factors driving built heritage conservation policy in Hong Kong and a possible way forward." *Journal of Housing and the Built Environment*, 33, 539-553.

Watson, J.L. and Watson, R.S. (2004). V*illage Life in Hong Kong: Politics, Gender, and Ritual in the New Territories*. Hong Kong: The Chinese University Press.

Yung, E.H.K. and Chan, E.H.W. (2016). "Re-examining the Growth Machine Ideology of Cities: Conservation of Historic Properties in Hong Kong." *Urban Affairs Review*, 52(2), 182-210.

Economic & financial development of Hong Kong

Chiu, Peter (2006). "CEPA: a milestone in the economic integration between Hong Kong and Mainland China". *Journal of Contemporary China*, 15(47), 275–295.

Greenwood, J. (2008). *Hong Kong's link to the US dollar: origins and evolution*. Hong Kong: Hong Kong University Press.

Huang, F. and Yeung, H. (2014), *Chinese Companies and the Hong Kong Stock Market*. Oxon, UK: Routledge.

Latter, T. (2007). *Hands on or hands off?: the nature and process of economic policy in Hong Kong*. Hong Kong: Hong Kong University Press.

Sung, Yun-Wing, et al. (2015). "The Economic Benefits of Mainland Tourists for Hong Kong: The Individual Visit Scheme (IVS) and Multiple Entry Individual Visit Endorsements (M-Permit)". *Occasional Paper No.34, Shanghai-Hong Kong Development Institute, CUHK*. Available at https://www.cuhk.edu.hk/shkdi/e_index.htm

Hong Kong in the regional & global context

Chiu, S. W. K., and Lui, T. L. (2009) *Hong Kong: becoming a Chinese global city*. London, New York: Routledge.

Chui, W. H., & Leung, E. Y. (2014). "Youth in a global world: attitudes towards globalization and global citizenship among university students in Hong Kong." *Asia Pacific Journal of Education*, 34(1), 107-124.

Lui, T. L. (2014). "Fading Opportunities: Hong Kong in the context of regional integration." *China Perspectives, No. 2014/1*, 35-42. Available at https://www.eduhk.hk/flass/fas_upload/userfiles/pdf/2013/Fading%20Opportunities.pdf

Siu, H. F. and Ku, A. S. (Ed.) (2008) *Hong Kong Mobile: Making a Global Population. Hong Kong: Hong Kong University Press*.

Yang, C. C., & Li, S. M. (2013). "Transformation of cross-boundary governance in the Greater Pearl River Delta, China: Contested geopolitics and emerging conflicts." *Habitat International,* 40, 25-34.

7. Related Web Resources

Hong Kong Institute of Asia-Pacific Studies: https://www.cuhk.edu.hk/hkiaps/

Hong Kong Institute for the Humanities and Social Sciences:
http://www.hkihss.hku.hk/en/about_hkihss/about_us/index.html
Hong Kong Public Opinion Research Institute:
https://www.pori.hk/eng/home
The Academy of Hong Kong Studies: https://www.eduhk.hk/ahks/

8. **Related Journals**
   Asian Survey
   Asia Pacific Journal of Public Administration
   Hong Kong Law Journal
   Journal of Contemporary China
   Modern Asian Studies
   The China Quarterly
   The China Information

9. **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.

10. **Other**
   Nil

Updated: August 2020