

## Course Outline

### Part I

<b>Programme Title</b>	:	All Undergraduate Programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Stories to Live by: The Identities of Hong Kong Chinese 香港華人身份認同的演變
<b>Course Code</b>	:	GEG1015
<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>	:	Chinese / English
<b>Course Level</b>	:	1

### 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. Synopsis:

This course aims to introduce students to issues in the identities of Hong Kong Chinese based on perspectives of social sciences and humanities. In tracing the history of identities among Hong Kong Chinese, the course emphasizes the complex and evolving character of the positioning of Hong Kong Chinese and how those have been shaped by multiple political and socio-economic processes such as the particular kind of colonialism, Chinese diaspora, late Qing and early Republican China politics, the Cold War, and the PRC's economic reforms. In depth cases are used to explore also cultural elements in the construction of Hong Kong identity and the effects of developments in the relevant industries. Beyond commercialized allegations of cultural uniqueness and highly publicized questionnaire survey results, students are encouraged to consider Hong Kong identity issues in terms of agency and citizenship and become aware of issues surrounding ethnic minorities and the pitfalls of us-versus-them dichotomies and complacent assumption of a shared culture. Students are also encouraged to explore recent developments including concerns and controversies over identity issue among Hong Kong Chinese since the transition to 1997 and help bring insights from the past to bear on the present.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO 1: grasp the factors in shaping the identities of Hong Kong Chinese since 1842;
- CILO 2: analyze the evolving identities of Hong Kong Chinese over the period;
- CILO 3: apply multi-media sources in the study of the issue of identity of Hong Kong Chinese; and
- CILO 4: appreciate the complex and uniqueness of the identities of Hong Kong Chinese; and
- CILO 5: awareness of citizenship and trans-local perspectives in Hong Kong identity issues.

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

CILOs	Course Content	Suggested Teaching & Learning Activities
<i>CILO<sub>1, 2</sub></i>	Conceptual perspectives of identity construction; perspectives of studying identity of HK Chinese	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO<sub>1, 2, 3, 4, 5</sub></i>	“Borrowed time and borrowed place”: Sojourners and settlers under the British rule, mid-19 <sup>th</sup> Century to early 20 <sup>th</sup> Century	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO<sub>1, 2, 3, 4</sub></i>	Crossing the border: Hong Kong Chinese versus mainland Chinese since 1949	Lecture, analysis of material from the popular media and other sources, class discussion

<i>CILO</i> <sub>1, 2, 3, 4</sub>	The baby-boomers in the 1970's: the emergence of local identity	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO</i> <sub>1, 2, 3, 4</sub>	Experiencing identity crises: The June 4 Incident, migrants in the shadow of 1997	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO</i> <sub>1, 2, 3, 4</sub>	Hongkongese versus Chinese: Hong Kong Chinese under “One Country, Two Systems”	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO</i> <sub>1, 2, 3, 4</sub>	Identity and education in Hong Kong: case studies of the school curriculum of history and civic education	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO</i> <sub>1, 2, 3, 4, 5</sub>	The local, national and global identities of Hong Kong Chinese: an overview	Lecture, analysis of material from the popular media and other sources, class discussion
<i>CILO</i> <sub>1, 2, 3, 4</sub>	Special topics selected by students	Student-led seminar

#### 4. Assessment

Assessment Tasks	CILO	Weighting (%)
(a) An individual paper (1,500 words in English or 2,000 words in Chinese).	<i>CILO</i> <sub>1, 2, 3, 4, 5</sub>	60 %
(b) Online learning tasks (which may take the form of, e.g., online lesson, online discussion, or online quiz)	<i>CILO</i> <sub>1, 2, 3, 4, 5</sub>	20 %
(c) Participation in group activities (which may take the form of, e.g., class presentation, student-led seminar, or debate.)	<i>CILO</i> <sub>1, 2, 3, 4, 5</sub>	20 %

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

Carroll, John (2007). *A concise history of Hong Kong*. Lanham: Rowan & Littlefield.

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.

- Lau, Siu-kai (ed.) (2002), *The First Tung Chee-hwa Administration: The First Five Years of the Hong Kong Special Administrative Region*. Hong Kong: The Chinese University Press.
- Gordon Mathews, Eric Kit-wai Ma, and Tai-lok Lui (2008), *Hong Kong, China: learning to belong to a nation*. London: Routledge.
- Ku, A. & Pun, N. (Eds.). (2004). *Remaking Citizenship in Hong Kong: Community, nation and the global city*. London:Routledge.
- Lam, W.M. and Cooper, L. (Eds.) (2018). *Citizenship, identity and social movements in the new Hong Kong: localism after the Umbrella Movement*. Abingdon, Oxon; New York, NY : Routledge.
- Ping, Y.C. and Kwong, K.M. (2014). “Hong Kong Identity on the Rise”. *Asian Survey* 54(6), 1088-1112.
- Pun, N. & Yee, L. M. (Eds.). (2003). *Hong Kong culture and identity*. Hong Kong: Oxford University Press.
- Steinhardt, H.C., Li, L. and Jiang, Y. (2017). “The Identity Shift in Hong Kong since 1997: Measurement and Explanation”. *Journal of Contemporary China*.  
<https://doi.org/10.1080/10670564.2018.1389030>
- Tse, T.K.C. (2014). “Constructing Chinese Identity in Post-colonial Hong Kong: A Discursive Analysis of the Official Nation-Building Project”. *Studies in Ethnicity and Nationalism* 14(1), 188-206.
- Veg, S. (2017). “The Rise of ‘Localism’ and Civic Identity in Post-handover Hong Kong: Questioning the Chinese Nation-state”. *The China Quarterly* 230, 323-347.
- Vickers, E. (2003). *In Search of an Identity: The politics of history as a school subject in Hong Kong, 1960s-2005*. HK: Comparative Education Research Centre, The University of Hong Kong.
- Yeung, Yue-man (ed.) (2007), *The First Decade: The Hong Kong SAR in Retrospective and Introspective Perspectives*. Hong Kong: The Chinese University Press.

- 陳秉安（2016）：《大逃港（增訂本）》，香港：香港中和出版有限公司。
- 林泉忠（2017）：《誰是中國人：透視臺灣人與香港人的身份認同》，臺北市：時報文化出版企業股份有限公司。
- 鄭宏泰, 黃紹倫（2018）：《香港身份證透視》（第二版），香港：三聯書店（香港）有限公司。
- 洪松勳（2017）：“香港身份認同形成：一個歷史與系譜的敘事探究與分析”，輯於鄭宇碩編著《探討本土主義》，（頁 89-121），香港，香港城市大學出版社。
- 周永新（2019）：《香港人的身份認同和價值觀》（2019增訂版），香港：中華書局香港有限公司。
- 徐承恩（2016）：《城邦舊事：十二本書看香港本土史》，修訂版，香港：紅出版青森文化。
- 徐承恩（2015）：《鬱躁的城邦：香港民族源流史》，香港：紅出版圓桌文化。

張萌萌（2013）：《香港認同構建：政媒機制與媒體化再現》，北京：社會科學文獻出版社。

呂大樂等編（2011）：《香港. 生活. 文化》，香港：牛津大學出版社。

馬傑偉；曾仲堅（2010）《影視香港：身份認同的時代變奏》，香港：香港中文大學香港亞太研究所。

王家英、尹寶珊（2008）：《從民意看香港的社會與政治》，香港：香港中文大學香港亞太研究所。

呂大樂（2007）：《香港四代人》，香港：進一步多媒體有限公司。

## 7. Related Web Resources

香港大學民意研究計劃 – 市民的身份認同感：

《<http://hkupop.hku.hk/chinese/popexpress/ethnic/index.html>》

WiseNews 報刊剪輯館 《<http://libwiseneeds.wisers.net/>》

中英聯合聲明 《<http://www.info.gov.hk/chinfo/jd.htm>》

中華人民共和國香港特別行政區網頁 《<http://www.gov.hk/en/residents/>》

基本法 《[http://info.gov.hk/basic\\_law/c-flash.html](http://info.gov.hk/basic_law/c-flash.html)》

通識教育科網上資源平台 《<http://ls.edb.hkedcity.net/Home/Index.aspx>》

The Education University of Hong Kong – Centre for Governance and Citizenship:  
《<https://www.eduhk.hk/cgc/>》

## 8. Related Journals

《本土論述》

《香港社會科學學報》

《香港研究》

*The Journal of the Royal Asiatic Society Hong Kong Branch*

## 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. Others

Nil

*Updated December 2023*