

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Society and Culture: Hong Kong Context
Course Code	: SSC3213
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"):

- 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 aims to strengthen students' knowledge and concept bases for the study of Hong Kong's society and culture. It also equips students with the skills for studying the relevant issues in order that they can apply the concepts to the real-life situations. The course traces the development of Hong Kong's society and culture with the lenses of selected perennial/contemporary issues rooted in historical context.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ understand the rationales and concepts for the study of the selected themes and issues that are related to society and culture in the Hong Kong context;
- CILO₂ apply the concepts to the study of culture and society;
- CILO₃ acquire the skills and perspectives in social and cultural research;
- CILO₄ foster both empathetic and critical minds toward cultural and social studies.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Rationales and focuses for the study of society and culture	CILO ₁	Lecture; literature reviews; class discussion
Methods of studying Hong Kong society and culture: textual inquiry; field-based inquiry; dialogic inquiry and oral history	CILO _{1, 2, 3}	Lecture; audio-video analysis; class discussion; guest lecture; site-based/object-based inquiry; textual inquiry
The development of Hong Kong society : changes and continuities	CILO _{1, 2, 3, 4}	Issues-based inquiries: lecture; video-analysis; textual inquiry class discussion
The characteristics of Hong Kong culture: hybridity and mutliplicity	CILO _{1, 2, 3, 4}	Field-based inquiry; textual inquiry; video-audio analysis; group-discussion; oral history

Course Content	CILOs	Suggested Teaching & Learning Activities
Issues in the study of Hong Kong society and culture: <ul style="list-style-type: none"> ➤ Tradition and modernity ➤ Conservation and development ➤ Poverty and sustainable development ➤ Diversity and equality ➤ Local and global 	<i>CILO</i> _{2, 3, 4}	Issues-based inquiry; video-analysis; field-based learning; textual inquiry
Research seminars/guest lectures on the selected issues/themes and student presentations	<i>CILO</i> _{1, 2, 3, 4}	Guest lectures, seminars, workshops, student presentations

4. Assessment

Assessment Tasks	Weighting (%)	CILO
1. Group Research Paper (3,000-4,000 words) on a selected issue related to the society and culture of Hong Kong.	40%	<i>CILO</i> _{1, 2, 3, 4}
2. Oral presentation of the Group Research Paper. Students' performance will be individually assessed.	20%	<i>CILO</i> _{1, 2, 3, 4}
3. Individual paper (about 1,000 words) on a topic assigned by the lecturer and with focus on the issues/themes on the society and/or culture of Hong Kong.	40%	<i>CILO</i> _{1, 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

- Alasuutari, P., Bickman, L., & Brannen, J. (Eds.) (2008). *The SAGE handbook of Social Research*. London: Sage.
- Chan, M. K. (Ed.) (2008). *China's Hong Kong Transformed: Retrospect and Prospects Beyond the First Decade*. Hong Kong: City University of Hong Kong Press.
- Chiu, S.W.K., & Lui, T. L. (2000). *The Dynamics of Social Movement in Hong Kong*. HK: HKU Press.
- Chiu, S.W.K., and Lui, T.L. (2009). *Hong Kong: Becoming a Chinese Global City*. London: Routledge.
- Conner, T. S. & Mehl, M. R. (Eds.) (2012). *Handbook of research methods for studying daily life*. New York: Guilford Press.
- During, S. (2005). *Cultural Studies: A Critical Introduction*. London: Routledge.
- Faure, D. (Ed.) (2003). *Hong Kong: A Reader in Social History*. HK: OUP.
- Lee P.T. (Ed.) (2001). *Hong Kong Re-integrating with China: Political, Cultural and Social Dimensions*. HK: HKU Press.
- Mathews, G., & Lui, T.L. (2002). *Consuming Hong Kong*. HK: HKU Press.
- Saukko, Paula (2003): *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*, London: SAGE.
- Sinn, E. (Et al.) (2009). *Rethinking Hong Kong: New Paradigms, New Perspectives*. HK: The University of Hong Kong.
- 呂大樂 (2007) 《四代香港人》。香港：進一步多媒體。
- 呂大樂等(合編) (2011)：《香港. 生活. 文化》，香港，牛津大學出版社。
- 呂大樂、陳健民 (2011) < 在家庭與政治社會之間 – 香港民間社會的構成 >。載陳祖為、梁文韜編《政治理論在中國》，頁 370-399。香港：牛津大學出版社。
- 吳俊雄、張志偉(編) (2001): 《閱讀香港普及文化》，香港，牛津大學出版社。
- 馬傑偉、吳俊雄、呂大樂 (編) (2009): 《香港文化政治》，香港，香港大學出版社。
- 潘毅、余麗文(編) (2003) 《書寫城市：香港的身份與文化》。香港：牛津大學出版社。
- 謝均才(編) (2002)：《我們的地方，我們的時間，香港社會新編》，香港，牛津大學出版社。

8. Related Web Resources

All relevant web-sites- E.g.

WiseNews

<http://libwisenews.wisers.net/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/>》

香港新聞博覽《http://newsbot.lib.cuhk.edu.hk/cnews_main.html》

9. Related periodicals

Hong Kong Review

Journal of Contemporary China

Journal of Intercultural Studies

Social Transformations in Chinese Societies

Theory, Culture & Society

信報財經新聞

香港社會科學學報 *Hong Kong Journal of Social Sciences*

本土論述

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

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