

THE EDUCATION UNIVERSITY OF HONG KONG

**Course Outline**

**Part I**

<b>Programme Title</b>	:	All Undergraduate Programmes
<b>Programme QF Level</b>	:	5
<b>Course Title</b>	:	Values Pluralism and Cultural Diversity in Hong Kong
<b>Course Code</b>	:	SSC3234
<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>	:	English
<b>Course Level</b>	:	3

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**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 undergraduate course offers students a comprehensive exploration of values pluralism and cultural diversity within the unique context of Hong Kong. As Hong Kong continues to evolve into a pluralistic and diverse society, it is crucial for students to develop reflexive and critical perspectives to understand and analyze the topics, issues, needs, and concerns related to minority groups.

Students will delve into the complexities and challenges that arise from the coexistence of diverse cultural values, beliefs, and practices within the city. By adopting a multidisciplinary approach encompassing sociological and recognition perspectives, students will gain a comprehensive understanding of the profound impact of cultural diversity on individuals, communities, and society as a whole.

Moreover, this course will explore strategies aimed at promoting intercultural understanding, mutual recognition, tolerance, and social equality. Informed by important concepts such as recognition and misrecognition, discourse and counter-discourse, discrimination and oppression, students will be guided to reconsider future approaches for developing an inclusive and equal society in various life contexts, including community, schools, and the workplace, etc.

## 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub> To have a sound understanding of the conflicts of values and beliefs between major minority groups and mainstream population;
- CILO<sub>2</sub> 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<sub>3</sub> 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<sub>4</sub> 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
<p>Week 1:</p> <p>I. Introduction to Cultural Diversity in Hong Kong</p> <ul style="list-style-type: none"> <li>Understanding the composition of the population and the unique cultural landscape in Hong Kong;</li> <li>Exploring the increasing diversity and the challenges it presents;</li> <li>Recognizing the importance of reflexive and critical perspectives in analyzing cultural diversity.</li> </ul>	<i>CILO<sub>1</sub></i>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussions</li> <li>Documentary show</li> </ul>
<p>Week 2-4:</p> <p>Key concepts and questions (e.g.):</p> <p><i>Values and Ethics:</i></p> <ul style="list-style-type: none"> <li>Definitions of values and ethics and their significance in cultivating an inclusive society</li> <li>The exercise of value pluralism and virtue ethics in promoting cultural diversity and values pluralism</li> </ul> <p><i>Recognition and Misrecognition:</i></p> <ul style="list-style-type: none"> <li>Understanding the various forms of recognition and misrecognition in different life contexts</li> <li>Differentiating between recognition and tolerance in fostering inclusivity</li> </ul> <p><i>Discourse and Counter-Discourse:</i></p> <ul style="list-style-type: none"> <li>Exploring the power dynamics and social construction of discourse</li> <li>Analyzing the role of counter-discourse in challenging dominant narratives and promoting inclusivity</li> </ul>	<i>CILO<sub>2,3</sub></i>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Class discussions</li> <li>Video shows</li> </ul>

<p><i>Agency and Structure:</i></p> <ul style="list-style-type: none"> <li>• Identifying the structural constraints that hinder the development of value pluralism in Hong Kong</li> <li>• Examining individual and collective agency to address these constraints and foster an inclusive society that embraces cultural diversity and values pluralism</li> </ul> <p><i>Equal Opportunities:</i></p> <ul style="list-style-type: none"> <li>• Recognizing the importance of right-based equality in promoting social justice</li> <li>• Understanding different conceptions of equality and their implications</li> <li>• Analyzing the requirements for providing equal opportunities and addressing systemic inequalities</li> </ul>		
<p>Week 5-9:</p> <p>Major Theories and Application:</p> <p><i>Liberalism:</i></p> <ul style="list-style-type: none"> <li>• Exploring the ideals of liberal rights, individual autonomy, and the impact of discrimination</li> <li>• Analyzing the strengths and limitations of liberalism in promoting inclusivity and cultural diversity</li> </ul> <p><i>Communitarianism:</i></p> <ul style="list-style-type: none"> <li>• Understanding the importance of tradition, the common good, and the integrity of the community</li> <li>• Examining how communitarianism can contribute to or hinder inclusivity and cultural diversity</li> </ul> <p><i>Feminism:</i></p> <ul style="list-style-type: none"> <li>• Examining gender divisions in different life contexts and their impact on inclusivity</li> <li>• Analyzing rival conceptions of gender equality and their implications for fostering an inclusive society</li> </ul>	<p><i>CILO</i><sub>1,2,3,4</sub></p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Video shows</li> </ul>

<p><i>Recognition Theory:</i></p> <ul style="list-style-type: none"> <li>• Reflecting on the experiences of recognition and misrecognition encountered by individuals in different life contexts</li> <li>• Exploring recognition theory as a framework for promoting changes at various levels to cultivate an inclusive society</li> </ul> <p><i>Agentic Perspective:</i></p> <ul style="list-style-type: none"> <li>• Critiquing the ideal of assimilation and its implications for inclusivity</li> <li>• Examining the emergence of the idea of cultivating inclusiveness and shared agency</li> </ul>		
<p>Week 10-13:</p> <p>Seminar: The seminar component of this course will involve group presentations, discussions, and sharing sessions focused on different minority groups and their concerns, needs, and relevant issues encountered in various life contexts in Hong Kong. The aim is to foster a deeper understanding of the experiences and challenges faced by these groups and to explore strategies for promoting intercultural understanding, mutual recognition, tolerance, and social equality.</p> <ul style="list-style-type: none"> <li>• Ethnic minority</li> <li>• People with disabilities</li> <li>• New immigrants from China</li> <li>• Foreign domestic helpers</li> <li>• Street-sleepers</li> <li>• Homosexuals</li> </ul>	<i>CILO</i> <sub>3,4</sub>	<ul style="list-style-type: none"> <li>• Group presentation Class discussions</li> <li>• Slide show</li> </ul>
Submission of assignment		

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p><b>(a) Participation</b></p> <p>Students are required to attend all sessions, actively participate in discussions and sharing with exceptionally outstanding excellent viewpoints.</p>	20%	<i>CILO</i> <sub>1,2,3,4</sub>

Assessment Tasks	Weighting (%)	CILO
<p><b>(b) Individual essay</b></p> <p>Students are expected to submit an essay of approximately 2000 words on a topic chosen from a list provided by the instructor. The essay should demonstrate a deep understanding of the course materials, theories, and concepts discussed. It should also showcase critical thinking skills, analytical abilities, and the ability to synthesize information to form coherent arguments.</p>	40%	<i>CILO<sub>1, 2,3,4</sub></i>
<p><b>(c) Group presentation and report</b></p> <p>Students will be divided into small groups of approximately 5-6 members. Each group will be assigned a specific need, issue, phenomenon, or problem related to one or more minority groups. Their task will be to deliver a comprehensive presentation on their assigned topic, which should include an analysis of the underlying causes, theoretical basis, existing practices, policies, and critiques of present solutions.</p> <p>The presentation will be followed by a Q&amp;A session, emphasizing interactive activities such as discussions or other engaging formats. During this session, the seminar teacher will provide feedback and comment on the group's performance and the topics presented.</p> <p>To ensure preparation and coordination, each group should consult with the seminar teacher at least one week prior to their presentation. They should present their chosen topic and outline, seeking guidance and feedback to enhance the quality of their work.</p> <p>Additionally, each group is required to submit a group report of approximately 2,500 words, summarizing their presentation and incorporating critical reflections on the topic.</p>	40 %	<i>CILO<sub>1,2,3,4</sub></i>

## 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.

Chiu, S. W., & Siu, K. Y. (2022). Hong Kong as a migration haven? Ethnic minorities in the Global City. In *Hong Kong society: High-definition stories beyond the spectacle of East-Meets-West* (pp. 71-107). Singapore: Springer Nature Singapore.

Fraser, N. (2007). Re-framing justice in a globalizing world. In *(Mis) recognition, social inequality and social justice* (pp. 29-47). Routledge.

Fraser, N. (2008). Social justice in the age of identity politics: Redistribution, recognition, and participation. In *Geographic Thought* (pp. 72-89). Routledge.

Fraser, N., & Honneth, A. (2003). *Redistribution or recognition: A political-philosophical exchange*. Verso.

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

Honneth, A. (1995). *The struggle for recognition: The moral grammar of social conflicts*. MIT Press.

Honneth, A. (2001). Recognition or redistribution?. *Theory, Culture & Society*, 18(2-3), 43-55.

Honneth, A. (2012). *The I in we: Studies in the theory of recognition*. Polity

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.
- 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.
- 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 2<sup>nd</sup> 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.
- 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, C. H., & Cole, P. (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/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Other**

Nil

*Updated July 2025*