

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS2811														
Subject Title	Emergence of Hong Kong Society														
Credit Value	2														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Exclusions for Students of Offering Department														
Minimum Pass Grade	D														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Presentation</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2.</td> <td>Quiz</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>				100% Continuous Assessment	Individual Assessment	Group Assessment	1.	Presentation	50 %	--	2.	Quiz	50 %	--
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Objectives	<p>This subject aims at enabling the student to grasp the changing process of Hong Kong society from a British colony to a Special Administrative Region of the People's Republic of China. At the end of the subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Appreciate the usefulness of the socio-historical perspective to depict the relationship between a society and its people; 2. Acquire a general knowledge of the social background of different stages of Hong Kong's historical development; and 3. Comprehend the emergence, development and changes of the social ethos and cultural contexts of Hong Kong society. 														
Intended Learning Outcomes <i>(Note 1)</i>	The students are expected to show their awareness of the historical trajectory of Hong Kong and be able to delineate the political structure of Hong Kong after the arrival of the colonial government, the general features of social life in the past 150 years, and the peculiar mix of the East and West as shown in the cultural ethos of Hong Kong people.														
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Introduction - Hong Kong Today 導言 – 由今天的香港說起 2. "Borrowed Place, Borrowed Time" - The Embarrassing Historical Start of Hong Kong 「借來的地方，借來的時間」 – 香港歷史的尷尬起步 3. The Formation and Characteristics of the Political System of Hong Kong 香港政治體系的建立與特色 4. The Emergence and Changes of Chinese Organizations of early Hong Kong 香港華人社會組織的出現及演變 5. The Characteristics of Post War Hong Kong - Emergence of the Hong Kong Ethos 二次大戰後香港難民社會的特色 – 香港精神之雛型 														

	<p>6. The Causes and Impact of the 1960s Riots - The Challenge against and the Response of the Post War Colonial Government 二十世紀六、七十年代動亂的根由及影響－戰後殖民政府面對的挑戰及其回應</p> <p>7. The Birth of Indigenous Culture 香港本土文化的孕育</p> <p>8. The Mix of Hong Kong Culture 本土文化的催生及成長－香港文化的混雜發展</p> <p>9. The Impact on Hong Kong Society after the Reversion of Hong Kong to China - A Historical Reflection 九七後社會轉變之歷史反思</p> <p>10. Rethinking Hong Kong - Identity Search of Hong Kong People 香港再思－香港人的身分問題</p>																																						
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>Students are encouraged to understand the historic Hong Kong through visual materials, site visits and interviews with experts. Regarding the study of the post-World War II Hong Kong, students would learn a number of sociological frameworks for informing them to conduct their fieldwork that is related to one of the major topics the students are interested in.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="443 824 1471 1196"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>50 %</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Quiz</td> <td>50 %</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Seminars are essential to develop students' analytical ability, verbal communication skills and ability to work as a team. In their group presentation, students will have a chance elaborate their arguments through powerpoints, to deepen their analysis, and to organize the material in a systematic and logical manner.</p> <p>Students' knowledge of the subject in terms of its broadness will also be assessed by means of a quiz.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. Presentation	50 %	✓						2. Quiz	50 %	✓						Total	100 %						
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Medium of Instruction	English supplemented with Chinese / Cantonese
Medium of Assessment	English
Reading List and References	<p>Carroll, J. M. (2007). <i>A Concise History of Hong Kong</i>. US: Rowman & Littlefield Publishers.</p> <p>Ku, A. & Pun, N. (Eds.) (2004). <i>Remaking Citizenship in Hong Kong: Community, Nation, and the Global City</i>. London: Routledge.</p> <p>Law, K. Y. and Lee, K. M. (Eds.) (2004). <i>The Economy of Hong Kong in Non-economic Perspectives</i>. Hong Kong: Oxford University Press.</p> <p>Leung, K.P. (1996). <i>Perspectives on Hong Kong Society</i>. Hong Kong: Oxford University Press.</p> <p>陳冠中著。(2008)《下一個十年：香港的光榮年代？》，香港：牛津大學出版社。</p> <p>王賡武（主編）（1997）《香港史新編：上冊》，香港：三聯書店。</p> <p>余繩武、劉存寬（主編）（1994[1993]）《十九世紀的香港》，香港：麒麟出版社。</p> <p>余繩武、劉蜀永（主編）（1995）《二十世紀的香港》，香港：麒麟出版社。</p> <p>劉青峰、關小春（編）（1998）《轉化中的香港：身分與秩序的再尋求》，香港：香港中文大學出版社。</p>

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.