

## The Hong Kong Polytechnic University

### Subject Description Form

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

<b>Subject Code</b>	APSS1B14/C																	
<b>Subject Title</b>	Discovering Hong Kong Society																	
<b>Credit Value</b>	3																	
<b>Level</b>	1																	
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>Freshman Seminar</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership and Intra-Personal Development</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="padding-left: 40px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="padding-left: 40px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="padding-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="padding-left: 40px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																	
<b>Pre-requisite / Co-requisite/ Exclusion</b>	<p>The following students are not allowed to take this subject : All APSS Students</p> <p>Exclusion: Discovering Hong Kong Society (APSS1B14C), Issues in Hong Kong Society (APSS338) and Hong Kong Society (APSS231)</p>																	
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Attendance and Class Participation</td> <td style="text-align: center;">10%</td> <td></td> </tr> <tr> <td>Group Presentation</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Written Assignment</td> <td style="text-align: center;">20%</td> <td></td> </tr> <tr> <td>End-of-term quiz</td> <td style="text-align: center;">50%</td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> </ul>			100% Continuous Assessment	Individual Assessment	Group Assessment	Attendance and Class Participation	10%		Group Presentation		20%	Written Assignment	20%		End-of-term quiz	50%	
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	<ul style="list-style-type: none"> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>
<b>Objectives</b>	The subject is designed to orient students towards comprehensive understanding of Hong Kong society, particularly on its identification, its relationship with others, and its politics. It provides an overview on various aspects of Hong Kong society, including its historical, social, economic, cultural, and political developments. Students are expected to explore and critically examine various issues of Hong Kong society from a sociological perspective.
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) enhance their knowledge and analytical perspectives in understanding different aspects of Hong Kong society;</li> <li>(b) reflect on the identity of “Hong Kong-ese,” its historical roots and current meanings, and its relations on the development of their own personal, social, national and global identities;</li> <li>(c) enhance their intellectual capacity to comprehend the scope and complexity of the world in which they are living in;</li> <li>(d) enhance their social awareness and civic consciousness</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Rethinking the Story of Hong Kong: Historical Perspective;</li> <li>2. Identity Formation: Hongkonger or Chinese;</li> <li>3. Class, Inequality and Poverty;</li> <li>4. Political System and Democratization;</li> <li>5. Mass Media and Social Development;</li> <li>6. Economic Development: Discourses and Challenges;</li> <li>7. Rethinking Development: Urban Planning and Conservation;</li> <li>8. Mass Media and Social Development;</li> <li>9. Governance and Citizenship;</li> <li>10. Marriage and Families;</li> <li>11. Equal Opportunities: Race, gender, disabilities and sexual orientations.</li> </ol>
<b>Teaching/Learning Methodology</b> <i>(Note 3)</i>	<p>This subject adopts an inter-disciplinary approach. It draws on multiple disciplines including history, sociology, political science, and gender studies to analyze the complex evolution, development, and issues facing Hong Kong society.</p> <p>Thematic lecture is organized in such a way that it cuts across different subject-matter lines. Instructors will bring together different bodies of literature, research paradigms, and visual materials to analyze various topics. Each topic may use a different combination of theoretical perspectives and research paradigms. Local field trip may be arranged during Summer Term.</p> <p>Major concepts, historical events, and analytical perspectives will be given primarily through lectures. Local newspapers and documentaries from TV will be used as teaching aids. Presentation will be organized as well.</p> <p>After the in-class presentation and discussion, students are also required to submit a group presentation report. The report would</p>

help students to consolidate their views and feelings about their social experiences in Hong Kong.

Students will be encouraged to respond, discuss, and communicate with the instructor and their classmates in class, or through the Blackboard.

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>  <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	
	Attendance and Class Participation	10%	✓	✓	✓	✓	
	Group Presentation	20%	✓	✓	✓	✓	
	Written Assignment	20%					
	End-of-term quiz	50%	✓	✓	✓	✓	
	Total	100 %					

**The group presentation and class discussion provide opportunities for students to consolidate their knowledge and analyses on different topics covered in the course through a student-centered, interactive and problem-based setting.**

**Written assignment requires students to reflect and enhance their understandings on chosen topics. It helps students to consolidate their views and feelings about their social experiences in Hong Kong.**

**The quiz is an objective method that allows students to integrate major concepts and theories they learn in class. In the quiz, they will demonstrate their knowledge and competence in the field of study, showcasing the effectiveness of their proficiency in communicating ideas, creativity and critical thinking, appropriateness and critical insights in making judgment, and handling complex ethical and social issues when understanding Hong Kong society.**

<b>Student Study Effort Expected</b>	Class contact:	
	<ul style="list-style-type: none"> <li>▪ Lecture (including local field trip in Summer Term if necessary)</li> </ul>	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> <li>▪ Self-study for In-class Discussion</li> </ul>	28 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for Group Presentation and Report</li> </ul>	10 Hrs.

	<ul style="list-style-type: none"> <li>▪ Preparation for Quiz</li> </ul>	28 Hrs.
	Total student study effort	105 Hrs.
<b>Reading List and References</b>	<p>Cheng, J. Y. S. (2020) <i>Political Development in Hong Kong</i>. Singapore: World Scientific.</p> <p>Chan-Yeung, M.M.W. (2018) <i>A Medical History of Hong Kong 1842-1941</i>. Hong Kong: The Chinese University Press.</p> <p>Chu, Y. W. (2017) <i>Hong Kong Cantopop: A Concise History</i>. Hong Kong: Hong Kong University Press.</p> <p>Cook, A. &amp; Ng, M.K. (2001) <i>Building Sustainable Communities: The Wanchai Experiment</i>. Hong Kong: Centre of Urban Planning and Environmental Management, University of Hong Kong.</p> <p>Faure, D. (2003) <i>Hong Kong: a Reader in Social History</i>. Hong Kong: Oxford University Press.</p> <p>Gordon, M., Ma, E. &amp; Lui, T.K. (2008). <i>Hong Kong, China: learning to belong to a nation</i>. London: Routledge.</p> <p>Kaeding, M.P. (2011) Identity Formation in Taiwan and Hong Kong In G.Schubert &amp; J. Damm (eds) <i>Taiwanese Identity in the 21<sup>st</sup> Century: domestic, regional and global perspective</i> (pp.258-279). Routledge: London.</p> <p>Lam, W.M. et. al. (2007) <i>Contemporary Hong Kong Politics</i>. Hong Kong: HKU Press.</p> <p>Law, K.Y. &amp; Lee K.M. (2004) <i>The economy of Hong Kong in non-economic perspectives</i>. Hong Kong: Oxford University Press.</p> <p>Law, W. S. (2009) <i>Collaborative Colonial Power: The Making of the Hong Kong Chinese</i>. Hong Kong: Hong Kong University Press.</p> <p>Lee, F. L. F. &amp; Chan, J. M. (2011). <i>Media, Social Mobilization, and Mass Protests in Post-colonial Hong Kong</i>. London: Routledge.</p> <p>Lee, K.M. &amp; Law, K.Y. (2010) The financial tsunami: economic insecurity and social protection in Hong Kong. <i>Development</i>, 53(1), 83-90.</p> <p>Luo, X.L. &amp; Shen, J.F. (2012) The making of new regionalism in the cross-boundary metropolis of Hong Kong-Shenzhen, China. <i>Habitat International</i>, 36,126-135.</p> <p>Ng, J. Y. (2016) <i>Umbrellas in bloom : Hong Hong's occupy movement uncovered</i>. HK: Blacksmith Books.</p> <p>Painter, M. &amp; Yee, W.H. (2012) Agencies and policy in an administrative state: The case of Hong Kong. <i>Policy and Society</i>, 31, 223-235.</p> <p>Smart, A. (2006) <i>The Shek Kip Mei Myth</i>. Hong Kong: Hong Kong University Press.</p> <p>Smith, P. C. (2006) <i>The Urban Design of Impermanence: Streets, Places, and Spaces in Hong Kong</i>. Hong Kong: MCCM Creations 2006.</p> <p>Tsang, S. (2004) <i>A Modern History of Hong Kong</i>. Hong Kong: Hong Kong University Press</p>	

	<p>Wong, K.C. (2015) <i>Policing in Hong Kong : history and reform</i>. NY: CRC Press</p> <p>Wu, X.G. (2010) <i>Hong Kong's Post-80s Generation: Profiles and Predicaments</i>. Hong Kong: CASER, HKUST.</p> <p>呂大樂 (2015) : 《香港模式:從現在式到過去式》, 香港: 中華書局香港有限公司。</p> <p>呂大樂 (2007) : 《唔該, 埋單!》, 香港: 洪葉書店。</p> <p>呂大樂 (2007) : 《香港四代人》, 香港: 進一步多媒體有限公司。</p> <p>呂大樂, 王志錚著 (2003) : 《香港中產階級處境觀察》, 香港: 三聯書店(香港)有限公司。</p> <p>沈旭暉 (2012) : 《第四代香港人 : 年輕公共知識分子訪談錄》, 香港: 圓桌精英有限公司。</p> <p>李少南編 (2003) : 《香港傳媒新世紀》, 香港: 中文大學出版社。</p> <p>周綺薇、杜立基、李維怡編 (2007) : 《黃幡翻飛處: 看我們的利東街》, 香港: 影行者有限公司。</p> <p>馬國明 (2007) : 《全面都市化的社會》, 香港: 進一步多媒體。</p> <p>馬國明 (2009) : 《路邊政治經濟學新編》, 香港: 進一步多媒體有限公司。</p> <p>香港理工大學社會政策研究中心編 (2001) : 《國家之再定位—亞太區社會政策之經驗與挑戰》, 香港: 三聯書店。</p> <p>胡恩威 (2006) : 《香港風格 2: 消滅香港》, 香港: 進念二十面體。</p> <p>張家偉 (2012) : 《六七暴動: 香港戰後歷史的分水嶺》, 香港: 香港大學出版社。</p> <p>許寶強 (2003) : 《富裕中的貧乏: 香港文化經濟評論》, 香港: 進一步多媒體有限公司。</p> <p>劉兆佳編 (2000) : 《香港二十一世紀藍圖》, 香港: 香港中文大學出版社。</p> <p>強世功 (2008) : 《中國香港: 文化與政治的視野》, 香港: 牛津大學出版社。</p> <p>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。</p> <p>羅永生 (2007) : 《殖民無間道》, 香港: 牛津大學。</p> <p>羅金義, 李劍明編 (2004) : 《香港經濟: 非經濟學讀本》, 香港: 牛津大學出版社。</p>
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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.