

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1BN14/C														
Subject Title	Discovering Hong Kong Society														
Credit Value	3														
Level	1														
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	<p>APSS students are not allowed to take this subject.</p> <p>For students taking APSS1BN14, the exclusion subjects are APSS1B14C, APSS1BN14C and APSS1B14</p> <p>For students taking APSS1BN14C, the exclusion subjects are APSS1B14, APSS1BN14 and APSS1B14C</p>														
Assessment Methods	<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 style="text-align: center;">Group Presentation</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">Written Assignment</td> <td></td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">End-of-Term Quiz</td> <td style="text-align: center;">60%</td> <td></td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Group Presentation		20%	Written Assignment		20%	End-of-Term Quiz	60%	
100% Continuous Assessment	Individual Assessment	Group Assessment													
Group Presentation		20%													
Written Assignment		20%													
End-of-Term Quiz	60%														

	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	<p>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.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) enhance their knowledge and analytical perspectives in understanding different aspects of Hong Kong society; (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. (c) enhance their intellectual capacity to comprehend the scope and complexity of the world in which they are living in. (d) enhance their social awareness and civic consciousness;
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> 1. Rethinking the Story of Hong Kong: Historical Perspective; 2. Identity Formation: Hong Kong-ese or Chinese; 3. Links with Mainland China, and the World; 4. Economic Development: Discourses and Challenges; 5. Class, Inequality and Poverty; 6. Political System and Democratization; 7. Rethinking Development: Urban Planning and Conservation; 8. Mass Media and Social Development; 9. Governance and Citizenship; 10. Marriage and Families; 11. Equal Opportunities: Race, gender, disabilities and sexual orientations.
Teaching/Learning Methodology <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>

Thematic lecture is organized in such a way that it cuts across different subject-matter lines. Different bodies of literature, research paradigms, and visual materials will be used 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.

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.

After the in-class presentation and discussion, students are also required to submit a group presentation report. The report would 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 subject teacher and their classmates in class, or through the Blackboard.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d		
1. Group Presentation	20%	✓	✓	✓	✓		
2. Written Assignment	20%	✓	✓	✓	✓		
3. End-of-Term Quiz	60%	✓	✓	✓	✓		
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The in-class presentation and 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.	
Student Study Effort Expected	Class contact:	
	▪ Lecture (including local field trip in Summer Term if necessary)	39 Hrs.
	Other student study effort:	
	▪ Self-study for In-class Discussion	28 Hrs.
	▪ Preparation for Group Presentation and Report	10 Hrs.
	▪ Preparation for Quiz(zes)	28 Hrs.
	Total student study effort	105 Hrs.
Reading List and References	<p>Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.</p> <p>周子峰(2021).《速讀香港史: 1949-2020》.香港: 中華書局(香港)有限公司。</p> <p>周佳榮 (2021).《簡明香港古代史》.香港:三聯書店(香港)有限公司。</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>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>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>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>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>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>李少南編 (2003).《香港傳媒新世紀》.香港: 中文大學出版社。</p> <p>Chan, C.K. (2022) <i>Hong Kong Media: Interaction between Media, State and Civil Society</i>. Singapore: Springer Nature Singapore</p>	

	<p>Chan, C.K. (2014) China as “Other”. <i>China Perspectives</i>, 2014 (1), 25-34</p> <p>Ip, I.C. (2020) <i>Hong Kong’s new identity politics: Longing for the Local in the Shadow of China</i>. Oxon:Routledge.</p> <p>Lee, C. W. (2017) PRC v. Hong Kong: politics and identity from the cold war years to the twenty-first century. <i>Soccer & Society</i>, 1-17.</p> <p>Lee, F. L. F. & Chan, J. M. (2011). <i>Media, Social Mobilization, and Mass Protests in Post-colonial Hong Kong</i>. London: Routledge.</p> <p>Lee, K.M. & Law, K.Y. (2010) The financial tsunami: economic insecurity and social protection in Hong Kong. <i>Development</i>, 53(1), 83-90.</p> <p>Loo, P. Y. & Chow, S. Y. (2010) Spatial Restructuring to facilitate shorter commuting: An example of the relocation of Hong Kong international airport. <i>Urban Studies</i>, 48(8), 1681-1694.</p> <p>Luo, X.L. & 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>Ma, N. (2007). <i>Political Development in Hong Kong</i>. Hong Kong: Hong Kong University Press</p> <p>Ng, J. Y. (2016) <i>Umbrellas in bloom: Hong Kong's occupy movement uncovered</i>. HK: Blacksmith Books.</p> <p>Painter, M. & 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>Wong, K.C. (2015) <i>Policing in Hong Kong: history and reform</i>. NY: CRC Press</p> <p>Wong, M.K. (2021) <i>Hong Kong History: Themes in Global Perspective</i>. Singapore: Springer Singapore Pte. Ltd.</p> <p>Wong, P., Ng, M.L., Mak, K.Y. & Chan, K. Y. (2016) Students’ choice of sub-degree programmes in self-financing higher education institutions in Hong Kong, <i>Higher Education: The International Journal of Higher Education Research</i>, 71(4), 455-472.</p> <p>Wong, Y.H. M. (2017) <i>Comparative Hong Kong Politics: A Guidebook for Students and Researchers</i>. Singapore: Springer Singapore.</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.