

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	APSS1CN33C														
Subject Title	History of Hong Kong														
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 checked="" type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input checked="" type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	<p>Exclusion</p> <p>APSS1C33 / APSS1CN33 / APSS1C33C / GEC1C23 / GEC1C23C</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>One Research Report</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>One Quiz</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Field Trip Report</td> <td style="text-align: center;">20%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table> <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 			100% Continuous Assessment	Individual Assessment	Group Assessment	One Research Report	40%	0%	One Quiz	40%	0%	Field Trip Report	20%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
One Research Report	40%	0%													
One Quiz	40%	0%													
Field Trip Report	20%	0%													

	<ul style="list-style-type: none"> In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D”, as well as to obtain an overall pass in the subject.
Objectives	This course focuses on the history of Hong Kong from 1841 to 1997, with topical coverage of cultural, political, social, and economic issues. The goal is to show students how history can explain the present, while also conveying that history is subject to ever-changing interpretations. Students will be encouraged to observe that interpretations of historical events arise out of the preconceptions and historical position of the observer, and that historical facts have a meaning only insofar as they bear on historical problems.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Describe the history of Hong Kong from 1841 to 1997, with topical coverage of cultural, political, social, and economic issues Identify the dynamics of major events sufficient to indicate the historical uniqueness of Hong Kong Discuss the developments of Hong Kong in the context of Chinese history, British colonial history, and world history Interpret and analyze the major current issues in Hong Kong from multiple Perspectives Apply the knowledge obtained from the course to self-examination and future career Read with greater comprehension (CR) Write a research report (CW) Study more effectively
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>Instead of simply focusing on what had happened in the past, the following topics will be taught in analytical and critical manners using multiple sources expressing different viewpoints, as a way to enable students to nourish the related abilities.</p> <ol style="list-style-type: none"> Introduction Opium trade in the Early Colonial Era The Establishment of the Colonial System Emergence of the Chinese Elite The People's Livelihood in the Pre-war Era The Fall of Hong Kong and the Japanese Occupation Postwar Social and Economic Transformations: Trading Port, Manufacturing Industries, and Financial Center East Meets West: The World of Suzie Wong Reunion with China
Teaching/Learning Methodology <i>(Note 3)</i>	<p>Lectures:</p> <p>This subject will be taught primarily using a lecture format. To support this with an aim towards both alignment and relevancy, lectures will closely follow the assigned reading. Students will be taught to how to scan the reading material</p>

before attending the lecture so that they are better prepared for the lecture and to question unclear concepts within it. The questions raised due to lack of understanding or interest will be dealt during the class time. To further motivate students to develop their interest in the course and learn as much as they can, the subject teacher will make use of different teaching materials such as documentaries, music, and paintings in addition to lecturing in a conventional format.

Individual Study:

Students will be expected to complete the remainder of the 56 to 86 hours required for each credit hour earned individually. Most of such effort should be devoted to reading. Since this may be an area of weakness for Hong Kong students, clear guidelines and checks will be put in place to ensure that it occurs. The emphasis in this subject on reading comprehension is designed to give the student an essential experience of empowerment in learning to study effectively.

Writing:

As a "Writing Intensive" subject, students will be required to produce a substantial paper (a research report), which will undergo several drafts, the first to be submitted by mid-semester, supervised by the CLC. Two grades will be assigned, one by the CLC teacher based upon an assessment of the student's participation in the drafting process (worth 10% of the total subject grade) and one by the subject teacher based on content (worth 30% of the total subject grade). The final version will be accompanied with a copy of the first draft to assess "progress". Students are required to write about 2,000 - 3,000 characters in their final draft submitted to the subject teacher.

Cultural Study Tours:

Cultural study tours will be incorporated as part of the course requirements. Because of this learning component, students can go beyond the classroom and PowerPoint slides to see and experience for themselves what they have been exposed to in lectures.

Cultural study tours will be organized by course teacher. The sites to be visited include walled villages, ancestral halls, and temples. During the study tours, the teacher explains the history, culture, and society of the New Territories. Upon completion of cultural study tours, students will have a better understanding of the customs and practices in everyday life of local people.

The need to conduct cultural study tours outside of the classroom has been well substantiated by positive feedbacks from students over the years. From their perspective, cultural study tours can do very much to facilitate a good learning atmosphere from which they can better benefit.

Assessment Feedback:

Since students can learn more effectively by getting timely feedback from the teacher, consultation will be specifically designed to identify students who are having difficulty, thus allowing the opportunity to intervene.

Learning to Learn:

Strengthening student learning skills is most effective when done in the context of interesting and relevant content material. This subject will make use of a number materials from the PolyU's Learning to Learn Project, previously funded

	by the UGC and developed under the aegis of the EDC, such as the Learning Review Table and the Question Guide, both to encourage students to engage in the questioning process and to transfer those skills to other classes.										
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
			a	b	c	d	e	f	g	h	
	1. One Research Report	40%	√	√	√	√		√	√	√	
	2. One Quiz	40%	√	√	√	√	√	√		√	
	3. Field Trip Report	20%	√	√	√	√	√	√	√	√	
Total	100 %										
<p>Students are required to write a Research Report of about 3000 words, following the suggestions of the CWR guidelines. In order to pass the subject, students have to achieve at least a grade “D” in the Research Report, together with an overall pass in the subject.</p> <p>The Reading requirement will be fulfilled as follow: students are also required to read the relevant chapters of the textbook to prepare for the quiz.</p>											
Student Study Effort Expected	Class contact:										
	<ul style="list-style-type: none"> ▪ Lecture 										39 Hrs.
	Other student study effort:										
	<ul style="list-style-type: none"> ▪ Cultural study tours 										8 Hrs.
	<ul style="list-style-type: none"> ▪ Reading, writing and self-study 										56 to 86 Hrs.
	<ul style="list-style-type: none"> ▪ CLC writing supportive activities 										6 Hrs.
	Total student study effort										109 to 139 Hrs.
Reading List and References	<p>Required Reading:</p> <p>劉志鵬、劉蜀永 (2019) 。《香港史：從遠古到九七》，香港：香港城市大學出版社。</p> <p>必讀章節：第二章至第四章第二節，以及第六章至第九章第三節</p> <p>Reference List:</p> <p>王宏志：《歷史的沉重：從香港看中國大陸的香港史論述》(香港：牛津大學出版社，2000)</p> <p>李培德編：《香港史研究書目題解》(香港：三聯書店有限公司，2001)</p> <p>法蘭克·韋爾許 (Frank Welsh) 著；王皖強，黃亞紅譯：《香港史：從鴉片戰爭到殖民終結》(香港：商務印書館有限公司，2015)</p>										

	<p>趙雨樂，程美寶合編：《香港史研究論著選輯》(香港：香港公開大學出版社，1999)</p> <p>蔡榮芳：《香港人之香港史，1841—1945》(香港：牛津大學出版社，2001)</p> <p>劉智鵬：《香港華人菁英的冒起》(香港：中華書局有限公司，2013)</p> <p>Endacott, G.B., <i>A History of Hong Kong</i> (Hong Kong: Oxford University Press, 1979)</p> <p>John C. H. Fei, <i>Prosperity and Stability in Hong Kong: A Cultural Approach</i> (New Haven: Yale University Press, 1987)</p> <p>Sally Blyth and Ian Wotherspoon, <i>Hong Kong Remembers</i> (Hong Kong: Oxford University Press, 1996)</p> <p>Frank Welsh, <i>A History of Hong Kong</i> (London: Harper Collins, 1997)</p> <p>Robert Edward Mitchell, <i>Velvet Colonialism's Legacy to Hong Kong: 1967 and 1997</i> (Hong Kong: Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong, 1998)</p> <p>David Faure, ed., <i>Hong Kong: A Reader in Social History</i> (Hong Kong: Oxford University Press, 2003)</p> <p>Carl T. Smith, <i>Chinese Christians: Elites, Middlemen, and the Church in Hong Kong</i> (Hong Kong: Hong Kong University Press, 2005)</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.