

# 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>	APSS1CN35																				
<b>Subject Title</b>	Growing up in Hong Kong: Reflections on its cultural and moral values																				
<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>  <input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b>  <input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b>  <input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b>  <input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b>  <input type="checkbox"/> <b>Service-Learning</b>  <input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b>              <input type="checkbox"/> Human Nature, Relations and Development [CAR A]              <input type="checkbox"/> Science, Technology and Environment [CAR D]              <input type="checkbox"/> Chinese History and Culture [CAR M]              <input checked="" type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]  <input type="checkbox"/> <b>China-Study Requirement</b>              <input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No  <input checked="" type="checkbox"/> <b>Writing and Reading Requirements</b>              <input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese       </p>																				
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Subject exclusion : APSS1C35																				
<b>Assessment Methods</b>	<table border="1"> <tr> <td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr> <tr> <td>Group Project Presentation</td><td></td><td>30%</td></tr> <tr> <td>Attendance</td><td>10%</td><td></td></tr> <tr> <td>In-class Discussion</td><td>10%</td><td></td></tr> <tr> <td>Individual Term Paper</td><td>50%</td><td></td></tr> <tr> <td>- 10% “ER” Requirement [10% assessed by APSS]</td><td></td><td></td></tr> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	Group Project Presentation		30%	Attendance	10%		In-class Discussion	10%		Individual Term Paper	50%		- 10% “ER” Requirement [10% assessed by APSS]		
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	<div> <div>- 40% “EW” Requirement [30% assessed by APSS]  [10% assessed by ELC]</div> <div> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <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> </div> </div>
<b>Objectives</b>	<p>Hong Kong is a multi-cultural society. Its culture is constituted by both western culture (e.g., modern western individualism) and Chinese culture (e.g., traditional Chinese familism). This subject aims to help students understand how different cultures may construct their social identities and their moral values. In order to study the cultural and moral values of Hong Kong, this subject adopts an inter-disciplinary approach to study the process of socialization and identity formation. We will also look into different social institutions (e.g., the family, the education system, the economic system, the political system, etc.) to investigate how the different cultural and moral values are embedded in these different social institutions.</p>
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>understand the importance of cultural influences on the formation of social identity and moral values;</li> <li>recognize the differences between modern western culture and traditional Chinese culture;</li> <li>critically identify how different cultural and moral values are embedded in different social institutions;</li> <li>reflectively evaluate the so-called dominated/core values in our society with both local and international perspectives.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>  <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Socialization, moral values, and the formation of social identity</li> <li>3. Modern western culture</li> <li>4. Traditional Chinese culture</li> <li>5. Hong Kong as a place where East meets West: myth or fact?</li> <li>6. Identities of ethnic minorities and multiculturalism in Hong Kong</li> <li>7. The change and development of core values in Hong Kong over time/ along the historical timeline</li> </ol>

	<p>8. Reflections on Hong Kong’s cultural and moral values: some thematic discussions:</p> <ul style="list-style-type: none"><li>• The Hong Kong family: how the family is cultivating the new generation’s moral values</li><li>• The Hong Kong education system: is the examination system training the new generation into examination machine?</li><li>• The Hong Kong economic system: how to balance between professional ethics and a utilitarian attitude towards life?</li></ul>																																		
<p><b>Teaching/Learning Methodology</b></p> <p>(Note 3)</p>	<p>Each teaching session comprises two-hour lecture and one-hour small group discussion.</p> <p>The lectures will be conducted throughout the subject to involve students’ participation for effective learning. Specific issues will be discussed in lectures to deepen students’ understanding about the cultural and moral concepts introduced in lectures, and to help them understand the importance of self-awareness and self-reflection. Audio-visual materials, newspaper clippings, and academic articles will be introduced whenever possible to cultivate interactive learning experience. Students in lectures will also have the chance to make use of different E-learning space (e.g. U-Reply and Google Form) to answer questions offered by teachers. This would allow for more peer-to-peer learning when their answers are gone through. The lecturer will give guidance, feedback, and comments to the students involved during the entire process.</p> <p>In the small group discussions, students will discuss reading materials and present their case studies for further discussions.</p> <p>To enable students to meet the “ER” requirement, students will receive support from the language centre to enhance their reading skills. They are also expected to study the prescribed readings on the Reading List below. In order to meet the “EW” requirement, students are required to write an individual paper (1,500 - 2,500 words) as a written assignment designed to assess their writing abilities.</p>																																		
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p> <p>(Note 4)</p>	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4"></th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th></tr><tr><td>1. Group Project Presentation</td><td>30%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Attendance</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. In-class Discussion</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Individual Term Paper</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr></table>	Specific assessment methods/tasks	% weighting					a	b	c	d	1. Group Project Presentation	30%	✓	✓	✓	✓	2. Attendance	10%	✓	✓	✓	✓	3. In-class Discussion	10%	✓	✓	✓	✓	2. Individual Term Paper	50%	✓	✓	✓	✓
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	- 10% “ER” Requirement [10% assessed by APSS] - 40% “EW” Requirement [30% assessed by APSS] [10% assessed by ELC]					
	Total	100 %				
	<ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject.</li> </ul> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students may want to develop their own views on cultural influences, identity formation, and moral values through discussion and collaboration with others. For this purpose, the group project presentation is designed to let students reflect on these different issues, which enhances all (a), (b), (c) and (d).</p> <p>The individual term paper is intended to provide students with an opportunity to study carefully various cultural traditions and their influences on their lives. This is expected to bring about all (a), (b), (c) and (d), as far the students’ personal views on the issues are concerned.</p>					
<b>Student Study Effort Expected</b>	Class contact:					
	<ul style="list-style-type: none"> <li>▪ Lectures (2-hour lecture and 1-hour small group discussion per week)</li> </ul>					39 Hrs.
	Other student study effort:					
	<ul style="list-style-type: none"> <li>▪ Preparation for written assignment</li> </ul>					40 Hrs.
	<ul style="list-style-type: none"> <li>▪ Preparation for group project presentation</li> </ul>					20 Hrs.
	<ul style="list-style-type: none"> <li>▪ Study course materials</li> </ul>					13 Hrs.
	Total student study effort					112 Hrs.
<b>Reading List and References</b>	<p>In line with the reading requirement, students will be required to read an extensive text with 100,000 words or 200 pages. Students are allowed to select a maximum of 4 manuscripts/text from the reading list below for their chosen topic of individual term paper:</p> <p><u>Reading List to Fulfill “ER” requirement:</u></p> <p>Taylor, Charles (1992). <i>The Ethics of Authenticity</i>. Cambridge, Mass.: Harvard University Press. [160 pages]</p>					

	<p>Hsu, Francis L.K. (1981). <i>Americans and Chinese: Passage to Differences</i>, 3<sup>rd</sup> edition. Honolulu: University of Hawaii Press. (Chapter 1. Mirrors of Life) [30 pages]</p> <p>Yang, Chung-Fang, “The Chinese Conception of the Self: Towards a Person-Making (做人) Perspective,” in <i>Indigenous and Cultural Psychology: Understanding People in Context</i>, ed. Uichol Kim, Ko-Shu Yang, and Kwang-Kuo Hwang (New York: Springer, 2006), 327-356. [30 pages]</p> <p>Chu, Yiu-Wai (2013). <i>Lost in Transition: Hong Kong Culture in the Age of China</i>. Albany: State University of New York Press. (Chapter 3. Central District Values: Or the Donaldization of Hong Kong Society) [26 pages]</p> <p>Chu, Yiu-Wai (2018). <i>Found in Transition: Hong Kong Studies in the Age of China</i>. Albany: State University of New York Press. (Chapter 1. My City? My Home? Hong Kong is Not Hong Kong Any More) [30 pages] (Chapter 3. Who Speaks for the Lion Rock? Cantonese and the Linguaging of Hong Kong Identities) [26 pages]</p> <p>Erni, John Nguyet and Leung, Lisa Yuk-ming (2014). <i>Understanding South Asian Minorities in Hong Kong</i>. Hong Kong: Hong Kong University Press. (Chapter 2. A Cultural History of South Asians in Hong Kong) [34 pages] (Chapter 3. South Asian Minorities and the Mainstream Media) [30 pages]</p> <p><u>Supplementary Readings:</u></p> <p>Bellah, R.N., Madsen, R., Sullivan, W.M., Swidler, A., &amp; Tipton, S.M. (2008). <i>Habits of the Heart: Individualism and Commitment in Americal Life</i>, 3<sup>rd</sup> edition. Berkeley: University of California Press.</p> <p>Fei, Xiaotong (1992). <i>From the Soil: The Foundations of Chinese Society</i>, trans. Gary G. Hamilton and Wang Zheng. Berkeley: University of California Press, 1992.</p> <p>Guignon, Charles (2004) <i>On Being Authentic</i>. London; New York: Routledge.</p> <p>Hsu, Francis L.K. (1983). <i>Rugged Individualism Reconsidered: Essays in Psychological Anthropology</i>. Knoxville: The University of Tennessee Press.</p> <p>Kim, U., Yang, K-S, and Hwang, K-K (Eds.) (2006) <i>Indigenous and Cultural Psychology: Understanding People in Context</i>. New York: Springer.</p>
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	<p>Marsella, Anthony J., Devos, George, and Hsu, Francis L.K. (1975). <i>Culture and Self: Asian and Western Perspective</i>. New York and London: Tavistock Publications.</p> <p>Sun, Catherine Tien-lun (2013). <i>Themes in Chinese Psychology</i>, 2<sup>nd</sup> edition. Singapore: Cengage Learning.</p> <p>Taylor, Charles (1985). <i>Human Agency and Language</i>. Cambridge: Cambridge University Press.</p> <p>Taylor, Charles (1989). <i>Sources of the Self: The Making of the Modern Identity</i>. Cambridge, Mass: Harvard University Press.</p> <p>Yu, Ying-shih (2016). <i>Chinese History and Culture, Volume 1: Sixth Century B.C.E. to Seventeenth Century</i>. New York: Columbia University Press.</p> <p>Yu, Ying-shih (2016). <i>Chinese History and Culture, Volume 2: Seventeenth Century Through Twentieth Century</i>. New York: Columbia University Press.</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.