

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	APSS231														
Subject Title	Hong Kong Society														
Credit Value	3														
Level	2														
Pre-requisite / Co-requisite / Exclusion	<u>Pre-requisite:</u> APSS112 Introduction to Sociology														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td style="text-align: center;">25%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Group presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>End-of-the-course Quiz</td> <td style="text-align: center;">50 %</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <p>The grade is calculated according to the percentage assigned; Students must pass each of the component stated above (i.e. getting half of the assigned mark percentage) if they are to be considered as passing the subject.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	Participation	25%	--	Group presentation	--	25%	End-of-the-course Quiz	50 %	--
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End-of-the-course Quiz	50 %	--													
Objectives	<p>This subject intends to get students acquainted with a coherent body of knowledge concerning the socio-historical, socio-political and socio-cultural aspects of Hong Kong society. In the course of doing so, the subject will rely on sociological concepts, perspectives and theoretical statements to describe the social dynamics of Hong Kong society and identify its directions of change so as to prepare the students to face with the challenges and opportunities they are situated in.</p>														
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"> a. Grasp the social and historical development of Hong Kong from its early colonial rule to the post-handover era; b. Apprehend the changing role of the colonial and the SAR government in light of the emerging social conflicts in the course of development of Hong Kong; and c. Assess the evolution of social ethos and the process of identity construction of Hong Kong Chinese as set against the above two backgrounds. 														

<p>Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i></p>	<ol style="list-style-type: none"> 1. Depicting Early Colonial Rule of Hong Kong <ol style="list-style-type: none"> a) Colonial occupation: a reflection b) Societal formation c) Impact of the transition of statehood in China on Hong Kong 2. Socio-political Features of Hong Kong after Second World War <ol style="list-style-type: none"> a) Changing role of the government b) Changing form of the government c) Political disputes since the mid 1980s d) Forming and the performing of the HKSAR Government 3. Social Ethos of the Hong Kong Chinese <ol style="list-style-type: none"> a) The meaning of borrowed-place-borrowed-time mentality b) Emergence of the Hong Kong way of life c) The notion of civil society in Hong Kong d) The causes and implication of the emergence of the post-80/90 cohort e) Formation of and controversy over Hong Kong identity and the current HK-China tension 4. Contemporary issues in a historical perspective <ol style="list-style-type: none"> a) Policing in changing state-society relations b) Migration and migrants - then and now c) State-society during the COVID-19 pandemic <p>*Will be further updated before the Spring semester</p>																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<p>In addition to the delivery of lectures, the subject will rely heavily on TV documentaries of local production on related topics as supplementary teaching / learning materials. Online news is a must in supporting ad-hoc discussions of topics related to the curriculum. In seminars, group project activities will enable students to put their knowledge and skills to test when preparing group projects and presentations. In addition, student will face individual assignments in the form of term paper.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1" data-bbox="507 1507 1465 1984"> <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></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>25 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Group presentation</td> <td>25 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>End-of-course 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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				Participation	25 %	√	√	√				Group presentation	25 %	√	√	√				End-of-course quiz	50 %	√	√	√				Total	100%						
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	<p>The subject intends to bring the students to have a basic grasp of Hong Kong's socio-cultural and socio-political evolvement set against its historical backdrop, and so discussion among students is important. The participation component is for a continuous check of student's ability to understand with the flow of topics evolved, and the round table discussion is making a kind of e-platform dialogue and on-the-spot discussion available for ideas sharpening and consolidation. All these endeavors can be a very good preparation for students to focus on a chosen topic to write the term-end essay that will test their analytical power based on the societal dynamics that they have exposed to in the entire course.</p>	
<p>Student Study Effort Required</p>	<p>Class contact:</p>	
	<ul style="list-style-type: none"> ▪ Lecture 	<p>27 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Group presentation 	<p>9 Hrs.</p>
	<p>Other student study effort:</p>	
	<ul style="list-style-type: none"> ▪ Self-studies and local documentary review at AV Section of library 	<p>30 Hrs.</p>
	<ul style="list-style-type: none"> ▪ Preparation for group presentation and term paper 	<p>50 Hrs.</p>
	<p>Total student study effort</p>	<p>116 Hrs.</p>
<p>Reading List and References</p>	<p><u>Essential</u></p> <p>Lui, T. L, Chiu, S.W.K. , Yep, R. (2019). <i>Routledge Handbook of Contemporary Hong Kong</i>. Abingdon, UK: Routledge.</p> <p>Siu, K. Y., & Chiu, S. W. (2022). <i>Hong Kong Society: Our Stories Beyond the Spectacle of East-Meets-West</i>. Palgrave Macmillan.</p> <p>羅永生 (2015) 。勾結共謀的殖民權力。香港：牛津大學出版社。</p> <p><u>Supplementary</u></p> <p>Cheng, Joseph (Ed.) (2014). <i>New Trends of Political Participation in Hong Kong</i>. Hong Kong: City University of Hong Kong Press.</p> <p>Chiu, S. & Wong, S.L. (2011). <i>Hong Kong Divided? Structures of Social Inequality in the 21st Century</i>. Hong Kong: HKIAPS, CUHK.</p> <p>Ku, A., & Pun, N. (Eds.). (2004). <i>Remaking citizenship in Hong Kong: Community, nation and the global city</i>. London and New York: Routledge Curzon.</p>	

	<p>Lam, Wai-man et.al (eds.) (2012). <i>Contemporary Hong Kong Politics: Governance</i>. Hong Kong: Hong Kong University Press.</p> <p>Lau, S.K. (1991[1982]) <i>Society and politics in Hong Kong</i>. Hong Kong: The Chinese University Press.</p> <p>Lau, S.K., & Kuan, H.C. (1988). <i>The ethos of the Hong Kong Chinese</i>. Hong Kong: The Chinese University Press.</p> <p>Lo, S. (2001). <i>Governing Hong Kong: Legitimacy, communication and political decay</i>. New York: Nova Science Publishers.</p> <p>Ngai, Pun & Yee L.M. (Eds.). <i>Narrating Hong Kong Culture and Identity</i>. Hong Kong: Oxford University Press.</p> <p>王宏志 (2000) 。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。</p> <p>呂大樂 (2015) 。香港模式：從現在式到過去式。香港：中華書局。</p> <p>馬傑偉、吳俊雄、呂大樂 (編) (2009) 。香港文化政治。香港：香港大學出版社。</p> <p>林匡正 (2010) 。八十年運動：香港新青年革命。香港：次文化有限公司。</p> <p>陳冠中 (2006) 。我這一代香港人。香港：牛津大學出版社。</p> <p>蔡榮芳 (2001) 。香港人之香港史。香港：牛津大學出版社。</p> <p>羅永生 (2013) 。殖民家國以外。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：牛津大學出版社。</p> <p>鄭煒、袁瑋熙 (編) (2018) 。社運年代：香港抗爭政治的軌跡。香港：香港中文大學出版社。</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 should 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 on teaching and learning methods used to facilitate learning, and a justification of how the methods may align with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) 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.