

# 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																	
<b>Subject Title</b>	Discovering Hong Kong Society																	
<b>Credit Value</b>	3																	
<b>Level</b>	1																	
<b>GUR Requirements Intended to Fulfil</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="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 20px;"><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 :</p> <p>All APSS Students</p> <p>Exclusion: 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; text-align: center;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Attendance &amp; Class Participation</td> <td>10%</td> <td>--</td> </tr> <tr> <td>2. Group Presentation</td> <td>--</td> <td>20%</td> </tr> <tr> <td>3. Term Essay</td> <td>20%</td> <td>--</td> </tr> <tr> <td>4. Term End Quiz</td> <td>50%</td> <td>--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Attendance & Class Participation	10%	--	2. Group Presentation	--	20%	3. Term Essay	20%	--	4. Term End Quiz	50%	--
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<b>Objectives</b>	<p>The objectives of this subject are to enable students to have a comprehensive understanding on Hong Kong society, to reflect on their own identity, their relationship with others, and their social responsibility and citizenship.</p> <p>This is an interdisciplinary subject which provides an overview on various</p>																	

	aspects of Hong Kong Society, including its history, social, economic, cultural, constitutional, and political developments. Students are guided to explore various issues of Hong Kong society and to critically examine those issues from a rational perspective.
<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>enhance their knowledge and analytical perspectives in understanding different aspects of Hong Kong society;</li> <li>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>enhance their intellectual capacity to comprehend the scope and complexity of the world in which they are living in.</li> <li>enhance their social awareness and civic consciousness;</li> </ol> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning</p> <p><u>Literacy</u>: Students will be required to engage in substantial readings when they prepare their group presentation and in-class discussion. Also, they would acquire the skills of selecting, sorting and organizing relevant information in order to develop their own arguments in the presentation and group report.</p> <p><u>High-order thinking</u>: Students are required to read materials in different disciplines. Students will be encouraged to critically evaluate the development of our society in historical, social, economical, political and cultural perspectives. Students need to exchange their ideas in-class discussion, present on related issues, and be able to develop a balanced perspective in the understanding of self and society.</p> <p><u>Life-long learning</u>: This subject will provide students with knowledge and perspectives in understanding the individual and social life in Hong Kong society. They will be encouraged to continuously reflect on their own identity, their relationship with others, and their social responsibility and citizenship.</p>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>Rethinking the Story of Hong Kong: Historical Perspective;</li> <li>Identity Formation: Hong Kong-ese or Chinese;</li> <li>Links with Mainland China, and the World;</li> <li>Economic Development: Discourses and Challenges;</li> <li>Class, Inequality and Poverty;</li> <li>Political System and Democratization;</li> <li>Rethinking Development: Urban Planning and Conservation;</li> <li>Mass Media and Social Development;</li> <li>Governance and Citizenship;</li> <li>Marriage and Families;</li> <li>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.</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 help students to consolidate their views and feelings about their social experiences in Hong Kong.</p> <p>Students will be encouraged to respond, discuss, and communicate with the instructor and their classmates in class, or through the Blackboard.</p>																																																																						
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<p><b>Reading List and Reference</b></p>	<p>本土論述編輯委員會, 新力量網絡編 (2008) 《本土論述 2008》。香港: 上書局。</p> <p>蔡榮芳(2001) 《香港人之香港史 1841-1945》香港: 牛津大學出版社。</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</p>																																																																						

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	<p>Cheng, Joseph (2007) <u>The Hong Kong Special Administrative Region in its First Decade</u>. Hong Kong: City University of Hong Kong Press.</p> <p>Wu, Rose and Bruce Van Voorhis (2007) <u>'One County, Two Systems' A Ten-Year Experiment and Beyond</u>. Hong Kong: Hong Kong Christian Institute.</p> <p>Law, Wing Sang (2009) <u>Collaborative Colonial Power: The Making of the Hong Kong Chinese</u>. Hong Kong: Hong Kong University Press.</p> <p>Smith, Peter Cookson (2006) <u>The Urban Design of Impermanence: Streets, Places, and Spaces in Hong Kong</u>. Hong Kong: MCCM Creations 2006.</p> <p>Cook, Alison and Ng Mee-Kam (2001) <u>Building Sustainable Communities: The Wanchai Experiment</u>. Hong Kong: Centre of Urban Planning and Environmental Management, University of Hong Kong.</p> <p>Chan, Anita Kit-wa and Wong Wai-ling (2004) <u>Gendering Hong Kong</u>. Hong Kong: Oxford University Press.</p> <p>Cheung, Fanny (1997) <u>EnGendering Hong Kong society: a gender perspective of Women's Status</u>. Hong Kong: Chinese 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.