

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;"> <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>Seminar presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20 %</td> </tr> <tr> <td>Seminar participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Term end quiz</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">--</td> </tr> <tr> <td>Term paper</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;</p> <p>Students must pass all the components stated above if they are to be considered as passing the subjects.</p>			100% Continuous Assessment	Individual Assessment	Group Assessment	Seminar presentation	--	20 %	Seminar participation	10%	--	Term end quiz	20 %	--	Term paper	50 %	--
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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 (Note 1)	<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</p> <p>(Note 2)</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 																																																						
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<p>In addition to the delivery of lectures, TV documentaries of local production on related topics will be heavily used as supplementary teaching / learning materials. Online news is a must in supporting ad-hoc discussions of topics related to the curriculum. The students will be assessed by the way they prepare and present the assigned discussion topic (such as accuracy of grasping core themes of reference materials, logic of argument, clarity of presentation), as well as their participation in the discussions led by other members of the same seminar group. This assessment is group-based. In addition, each of them will be individually assessed by assignments in the form of term paper and semester-end quiz.</p>																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="496 1263 1481 1771"> <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>Seminar presentation</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Seminar participation</td> <td>10%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term end quiz</td> <td>20 %</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Term paper</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></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The subject is intended 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 seminar topic opens the space for students to choose from another series of term paper topics that together will bring a more sophisticated view of the</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				Seminar presentation	20 %	√	√	√				Seminar participation	10%							Term end quiz	20 %	√	√	√				Term paper	50 %	√	√	√				Total	100 %						
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	societal dynamics. The term end quiz is an open-book assessment: the whole logic behind is not of memorizing terms and events, but going behind facts and views to generate one's stand on understanding the Hong Kong context.	
Student Study Effort Required	Class contact:	
	▪ Lecture	27 Hrs.
	▪ Seminar	9 Hrs.
	Other student study effort:	
	▪ Local documentary review at AV Section of library	30 Hrs.
	▪ Preparation for seminar and term paper	50 Hrs.
	Total student study effort	116 Hrs.
Medium of Instruction	Chinese	
Medium of Assessment	Chinese / English	
Reading List and References	<p><u>Essential</u></p> <p>Chiu, Stephen and T.L. Lui (2009). <i>Hong Kong: Becoming a Chinese global city</i>. London and New York: Routledge.</p> <p>Lam, Wai-man et.a.l (eds.) (2007). <i>Contemporary Hong Kong Politics: Governance in the Post-1997 Era</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>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>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>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>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>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</i></p>	

	<p><i>political decay</i>. New York: Nova Science Publishers.</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>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>香港大學學生會學苑《編》（2013）。《香港民族論》，香港：香港大學學生會。</p> <p>陳冠中（2006）。我這一代香港人。香港：牛津大學出版社。</p> <p>陳雲（2013）。香港遺民論。香港：次文化堂。</p> <p>蔡榮芳（2001）。香港人之香港史。香港：牛津大學出版社。</p> <p>吳仲賢（1997）。大志未竟－吳仲賢文集。香港：吳葉麗容。</p> <p>羅永生（2013）。殖民家國以外。香港：牛津大學出版社。</p> <p>戴耀庭、譚蕙芸〈編著〉（2013）。《對話 X 佔領》。香港：明報出版社。</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>
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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.