Lingnan University
CCC8012 The Making of Hong Kong

Recommended Study Year	:	**1st Year**
No. of Credits/Term	:	**3**
Mode of Tuition	:	**Lecture-tutorial**
Class Contact Hours	:	**Three hours per week**
Category in Major Programme	:	**Common Core, Core Curriculum**
Prerequisite(s)	:	**Nil**

Course Description

This inter-disciplinary course introduces students to essential facts and knowledge on the nature of society, politics and economy in contemporary Hong Kong. Students will be able to develop local as well as global perspectives on Hong Kong society, and will consider implications for future policy and practice from multiple perspectives.

Aims

The course aims to:
1. Familiarize students with Hong Kong's social, political and economic structures.
2. Develop students' awareness on what makes Hong Kong a unique society.
3. Understand Hong Kong's connection with the Mainland China and the world.
4. Develop students' skills of written and oral communication.
5. Instill in students a proactive learning attitude through active enquiry and critical reflection.

Intended Learning Outcomes (LOs)

Upon completion of this course, students will be able to:
1. Describe features of Hong Kong society which make it unique
2. Explain essential social, political and economic issues relating to Hong Kong
3. Evaluate these issues from local as well as global perspectives
4. Develop and organize analysis, ideas and arguments in essay form
5. Work cooperatively and effectively in groups to carry out academic assignments

Indicative Content

1. The colonial history of Hong Kong
   - Hong Kong as "borrowed place, borrowed time"
   - How did the British rule Hong Kong?
   - Cultural cosmopolitanism

2. Politics and Governance
   - Sovereignty handover and the road to 1997

- Political and social development after 1997
- Civic activism and future political challenges

3. Hong Kong's Economic Development and Transformation
    - Economic liberalism and Entrepôt trade
    - Economic integration with the Mainland China
    - Hong Kong as an International Financial Center and beyond
    - Hong Kong's economic prospects in the Region and in the World

4. Social and economic well-being in Hong Kong
    - Immigration, population, and labor force
    - Inequality, mobility, and poverty
    - Social welfare and housing

Teaching and Learning Approaches

A lecture/tutorial approach will be adopted. Conceptual materials will be introduced through presentations, video-clips, and e-resources. While acknowledging the importance of factual accuracy, instructors will strive to engage students in critical reflection and analysis. Emphasis will be placed on understanding the Hong Kong society from multiple and global perspectives. Each student will be required to participate actively in discussions, debates and analytical tasks conducted in the classroom.

Measurement of Learning Outcomes

Participation and Performance in Lectures and Tutorials
Students are encouraged to think critically and express their thoughts in class. The level and quality of participation and performance will be assessed through responses to presentations, direct observation, worksheets, etc., as appropriate (LO1, LO2, LO3, L05).

Group Presentation
Each group, normally comprising 2 to 3 members, will deliver one presentation on a topic proposed by the members and approved by instructors. The presentation will normally last 25 minutes, plus Q&A of 5 to 10 minutes (LO1, LO2, LO3, LO5).

Reflective Journals
Each student will submit two sets of reflective journals, each with three separate entries, at the middle and the end of the term. The entries can be written in the form of photo-journals, news analysis, film reviews on topics or issues that are relevant to the course. Each entry should comprise 400-500 words (LO1, LO2, LO3, LO4).

Final Exam
Final exam will evaluate student's knowledge and mastering of the course content. The exam may consist of different question formats such as multiple-choice questions, short questions, or essays (LO1, LO2, LO3, LO4).

A summary of the assessment items and their linkage to intended learning outcomes is given in the table below.

	Assessment Items			
	Participation and Performance	Group Presentation	Reflective Journals	Final Exam
Course Learning Outcomes				
1. Describe features of Hong Kong society which make it unique	✓	✓	✓	✓
2. Explain essential social, and economic issues relating to Hong Kong	✓	✓	✓	✓
3. Evaluate these issues from local as well as global perspectives	✓	✓	✓	✓
4. Develop and organize analysis, ideas and arguments in essay form			✓	✓
5. Work cooperatively and effectively in groups to carry out academic assignments	✓	✓		

Weighting of the Assessment Items

1. Participation and Performance in Lectures and Tutorials   10%
2. Group Presentation   20%
3. Two Sets of Reflective Journals   30%
4. Final Exam   40%
   Total   **100%**

Students are fully responsible for taking the final exam as scheduled. Students who miss the final exam and fail to provide valid reason and documentation by the following day will be given a zero mark. Scores in these assessment items may be adjusted at the end of the course to ensure a fair overall distribution.

Required Readings

This course reflects on contemporary issues, which may evolve from time to time, and thus no textbook is required. Required readings will be posted in Moodle before each lecture. Students are expected to read them in advance.

Recommended Readings

Carroll, John M., *A Concise History of Hong Kong*, Hong Kong: Hong Kong University Press, 2007.

Chiu, Stephen and Lui, Tai-lok, *Hong Kong: Becoming A Chinese Global City*, London, New York, Routlege, 2009.

Enright, Michael, J., Scott, Edith, E. and Dodwell, David, *The Hong Kong Advantage*. Hong Kong: Oxford University Press, 1997.

Goodstadt, Leo F., *Uneasy Partners: The Conflict between Public Interest and Private Profit in Hong Kong*. Hong Kong: Hong Kong University Press, 2009.

Henderson, Jeffrey, *East Asian Transformation: on the Political Economy of Dynamism, Governance and Crisis*. Abingdon, Oxon; New York: Routledge, 2011.

Ho, Lok Sang and Ash, Robert, *China, Hong Kong and the World Economy: Studies on Globalization*. New York: Palgrave Macmillan, 2006.

Latter, Tony. *Hands on or Hands off?: the Nature and Process of Economic Policy in Hong Kong*. Hong Kong: Hong Kong University Press, 2007.

Law, Wing Sang, *Collaborative Colonial power: The Making of the Hong Kong Chinese*, Hong Kong, Hong Kong University Press, 2009.

Li, Kui-wai, *The Hong Kong Economy: Recovery and Restructuring,* Singapore: McGrawHill, 2006.

Li, Kui Wai, *Economic Freedom: Lessons of Hong Kong*, World Scientific, 2012.

Lim, Wai Wei and Kong, Yuan Yuen, *Studying Hong Kong: 20 Years of Political, Economic and Social Development*, World Scientific, 2018.

Lui, Tai-lok, Chiu, Stephen and Yep, Ray, *Routledge Handbook of Contemporary Hong Kong*, Abingdon: Routledge, 2018.

Mapp, Andrew, *Hong Kong: The World City and International Business Centre,* Cambridge: Cambridge Academic Ltd, 2006.

Meyer, David R. *Hong Kong as a Global Metropolis,* Cambridge, England; New York, N.Y.: Cambridge University Press, 2000.

Tam, Wai Keung, *Legal Mobilization under Authoritarianism: The Case of Post-Colonial Hong Kong*, New York, Cambridge University Press, 2013.

Tsang, Steve, *A Modern History of Hong Kong*, Hong Kong, Hong Kong University Press, 2004.

Wong, Yiu Chung, *One country, two systems' in crisis: Hong Kong's transformation since the handover*, Lanham, Lexington Books, 2004.

Attendance in Lectures and Tutorials

According to Section 12 of the Academic Regulations for Undergraduate Programmes of the University, students should attend all lectures, tutorials and other class activities, tests and examinations. Students are also expected to attend classes and other class activities punctually, regularly, and to the satisfaction of the instructors. A student who is unable to attend classes should inform the instructor before the class meeting, supported by valid reason and documentation.

In this course, attendance in tutorials will be checked after the add-drop period, and the records will form the basis for further assessment of participation and performance. Attendance with inappropriate classroom behaviors, such as sleeping, non-stop chatting, showing up late, using mobile phone disrespectfully and doing work of other courses, will be penalized. Unless supported by valid reason and documentation, excessive absence will also harm course grade.

Good Practices

1. Each presentation group is required to meet the instructor and hand in the outline for discussion before the presentation.
2. All necessary course materials and readings are uploaded at the course web site. Students are expected to read the lecture notes beforehand and being well prepared for classes and presentations.
3. Group presentation provides a good chance to lift up the English proficiency of the students. They are expected to present their research findings in English fluently and confidently. Students are encouraged to form presentation groups with exchange students so that they are exposed to different cultural background and knowledge structures from different regions and countries.
4. The instructor will give immediate comments and suggestions for further improvements to tutorial presentations to students. Students have full interactions with the instructor and their peers about the feedbacks and suggestions in tutorial sessions and also during office hours provided by the instructor.

Important Notes

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.

Grading Rubrics for CCC8012 Class Participation and Discussion (10%)

Criteria	Excellent A or A-	Good B+, B or B-	Acceptable C+, C or C-	Poor D+ or below
Class attendance and participation (5%)	Class attendance is regular and the student speaks up regularly and enthusiastically	Class attendance is regular and the student speaks up now and then	Class attendance is quite regular but the student participates only when asked by the instructor	Class attendance is erratic and participation is nil or almost nil
Articulateness (5%)	Expression of ideas or opinions were consistently factually accurate, logical and clear	Expression of ideas or opinions were generally factually accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas or opinions were generally factually accurate, logical and clear, but with a number of minor lapses	Ideas or opinions were not expressed logically, and were characterized by significant factual inaccuracies and lack of clarity

Grading Rubrics for CCC8012 Group Presentation (20%)

	Assessment Criteria	Exceeds Expectations/ Outstanding	Meets Expectations/ Acceptable	Need Improvement	Scores
Content	**Conceptual understanding of subject matter(3%)**	• Covers a good range of relevant concepts/theories • Important ideas pertinent to the topic are skillfully applied	• Concepts/theories and important ideas pertinent to the topic are accurately used	• Concepts/theories and important ideas pertinent to the topic are not accurately used	/3
	Analysis of Issues(3%)	• Thoroughly interprets and evaluates the information • Comprehensively analyzes and synthesizes the issues from multiple perspectives with original thinking	• Information with some interpretation/evaluation • Basic analysis or synthesis from two perspectives with some original consideration	• Lists information without interpretation/evaluation • Superficially analyzes or synthesizes the issue • Single perspective is discussed	/3
	Integration of sources and evidence(3%)	• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is highly relevant, accurate and completed • Sources are cited and used correctly	• Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) is generally relevant and adequate to support the topic • Sources are cited and used correctly with minor errors	• Much of information included is not relevant and inadequate to support the topic • Some information is inaccurate or unverifiable • No citing of sources or incorrectly cites the sources	/3
	Responses to questions(3%)	• Responds appropriately to all questions, with answers that demonstrate knowledge and understanding	• Responds appropriately to the questions, with answers that demonstrate some knowledge and understanding	• Is not able to respond the spot questions	/3
Organization	**Transitions & Flow(2%)**	• The presentation produces coherent understanding	• Fair coherent understanding is demonstrated	• Coherent understanding by the listener is not obtained	/2
Presentation Skills	**Uses good body language, eye contact, appropriate voice tone (2%)**	• Makes good eye contact with audience • Shows enthusiasm and confidence • Uses voice tone effectively	• Makes fairly good eye contact with audience • Shows some enthusiasm and confidence • Uses voice tone relatively effectively	• Makes little or no eye contact with audience • Shows little or no enthusiasm and confidence • Uses voice tone ineffectively or too monotone	/2
	Appropriate time allocation and pace(2%)	• Allocates time appropriately and manages time effectively • Appropriate pace	• Marginally long or marginally short but uses time reasonably effectively • Reasonable pace	• Significantly too short or too long and does not use time effectively • Pace is significantly too fast or too slow	/2
	Makes effective use of presentation tools (e.g., slides, handouts) (2%)	• Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.)	• Generally good use of presentation tools • Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.)	• Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.)	/2
				Total Scores	/20

General Comments:

Assessment Rubrics for Reflective Journals (30%)

Criteria	Excellent (3)	Fairly good (2)	Insufficient (0-1)	Score
Relevance of material	All the information included is highly relevant to the issue being addressed.	A sufficient proportion of the information included is relevant to the issue being addressed.	Much of the information included is irrelevant, or is of questionable relevance to the issue being addressed.	
Originality in expressing personal opinions	Demonstrates very substantial originality in expressing and elaborating one's own opinions.	Demonstrates sufficient originality in expressing and elaborating one's opinions.	Demonstrates insufficient originality in expressing and elaborating one's opinions.	
Clarity	Ideas, points and explanations are extremely clear throughout, with no gaps, ambiguities or inaccuracies.	The ideas, points and explanations tend to be sufficiently clear, although there are some notable gaps, ambiguities or inaccuracies.	Ideas, points and explanations tend to lack sufficient clarity. There are major gaps, ambiguities and inaccuracies.	
Structuring and sequencing	The material is structured extremely well, flows extremely well and is written in a consistently logical sequence.	On balance, the material tends to be structured sufficiently well, tends to flow sufficiently well, and tends to be written in a sufficiently logical sequence.	The material is not structured sufficiently well, does not flow sufficiently well and is not written in a logical sequence.	
Strength of support for positions taken	Provides very strong and compelling evidence to support the positions taken.	Provides adequate, though not strong, evidence to support the positions taken.	Does not provide sufficient evidence to support positions taken; evidential support is weak or non-existent.	
			Overall (15)	

Grading Rubrics for CCC8012 Final Examination(40%)

Learning outcomes	Excellent A or A-	Good B+, B or B-	Acceptable C+, C or C-	Poor D+ or below
Describe features of Hong Kong society	Able to demonstrate a thorough understanding of important features of Hong Kong Society	Able to demonstrate a good understanding of important features of Hong Kong Society	Able to demonstrate a basic understanding of important features of Hong Kong Society	Unable to demonstrate a basic understanding of important features of Hong Kong Society
Explain essential social, and economic issues relating to Hong Kong	Able to offer a thorough explanation on essential social, and economic issues relating to Hong Kong	Able to offer a good explanation on essential social, and economic issues relating to Hong Kong	Able to offer a basic explanation on essential social, and economic issues relating to Hong Kong	Unable to offer a basic explanation on essential social, and economic issues relating to Hong Kong
Evaluate Hong Kong issues from local as well as global perspectives	Able to clearly evaluate Hong Kong issues from local as well as global perspectives	Able to satisfactorily evaluate Hong Kong issues from local as well as global perspectives	Able to evaluate in a limited way Hong Kong issues from local as well as global perspectives	Unable to evaluate Hong Kong issues from local as well as global perspectives
Develop and organize analysis, ideas and arguments in essay form	Able to clearly develop and organize analysis, ideas and arguments in essay form	Able to satisfactorily develop and organize analysis, ideas and arguments in essay form	Able to develop and organize analysis, ideas and arguments in essay form in a limited way	Unable to develop and organize analysis, ideas and arguments in essay form