**THE EDUCATION UNIVERSITY OF HONG KONG**

**Course Outline**

**Part I**

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| **Programme Title** | **:** | All Full-time Undergraduate Programmes |
| **Programme QF Level** | **:** | 5 |
| **Course Title** | **:** | The Global and the Local in Contemporary Hong Kong |
| **Course Code** | **:** | GEL2009 |
| **Department** | **:** | Department of Literature and Cultural Studies (LCS) |
| **Credit Points** | **:** | 3 |
| **Contact Hours** | **:** | Classroom/ Lecture session: 9 hours; Out of Classroom Experiences: 31.5 hours; and Reflection and Sharing Sessions: 9 hours |
| **Pre-requisite(s)** | **:** | Nil |
| **Medium of Instruction** | **:** | English  |
| **Course Level** | **:** | 2 |

**Part II**

The University’s Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short “PEER & I”):

* **P**rofessional **E**xcellence;
* **E**thical **R**esponsibility; **&**
* **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills

2. Critical Thinking Skills

3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills

6. Ethical Decision Making

7. Global Perspectives

1. **Course Synopsis**

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| A Special Administrative Region of the People’s Republic of China, Hong Kong often understands itself as an “international city”. The social dimension of this international character is a diverse population which in turn has brought multiple cultures to Hong Kong. People have moved in not only from Britain of which Hong Kong was a colony for 156 years, but from many places around the world, a process that continues until today. The foreign presence is highly diverse socially ranging from well-remunerated expatriates to often exploited domestic helpers. On the one hand this course asks how Hong Kong shapes these individuals. How do they experience the city? Which major differences (and similarities) do they see between Hong Kong and their place of origin or other places they have lived before? On the other hand, this course inquires how foreigners impact on Hong Kong. How do they enrich the city? Which role do they play in the local polity and economy? Informed by historical, sociological and other perspectives, this course highlights the multi-faceted interplay of global and local forces and makes students experience and interact with foreign communities in Hong Kong. The course thereby critically examines Hong Kong’s relationship with the outside world and broadens students’ understanding of Hong Kong in a global context. |

1. **Course Intended Learning Outcomes (CILOs)**

*Upon completion of this course, students will be able to:*

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| CILO1 | Critically examine the political, economic, social and cultural presence of foreign communities in Hong Kong |
| CILO2 | Understand how sojourners from elsewhere influence Hong Kong at large |
| CILO3 | Understand how Hong Kong culture and society influences foreign communities |
| CILO4 | Reflect on the interaction of local communities and global cultures in Hong Kong society in light of critical concepts and theoretical models |

1. **Content, CILOs, CILLOs and Teaching & Learning Activities**

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| **Course Content** | **CILOs/****CILLOs** | **Suggested Teaching & Learning Activities** |
| Introduction and Proposals*Introduction of the international presence in Hong Kong*, including 1) the history of Hong Kong in a global context and 2) current developments in Hong Kong society, with a focus on international migration.* *Introduction of themes* *to be explored*, including 1) continuity and change; 2) identity and conflict; 3) homogeneity and diversity
* *Introduction of practical and academic skills required for conducting the experiential learning project*, including 1) conducting and analysing interviews; 2) screening relevant secondary literature
* *Student project proposals*, including 1) identifying a foreign community in Hong Kong, 2) strategising about how to gather information about that community; and 3) forming a clear project plan
 | *CILO1,2,3,4* | Lecture, group work, discussion (9 hours) |
| Out-of-classroom Learning ExperiencesGroups of students will explore a foreign community in Hong Kong, focusing on reciprocal influence between that community and Hong Kong society at large. Students are required to gather detailed information about a community, including each of the following modalities of experience:*a) Places*: Visiting places and spaces, including institutions, neighborhoods, physical structures*b) Persons*: Contacting individuals or groups, and conducting interviews or discussions*c) Materialities*: Documenting material evidence of the foreign presence through media (visual, audiovisual, or otherwise) or objects (related, for example, to food cultures or religious practices)Students are then required to aggregate and synthesise their information in an online portfolio. | *CILO1,2,3,4* | (31.5 hours) |
| Reflection and Presentation* Reflection on, evaluation of, and contextualisation of experiences in terms of course themes, and finalising of the portfolio in terms of course themes and on the basis of instructor feedback.
* Presentation and discussion with other groups.
 | *CILO1,2,3,4,5 (etc.)* | Presentations, discussion (9 hours) |

1. **Assessment**

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| **Assessment Tasks** | **Weighting** | **CILOs/****CILLOs** |
| 1. *Group project proposal*: Students have to submit a proposal (ca. 1000 words) stating their planned experience in relation to the course themes and envisioning possible results.
 | 20% | *CILO1,2,3,4* |
| 1. *Progress report*: Students have to create an e-portfolio in order to showcase their learning progress. During their experiential learning period, students are required to gather information and data (interview transcript, photographs, etc.) and form a preliminary synthesis in terms of course themes **(30%; assessed as a group).**

In addition, each group has to prepare a presentation of 15 minutes presenting findings and first interpretations of the experiential learning period **(20%; presented as a group; assessed individually).** | 50% total | *CILO1,2,3,4* |
| 1. *Individual Report*:Students have to revise and finalise their e-portfolios based on feedback given by peers and the instructor after their presentations. Students have to submit an individual report (ca. 1,000 words) in which they reflect on and contextualise their experiential learning experience in relation to the course themes.
 | 30% | *CILO1,2,3,4**(etc.)* |

1. **Required Text(s)**

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| TBD. |

1. **Recommended Readings**

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| Abbas, A. (1997). *Hong Kong: Culture and the Politics of Disappearance*. Hong Kong: Hong Kong University Press. |
| Bickers, R. A. (2011). *The Scramble for China: Foreign Devils in the Qing Empire, 1832-1914*. London: Penguin Global. |
| Chiu, S. W.-K. (2005). *A stranger in the House: Foreign Domestic Helpers in Hong Kong*. Hong Kong: Hong Kong Institute of Asia-Pacific Studies, The Chinese University of Hong Kong. |
| Chiu, S. W.-K. and T.-L. Lui (Eds.) (2009). *Hong Kong Becoming a Chinese Global City*. London: Routledge. |
| Drémeaux, Fr. (2012). *Hong Kong, French connections: From the 19th Century to the Present Day*. Hong Kong: Bonham Media.Farrer, J. (Ed.) (2015). *Globalization and Asian Cuisines: Transnational Networks and Contact Zones*. New York: Palgrave Macmillan. |
| Fong, B. C. H. Fong and T.-L. Lui (Eds.) (2018). *Hong Kong Twenty Years after the Handover: Emerging Social and Institutional Fractures After 1997*. Cham: Palgrave Macmillan.Kvale, Steinar and Brinkmann, Svend. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing.* Los Angeles: Sage. |
| Lee, V. (2004). *Being Eurasian: Memories across Racial Divides*. Hong Kong: Hong Kong University Press. |
| Mathews, G. (2011). *Ghetto at the Center of the World: Chungking Mansions, Hong Kong*. Chicago: The University of Chicago Press. |
| Sinn, E., Munn, Chr. (Eds.) (2017). *Meeting Place: Encounters across Cultures in Hong Kong, 1841-1984*. Hong Kong: Hong Kong University Press. |
| Smith, C. (1994). “The German-Speaking Community in Hong Kong, 1846-1918.” *Journal of the Royal Asiatic Society* 34, 1-55. |
| Stanley, Ph. (2012). *A Critical Ethnography of ‘Westerners’ Teaching English in China: Shanghaied in Shanghai*. New York: Routledge. |
| Teng, E.J. (2013). *Eurasian: Mixed Identities in the United States, China, and Hong Kong, 1842-1943*. Berkeley: University of California Press. |
| Victoir, L., Zatsepine, V. (Eds.) (2013). *Harbin to Hanoi: The Colonial Built Environment in Asia, 1840 to 1940*. Hong Kong: Hong Kong University Press. |

1. **Related Web Resources**

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| Hong Kong Immigration Services:https://www.gov.hk/en/residents/immigration/idcard/index.htm |
| European Union Office to Hong Kong and Macao:<https://eeas.europa.eu/delegations/hong-kong_en> |
| Hong Kong History Project:<https://www.hkhistory.net/> |

1. **Related Journals**

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| *Hong Kong Studies* |
| *International Migration* |
| *Journal of Global History* |

1. **Academic Honesty**

The University adopts a zero tolerance policy to plagiarism. For the University’s policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

1. **Others**

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| Nil |

31 August 2020