

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	APSS1C33													
Subject Title	History of Hong Kong													
Credit Value	3													
Level	1													
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 40px;"><input type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 40px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 40px;"><input checked="" type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 40px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 40px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input checked="" type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 40px;"><input checked="" type="checkbox"/> English or <input type="checkbox"/> Chinese</p>													
Pre-requisite / Co-requisite/ Exclusion	<p>Exclusion</p> <p>APSS1C33C/GEC1C23/GEC1C23C/ History of Hong Kong</p>													
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>One Book Report Assignment</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>Two Quizzes (MCQs + essay question)</td> <td>40%</td> <td>0%</td> </tr> <tr> <td>Field Trip Report</td> <td>20%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; The completion and submission of all component assignments are required for passing the subject; and 		100% Continuous Assessment	Individual Assessment	Group Assessment	One Book Report Assignment	40%	0%	Two Quizzes (MCQs + essay question)	40%	0%	Field Trip Report	20%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment												
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	<ul style="list-style-type: none"> • In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D”, as well as to obtain an overall pass in the subject.
Objectives	<p>This course focuses on the history of Hong Kong from 1841 to 1997, with topical coverage of cultural, political, social, and economic issues. The goal is to show students how history can explain the present, while also conveying that history is subject to ever-changing interpretations. Students will be encouraged to observe that interpretations of historical events arise out of the preconceptions and historical position of the observer, and that historical facts have a meaning only insofar as they bear on historical problems.</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"> Describe the history of Hong Kong from 1841 to 1997, with topical coverage of cultural, political, social, and economic issues Identify the dynamics of major events sufficient to indicate the historical uniqueness of Hong Kong Discuss the developments of Hong Kong in the context of Chinese history, British colonial history, and world history Interpret and analyze the major current issues in Hong Kong from multiple Perspectives Apply the knowledge obtained from the course to self-examination and future career Read with greater comprehension (ER) Write a book report (EW) Study more effectively <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Lifelong learning</p> <p>The stated learning outcomes relate to the three essential features, namely literacy, higher order thinking, and life-long learning in the following ways:</p> <p>During the course, students are required to read and write extensively and intensively. As a result, their ability to locate relevant reference sources and follow an argument or line of reasoning will be developed; such ability ultimately enables them to write effectively. Also students will be required (and guided in the process) to write a book report of at least 2,500 words, their writing ability can be reasonably improved particularly with the aid of ELC writing supportive activities. [Intended outcomes: (f), (g) and (h)]</p> <p>A goal of this course is to show students how history can explain the present on the grounds that history is subject to ever-changing interpretations and thus an arena of endless disagreements and challenges. Over the course, students will be introduced to the ways historians have approached the history of Hong Kong and will be encouraged to observe that there can be more than one interpretation of historical events. Students need to identify the most appropriate interpretation in the context of historical background and development. Upon completion of the course students will be better equipped to think analytically and critically about the historical issues confronting Hong Kong since the colonial era. [Intended outcomes: (a), (b), (c) and (d)]</p>

	<p>In addition to the focus on historical events, the course explores the complex relationships between Chinese and Western cultural traditions. As a result, students will be taught in what ways Chinese traditional belief systems have changed in response to contemporary challenges and how the values and norms originating in Chinese and Western cultures and traditions have contributed to the profound social, political, cultural, and economic transformations that Hong Kong has been experiencing since the establishment of British rule. The ways of thinking engendered by this course will be of particular significance to students in terms of strengthening their ability to adapt to novelty and an ever-changing world. [Intended outcomes: (c), (d) and (e)]</p>
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<p>This course focuses on the history of Hong Kong from 1842 to 1997, with topical coverage of cultural, political, social, and economic issues. Instead of simply focusing on what had happened in the past, the following topics will be taught in analytical and critical manners using multiple sources expressing different viewpoints, as a way to enable students to nourish the related abilities.</p> <ol style="list-style-type: none"> 1. Introduction 2. Opium trade in the Early Colonial Era 3. The Establishment of the Colonial System 4. Emergence of the Chinese Elite 5. The People's Livelihood in the Pre-war Era 6. Japanese Occupation and its Impact 7. Postwar Social and Economic Transformations: Trading Port, Manufacturing Industries, and Financial Center 8. East Meets West: The World of Suzie Wong 9. Reunion with China
<p>Teaching/Learning Methodology (Note 3)</p>	<p><u>Lectures:</u></p> <p>This subject will be taught primarily using a lecture format. To support this with an aim towards both alignment and relevancy, lectures will closely follow the assigned reading. Students will be taught to how to scan the reading material before attending the lecture so that they are better prepared for the lecture and to question unclear concepts within it. The questions raised due to lack of understanding or interest will be dealt during the class time. To further motivate students to develop their interest in the course and learn as much as they can, the subject teacher will make use of different teaching materials such as documentaries, music, and paintings in addition to lecturing in a conventional format.</p> <p><u>Individual Study:</u></p> <p>Students will be expected to complete the remainder of the 56 to 86 hours required for each credit hour earned individually. Most of such effort should be devoted to reading. Since this may be an area of weakness for Hong Kong students, clear guidelines and checks will be put in place to ensure that it occurs. The emphasis in this subject on reading comprehension is designed to give the student an essential experience of empowerment in learning to study effectively.</p> <p><u>Writing:</u></p> <p>Students will be required to produce a substantial paper (a book report), which will undergo several drafts, the first to be submitted by mid-semester,</p>

supervised by the ELC. Two grades will be assigned, one by the ELC teacher based upon an assessment of the student's participation in the drafting process (worth 10% of the total subject grade) and one by the subject teacher based on content (worth 30% of the total subject grade). The final version will be accompanied with a copy of the first draft to assess "progress".

Cultural Study Tours:

Cultural study tours will be incorporated as part of the course requirements. Because of this learning component, students can go beyond the classroom and PowerPoint slides to see and experience for themselves what they have been exposed to in lectures.

Assessment Feedback:

Since students can learn more effectively by getting timely feedback from the teacher, consultation will be specifically designed to identify students who are having difficulty, thus allowing the opportunity to intervene.

Learning to Learn:

Strengthening student learning skills is most effective when done in the context of interesting and relevant content material. This subject will make use of a number materials from the PolyU's Learning to Learn Project, previously funded by the UGC and developed under the aegis of the EDC, such as the Learning Review Table and the Question Guide, both to encourage students to engage in the questioning process and to transfer those skills to other classes.

<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
			a	b	c	d	e	f	g	h
	1. One Book Report Assignment*	40%	√	√	√	√		√	√	√
	2. Two Quizzes (MCQs + essay question)	40%	√	√	√	√	√	√		√
	3. Field Trip Report	20%	√	√	√	√	√	√	√	√
Total	100 %									

In order to pass this subject, students must pass the writing component, i.e., attain a minimum grade “D”, as well as to obtain an overall pass in the subject.

* Students are required to choose 1 book from the following list and write a book report of 2500-word. The total length of the book to be read is either 200 pages or 100,000 words, following the suggestions of the EWR guideline:

- Choa, G H (2001). *The Life and Times of Sir Kai Ho Kai*, 2nd ed., Hong Kong: Chinese University of Hong Kong Press. (Ch. 2 – 11)

	<ul style="list-style-type: none"> • Tu, E (2003). <i>Colonial Times in the Eyes of Elsie Tu</i>, Hong Kong: Hong Kong University Press. (Ch. 1 – 26) • Carroll, J (2005). <i>Edge of Empires: Chinese Elites and British Colonials in Hong Kong</i>, Hong Kong: Hong Kong University Press. • Carroll, J (2007). <i>A Concise History of Hong Kong</i>, Rowman and Littlefield, MD: Lanham. (Ch. 1 – 8) • Chan-Yeung, M M W (2018). <i>A Medical History of Hong Kong: 1842 – 1941</i>, Hong Kong: Chinese University of Hong Kong Press (Ch. 1 – 9) 	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Cultural study tours	8 Hrs.
	▪ Reading, writing, and self-study	56 to 86 Hrs.
	▪ ELC writing supportive activities	6 Hrs.
	Total student study effort	109 to 139 Hrs.
Reading List and References	<p>Required Reading: Steve Tsang, <i>A Modern History of Hong Kong</i> (London; New York: I.B. Tauris, 2004)</p> <p>Reference List:</p> <p>John C. H. Fei, <i>Prosperity and Stability in Hong Kong: A Cultural Approach</i> (New Haven: Yale University Press, 1987)</p> <p>Sally Blyth and Ian Wotherspoon, <i>Hong Kong Remembers</i> (Hong Kong: Oxford University Press, 1996)</p> <p>Robert Edward Mitchell, <i>Velvet Colonialism's Legacy to Hong Kong: 1967 and 1997</i> (Hong Kong: Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong, 1998)</p> <p>May Holdsworth, <i>Foreign Devils: Expatriates in Hong Kong</i> (Hong Kong; New York: Oxford University Press, 2002)</p> <p>David Faure, ed., <i>Hong Kong: A Reader in Social History</i> (Hong Kong: Oxford University Press, 2003)</p> <p>Carl T. Smith, <i>Chinese Christians: Elites, Middlemen, and the Church in Hong Kong</i> (Hong Kong: Hong Kong University Press, 2005)</p> <p>John M Carroll, <i>Edge of empires: Chinese elites and British colonials in Hong Kong</i> (Cambridge, Mass.: Harvard University Press, 2005)</p> <p>Law Wing Sang, <i>Collaborative colonial power: the making of the Hong Kong Chinese</i> (Hong Kong: Hong Kong University Press, 2009)</p> <p>王賡武主編：《香港史新編》上、下冊，(香港：三聯書店，1997年)</p>	

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.