

Subject Description Form

Subject Code	APSS2S12																
Subject Title	Striving for a Sustainable Livelihood in Greater China																
Credit Value	3																
Level	2																
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"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input checked="" type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																
Pre-requisite / Co-requisite/ Exclusion	Nil																
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <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. Performance in community service learning project</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Final report for community service</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Reflection Reports</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>4. Seminar presentations</td> <td style="text-align: center;">--</td> <td style="text-align: center;">20%</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 Student must pass all component(s) if he/she is to pass the subject. 		100% Continuous Assessment	Individual Assessment	Group Assessment	1. Performance in community service learning project	30%	--	2. Final report for community service	--	20%	3. Reflection Reports	30%	--	4. Seminar presentations	--	20%
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<p>Objectives</p>	<p>The objectives of the subject are to:</p> <ol style="list-style-type: none"> 1. enhance students’ understanding on the basic conditions for sustainable livelihood and their relation with the socio-economic structure; 2. facilitate students’ empathetic understanding on the life of the peasants in rural village and peasant workers in urban area in Greater China region; 3. foster students’ cross-cultural interpersonal communication skills through community services; 4. motivate students to become an active life-long learner and responsible civic citizen through building close relationships with serving community members; 5. help students to reflect the value of their knowledge learnt in the University in building a sustainable livelihood for the poor and disadvantaged.
<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Have deeper understanding on the issues of sustainable livelihood and the factors contributing to sustainability and unsustainability of the livelihood of the local people in Greater China; b. Build up the capacity to communicate and work with the local people in different social and political system; c. Apply the knowledge and skills they have acquired to deal with complex issues in the service setting; d. Demonstrate empathy for people in need and a strong sense of civic responsibility; e. Formulate modes of assistance for helping marginalized people with diversities for empowering them; f. Demonstrate an understanding of the linkage between service-learning and the academic content of the subject; g. Reflect on their role and responsibilities both as a professional in their chosen discipline and as a responsible citizen.
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>The subject is designed to encourage students to embrace knowledge and practices through community service and social learning from partnership with community organizations serving various disadvantaged groups in Greater China.</p> <ol style="list-style-type: none"> 1. Service-Learning and University Education 2. Issues of sustainable development in Greater China: situations, reasons and trends 3. Unsustainable vs sustainable livelihood for rural population in Greater China 4. Poverty alleviation and development practices: different efforts by local and international NGOs 5. Program planning for service-learning

	<p>6. Skills in delivering service-learning</p> <p>7. Moral and ethical considerations for the community/social development practitioner and the services recipients</p> <p>8. Critical reflections</p> <ul style="list-style-type: none"> • Experiencing marginalization in a fast developing province • Visions of equality and social justice: value clarification • Professional training and social responsibility • Professional knowledge: contribution for sustainable livelihood for the disadvantaged
<p>Teaching/Learning Methodology</p>	<p>This subject aims to enable students to learn more about sustainable livelihood issues through community service-learning.</p> <p>Before students are assigned to their community service-learning project, they are expected to attend a series of lectures aiming at providing them with an understanding of development issues in Greater China. They will also be given opportunities to meet representatives from the partnering community organizations to find out in greater details the work and community services they are expected to perform before they are fully engaged in their service-learning project. Furthermore, during their community service, reflective seminars will be organized so that students can share with their colleagues and supervisors their learning experiences and progress, and discuss their service delivery as well as learning strategies when necessary. The three broad aspects in service-learning, i.e., attitude change, skills enhancement and knowledge consolidation, will be emphasized throughout the service-learning experience.</p> <p>The student will visit a rural village in Greater China region including Guangdong, Taiwan and Hong Kong for eight to ten days at the summer semester/semester break to deliver services. Expense for the trip will be shared by the student.</p> <p>18 hours will be allocated for altogether six lectures in the beginning of semester. Three two hours seminars will be arranged for sharing experience and reflection. Students are expected using 12 hours to plan and prepare the community services. Suggested servicing activities include:</p> <ul style="list-style-type: none"> ○ Home visits for needs assessment of peasants ○ Support the activities organized by community residents' group ○ Offer community services for the disadvantaged population in the community ○ Consumers' opinion survey on services/trading provided by social enterprises ○ Web/pamphlet design for social enterprises ○ Minor improvement works in the Village ○ Impact/evaluative study for NGO

**Assessment Methods
in Alignment with
Intended Learning
Outcomes**

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
		a	b	c	d	e	f	g
1. Performance in community service-learning project (team work, awareness/ attitude change, skills and knowledge consolidation)	30%		✓	✓	✓	✓	✓	
2. Final report for community service (appreciation of the experience and possible contribution of his/her professional knowledge)	20%	✓	✓	✓		✓	✓	✓
3. Reflective journals (appreciation of relationships between diversities and inequality, understanding of civic responsibility and social justice)	30%	✓		✓	✓	✓	✓	✓
4. Seminar presentation (communicating progress and commitment to service-learning)	20%	✓	✓		✓	✓	✓	✓
Total	100 %							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Students are expected to engage in 8-10 days of community service-learning. They will be monitored on their teamwork performance and community involvement. In assessing this, their skills in planning, implementing activities, communication and problems solving, as well as their commitments in service-learning will be carefully considered on the basis of their performance assessed by supervisors from the community service organization and feedback from service recipients.

In addition, students are required to submit two pieces of reflective journals at different times throughout the service-learning project to indicate how they understand their service-learning experience, particularly in terms of their critical appreciation of the relations

	<p>between diversities and social inequality, as well as their understanding of civic responsibility and social justice.</p> <p>For the final report, students in small groups are expected to articulate what they have learnt throughout the service process and re-examine the basic questions raised in the subject: the values of rural livelihood and rural village, and in what ways to enhance the sustainability of rural life through their professions and themselves.</p> <p>Other than written work, students will participate in three seminars to account for their progress, performance and commitment to service-learning. Feedbacks from partner representatives will be sought, and these will serve as supplementary information for assessment.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures ,preparatory workshops, and reflective seminars 	30 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Community Service in Greater China 8-10 days in summer semester/semester break 	65 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for reflective reports 	20 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	<p>References:</p> <p>Elliott, J. A. (2006). What is Sustainable Development? in An Introduction to Sustainable Development. Abingdon, Oxon: Routledge, Taylor & Francis Group. 8-56</p> <p>Gamble N. Dorothy and Hoff D. Marie. (2005). “Sustainable Community Development”, in Weil, O. Marie (ed.) The Handbooks of Community Practice, London: Sage Publication, 169-203</p> <p>Halberg, Niels & Muller, Adrian. (2013). Organic Agriculture for Sustainable Livelihoods. Oxon: Routledge.</p> <p>Healy, G., Kirton, G. and Noon, M. (Eds.) (2011). Equality, inequalities and diversity: Contemporary challenges and strategies. Basingstoke: Palgrave Macmillan.</p> <p>Krishna, Anirudh. (2007). “Mobilizing Social Capital: Community Responses to Globalization”, in Rondinelli A Dennis and Heffron M. John. (eds.) Globalization and Change in Asia, London: Lynne Rienner Publisher. 191-208</p> <p>Mario M. Valenca, Etienne Nel and Walter Leimgruber (eds.) (2008). The Global Challenge and Marginalization. NY: Nova Science Publisher.</p> <p>Morse, Stephen & McNamara Nora (2013). Sustainable Livelihood Approach: a critique of theory and practice. London: Springer.</p> <p>Oxfam. (2004). Not Utopian: Theories and Practices in Community Economy. Hong Kong: Oxfam. (in Chinese)</p> <p>Slavick, Madeleine Marie. (Ed) (2007). The Possible – 30 Stories. Hong Kong: Oxfam.</p>	

	<p>Yeung Sik Chung (2011). "Rethinking Rural-urban Co-operation, Fair Trade, Ecologism and Sustainable Livelihood" in Zhang, Heqing, et al. (ed) <i>Social Work in Disaster: Practice and Critically Review in China Mainland</i>. Beijing: Social Science Literature Press. (in Chinese)</p> <p>Zhang, Heqing (ed) (2013) <i>Rural Social Work</i>. Beijing: Higher Education Press. (in Chinese)</p> <p>Yunus, M., & Jolis, A. (1999). <i>Banker to the poor: Micro-lending and the battle against world poverty</i>. New York: Public Affairs. 213-236</p> <p>陳順馨等著. (2024). <i>南涌講故: 被遺忘的香港故事</i>. 香港: 蘆葦花開生態教育基金</p> <p>鄭敏華, 周穎欣, & 任明顯 (2022). <i>梅子林故事: 鄉郊文化保育考見記</i> (香港第一版.). 三聯書店香港有限公司</p> <p>龍子維等編. (2023). <i>有種大嶼: 鄉間社區營造手記</i>. 香港: 土地教育基金有限公司</p>
<p>Notes to student</p>	<ol style="list-style-type: none"> 1) This is a 2-semester subject to be conducted in Semester One and Two OR Semester Two and Summer Term. 2) This subject requires students to travel to rural Guangzhou/Taiwan/Hong Kong in semester break/summer term for around 8-10 days to conduct field visits. 3) Despite the financial support from the University, students are required to pay Outbound Activity Fee (no need to pay for the trip in HK) to cover part of the expenses. 4) Students are expected to deliver services in Putonghua and Cantonese effectively, hence elementary level of Putonghua and Cantonese are expected before enrolling the subject. 5) Talks offered by the collaborating organization are in Chinese.