

GE1138: EXPLORING HONG KONG: HISTORY, CULTURE AND SOCIETY

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Exploring Hong Kong: History, Culture and Society

Subject Code

GE - Gateway Education

Course Number

1138

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

GE Area (Primary)

Area 1 - Arts and Humanities

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by Chinese*

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Additional Information

* Specific to local terms like “打小人” (beating the petty person), provided with English translations.

Part II Course Details**Abstract**

This course aims to enrich students’ knowledge of history, society and culture of Hong Kong from early nineteenth century to the present. Students will learn about the formation, transformation and diversity of Hong Kong society made up of native clans, Tanka (boat people) who used to live on junks, immigrants from the Mainland China, Europeans, and other ethnic groups.

The course addresses special topics in four areas, namely the components of Hong Kong society, cultural and religious activities, urban culture, and economic activities. It will explore the historical contexts contributing to the multi-cultural and multi-ethnic aspects of today’ s Hong Kong – the coexistence of Chinese traditions and foreign culture. Through reading relevant documents and literature, and field work, students shall be able to observe and reflect on current phenomena and events critically.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify the phenomena and characteristics of Hong Kong history, culture and society from early nineteenth century to present	20	x		
2	Recognize the formation, transformation, and uniqueness of Hong Kong culture and society	20	x		x
3	Apply the skills of reading, analysing and evaluating historical material	20	x	x	
4	Evaluate critically the phenomena and events in Hong Kong society and formulate independent point of view.	20	x	x	
5	Apply the knowledge acquired in class and field work to explore the historical contexts of Hong Kong culture, society and current affairs	20		x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	The lectures will cover 12 topics of 4 modules aided with selected documentaries and movies. The four modules are a) the components of Hong Kong society, b) cultural and religious activities, c) urban culture, and d) economic activities. Topics include pre-1842 Hong Kong society, pre-war, war-time and post-war society, native clans and boat people, colonial governance and policy, urbanization and industrialization, trade and commerce, charity and merchant elites, educational system, social justice and poverty, religions and folk beliefs, population and migration, popular culture, art and literary activities, political, economic and cultural relations with mainland China, Asia and the world etc.	1, 2, 3, 4
2	Tutorials and Presentations	Students will work in small groups and deliver oral presentations on topics discussed (e.g. lecture topics and/or beyond) with the course instructor.	1, 2, 3, 4
3	Local field trip (compulsory) and individual e-portfolio	Students will join local field trip(s) designed by the instructor, and visit heritage sites, traditional villages, museums or festive activities, etc. They will have to submit individual e-portfolios regarding their observation and analysis of the sites visited.	1, 2, 4, 5

4	Group Project	Students will submit group projects derived from their oral presentations under the further guidance from the course instructors at the end of the semester.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?	
1	Class participation in lectures and tutorials	1, 2, 3, 4	20	Students are required to a) proactively participate in Q & A sessions in all lectures and tutorials; b) complete worksheets about lecture content and comment sheets about fellow students' presentations	No
2	Oral presentation in tutorials	1, 2, 3, 4	20	-	No
3	Field trip and individual e-portfolio	1, 2, 4, 5	20	-	No
4	Group project	1, 2, 3, 4, 5	40	Around 1,000 words for each student are required for the group project	No

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Class participation in lectures and tutorials

Criterion

Students are required to a) proactively participate in Q & A sessions in all lectures and tutorials; b) complete worksheets about lecture content and comment sheets about fellow students' presentations. It assesses students' ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter.

Excellent (A+, A, A-)

Strong evidence of :

- Active in-class participation, positive listening, ability to initiate and stimulate class discussion.

- Sufficient pre-class preparation and familiarity with required readings and fellow students' presentations.

Good (B+, B, B-)

Some evidence of :

- Active in-class participation, positive listening, ability to initiate and stimulate class discussion.
- Sufficient pre-class preparation and familiarity with required readings and fellow students' presentations.

Fair (C+, C, C-)

Limited evidence of :

- Active in-class participation, positive listening, ability to initiate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with required readings and fellow students' presentations.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Presentation

Criterion

It assesses students' ability to explain with rich content, excellent grasp of the materials with in-depth and extensive knowledge of the subject matter; rigorous organization, coherent structure, balanced composition.

Excellent (A+, A, A-)

Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Good (B+, B, B-)

Some evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of:

- Rich content, excellent grasp of the materials with in-depth and extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

- Loose organization, but acceptable identified content.
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure (F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
 - Loose organization, without distinct primary and secondary structure;
 - Devoid of personal comment and/or unreasonable opinion;
 - Softly voice, indistinct pronunciation and improper diction, seriously over time.
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Assessment Task

Field trip and e-portfolio

Criterion

It assesses students' ability to integrate various resources into primary and secondary levels based on field trips.

Excellent (A+, A, A-)

Strong evidence of

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good (B+, B, B-)

Some evidence of

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization; limited ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;

- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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Assessment Task

Final Paper

Criterion

It assesses the content, organization and fluency of the final papers. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, as well as make a conclusion convincingly and creatively.

Excellent (A+, A, A-)

Strong evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic
- Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction.

Good (B+, B, B-)

Some evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of :

- Rich content, ability to integrate various resources into primary and secondary levels based on demand ;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources ;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information

Keyword Syllabus

art, Asia, Asian culture, China, Chinese culture, clans, colonialism, culture, custom, diasporas, diversity, education, ethnicity, fishing villages, gender, globalization, glocalization, history, Hong Kong, identity, imperialism, laissez-faire, multiculturalism, nationalism, orientalism, politics, popular culture, regionalization, religions, rural areas, society, trade, urban culture, western culture

Reading List

Compulsory Readings

	Title
1	Carroll, John, A Concise History of Hong Kong, Hong Kong: Hong Kong University Press, 2007.

Additional Readings

	Title
1	Abbas, Ackbar, Hong Kong: Culture and Politics of Disappearance, Minneapolis: University of Minnesota Press, 1997.
2	Ambrose Yeo-chi King, and Rance Pui-leung Lee (eds.), Social Life and Development in Hong Kong, Hong Kong: The Chinese University Press, 1981.
3	Chan, Ming K., ed., Precarious Balance: Hong Kong Between China and Britain, 1842-1992, Hong Kong: Hong Kong University Press, 1994.
4	Cheng J. Y. S. and Lo S. S. H. (eds.), From Colony to SAR, Hong Kong's Challenge Ahead, Hong Kong: The Chinese University Press, 1995.
5	Faure, David (ed.), Hong Kong: A Reader in Social History, Hong Kong: Hong Kong University Press, 2003.
6	Faure, David Faure (ed.), A Documentary History of Hong Kong: Society, Hong Kong: Hong Kong University Press, 1997.
7	Hayes, James, The Great Difference: Hong Kong's New Territories and Its People 1898-2004, Hong Kong: Hong Kong University Press, 2012.
8	Kam, Louie (ed.), Hong Kong Culture: Word and Image, Hong Kong: Hong Kong University Press, 2010.
9	Lau, Kit-Ching Chan, China, Britain and Hong Kong, 1895-1945, Hong Kong: The Chinese University Press, 2004.
10	Mann, Christopher, Anglo-China: Chinese People and British Rule in Hong Kong, 1841-1880, Hong Kong: Hong Kong University Press, 2001.
11	Miners, Norman, The Government and Politics of Hong Kong, Hong Kong: Oxford University Press, 1998.
12	Ng Lun Ngai-ha, Interactions of East and West: Development of Public Education in Early Hong Kong, Hong Kong: The Chinese University Press, 1984.
13	Norman Miners, Hong Kong under Imperial Rule, 1912-1941, Hong Kong: Oxford University Press, 1987.
14	Law, Wing Sang, Collaborative Colonial Power: the Making of the Hong Kong Chinese, Hong Kong: Hong Kong University Press, 2009.
15	Sinn, Elizabeth. Power and charity: a Chinese merchant elite in colonial Hong Kong, Hong Kong: Hong Kong University Press, 2003.
16	Tsang, Steve (ed.), A Documentary History of Hong Kong: Government and Politics, Hong Kong: Hong Kong University Press, 1995.
17	Tsang, Steve, A Modern History of Hong Kong, Hong Kong: Hong Kong University Press, 2004.

Annex (for GE courses only)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)

PILO 1: Demonstrate the capacity for self-directed learning

2

PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology

1, 2

PILO 3: Demonstrate critical thinking skills

3

PILO 7: Demonstrate an ability to work effectively in a team

3, 4

PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues

1, 4

PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation

4

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task

Final paper