

# GE3204: BUSINESS AND HONG KONG SOCIETY

---

## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Business and Hong Kong Society

### Subject Code

GE - Gateway Education

### Course Number

3204

### Academic Unit

Management (MGT)

### College/School

College of Business (CB)

### Course Duration

One Semester

### Credit Units

3

### Level

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

### GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

Hong Kong's phenomenal development from a small fishing village to becoming a significant international financial centre, heralded as the "Freest Economy in the World", belies the many issues arising from the complex and dynamic interface between business, government and society in Hong Kong. Students will be led to explore the historical evolution of the economy; evaluate the interrelationships between business (organisations) and other socio-political institutions in Hong Kong, and their ramifications for various stakeholders. analyse some of the impacts of economic growth and the problems inherent in capitalistic societies; examine some responses of various stakeholders towards addressing their corporate and social responsibilities; and locate Hong Kong's roles and relations regionally as well as globally. Through a combination of lectures, invited talks by guest speakers, classroom discussions, case studies and project-based learning, students are guided to develop and demonstrate their abilities of independent research and critical thinking.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Identify some of the main economic, social and political relations between business and various stakeholders in Hong Kong.			x	
2	Examine some key factors contributing to the development and success of Hong Kong.		x	x	
3	Analyse critically the impact of business practices, events and situations from an interdisciplinary perspective, such as, from economic, political economy, managerial or sociological viewpoints.		x	x	
4	Evaluate data and literature researched by self or in a group, and organise the information for effective presentation.		x	x	x
5	Apply the knowledge and critical perspective to view and assess incidents and phenomenon occurring in daily life.		x	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	Lecture	Students will learn essential concepts and some classical theories in the business and society related field. Students will be equipped with knowledge information and skills to engage in critical analysis of events occurring around them.	1, 2, 3, 5	
2	Case Study	Students will explore issues and dilemmas through the case be guided to reflect and critically analyse this recent illustrative case, and apply these principles to other local and international situations.	1, 2, 3, 4, 5	
3	Group Discussion	Students will engage in debate cases and share their views on various scenarios with their peers in class, integrating their own experience and learning to acquire broader knowledge on specific contemporary topics.	1, 2, 3, 5	
4	Team Presentation and Report	Working in teams, student will self-source/ identify and select a business-related event or incident with social or policy implications, conduct basic investigation and analyses, and convey the results of their group research and study in a presentation in class as well as in a written report.	1, 3, 4, 5	

#### Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	Team Presentation	1, 3, 4, 5	20	Students would be graded on the content and delivery of their presentation of the research findings on a contemporary issue.	No
2	Team Written Report	1, 3, 4, 5	20	Students would be required to analyse and structure their arguments in a written report on the contemporary case in Hong Kong	No
3	Two Peer Evaluations	3, 4, 5	20	To encourage responsibility and accountability, there will be two peer evaluations of contributions and performance by each individual team member on all other team members. The first peer evaluation will be conducted around mid-semester, with feedback given to students shortly thereafter to facilitate continuous improvement in performance and contributions. The second peer evaluation will be conducted at the end of the semester upon completion of all assignments.	No

4	Quiz	1, 2, 3	40	During the semester students would be tested on the extent of their mastery of basic theory and contents in this course.	No
---	------	---------	----	--	----

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Assessing and Grading Team Presentation

**Criterion**

Statement of issues and background

**Excellent (A+, A, A-)**

The introduction has very good information value; is verywell-structured and presented with absolute clarity.

**Good (B+, B, B-)**

The introduction has good information value; is well-structured and clearly presented.

**Fair (C+, C, C-)**

The introduction is limited in information value; is reasonably structured and comprehensibly presented.

**Marginal (D)**

The introduction has poor information value; is not structured and not very coherently presented.

**Failure (F)**

The introduction has no information value; is not structured and not coherently presented.

**Assessment Task**

1. Assessing and Grading Team Presentation

**Criterion**

Research, analysis and discussions

**Excellent (A+, A, A-)**

The topic is extensively researched, with excellent coverage of issues. There is strong integration and application of the concepts to the issue, with high degree of rigour and critical analysis of the case. Presentation of information is captivating.

**Good (B+, B, B-)**

The topic is well researched, with good coverage of issues. There is good integration and application of the concepts to the issue, with rigorous analysis of the case. Presentation of information is interesting.

**Fair (C+, C, C-)**

The evidence is relevant and covers a fair number of points. Demonstration of declarative understanding of a reasonable number of issues. Able to discuss issues but with little integration or rigour. Presentation of information is acceptable.

**Marginal (D)**

Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstration of understanding of issues in a minimally acceptable way. Poor coverage and weak analysis. Presentation of information is unclear.

**Failure (F)**

The evidence lacks relevance, are isolated, and do not address the issue. Absence of understanding and analysis of issues. Poor coverage and presentation of information.

---

**Assessment Task**

1. Assessing and Grading Team Presentation

**Criterion**

Team views and conclusions or solutions or recommendations

**Excellent (A+, A, A-)**

Very strongly argued and presented team views, conclusions, solutions or recommendations.

**Good (B+, B, B-)**

Strongly argued and presented team views, conclusions, solutions or recommendations.

**Fair (C+, C, C-)**

Reasonably argued and presented team views, conclusions, solutions or recommendations

**Marginal (D)**

Weakly argued and presented team views, conclusions, solutions or recommendations.

**Failure (F)**

Poorly argued and presented team views, conclusions, solutions or recommendations.

---

**Assessment Task**

2. Assessing and Grading Team Written Report

**Criterion**

Statement of issues and background

**Excellent (A+, A, A-)**

The introduction has very good information value; is concisely written with absolute clarity.

**Good (B+, B, B-)**

The introduction has good information value; is clear and well-written.

**Fair (C+, C, C-)**

The introduction has limited information value; is reasonably clearly written.

**Marginal (D)**

The introduction has poor information value; is not very clearly written.

**Failure (F)**

The introduction has no information value; is not coherently written.

### Assessment Task

#### 2. Assessing and Grading Team Written Report

##### Criterion

Research, analysis and discussions

##### Excellent (A+, A, A-)

The topic is extensively researched, with excellent coverage of issues. There is strong integration and application of the concepts to the situation. Demonstration of high degree of rigour and critical analysis of the issues. Clearly structured and stylistically well-written.

##### Good (B+, B, B-)

The topic is well researched, with good coverage of issues. There is good integration and application of the concepts to the situation. Demonstration of rigorous analysis of the issues. Clearly written.

##### Fair (C+, C, C-)

The evidence is relevant and covers a fair number of points. Demonstration of declarative understanding of a reasonable number of issues. Able to discuss issues but with little integration. Quite clearly written.

##### Marginal (D)

Pieces of evidence are relevant, but are isolated, addressing a limited number of issues. Demonstration of understanding of issues in a minimally acceptable way. Weak coverage, weak analysis, and weak ability to express views in written form.

##### Failure (F)

The evidence lacks relevance, are isolated, and do not address the issue. Absence of understanding of the issues. Poor coverage and analysis, and lack of ability to express views in written form.

---

### Assessment Task

#### 2. Assessing and Grading Team Written Report

##### Criterion

Team views and conclusions or solutions or recommendations

##### Excellent (A+, A, A-)

Very strongly and concisely argued team views and conclusions, solutions or recommendations.

##### Good (B+, B, B-)

Strongly argued team views and conclusions, solutions or recommendation

##### Fair (C+, C, C-)

Reasonably argued team views and conclusions, solutions or recommendations.

##### Marginal (D)

Weakly argued team views and conclusions, solutions or recommendations.

##### Failure (F)

Poorly argued team views and conclusions, solutions or recommendations.

---

### Assessment Task

#### 3. Assessing and Grading Quizzes

**Criterion**

Demonstration of understanding of the subject matter, ability to critically analyse the issues and apply key concepts and theories.

**Excellent (A+, A, A-)**

Superior understanding of the subject matter, with extensive knowledge base. Strong ability to critically analyse the issues and apply key concepts and theories.

**Good (B+, B, B-)**

Strong understanding of the subject matter, with good knowledge base. Good ability to analyse the issues and apply key concepts and theories.

**Fair (C+, C, C-)**

Familiarity with subject matter with fundamental knowledge base. Some critical capacity and ability to apply key concepts and theories.

**Marginal (D)**

Student who is profiting from the university experience; with basic understanding of the subject matter and ability to apply some key concepts and theories.

**Failure (F)**

Little evidence of understanding or familiarity with the subject matter; and inability to apply concepts and theories.

**Part III Other Information****Keyword Syllabus**

Historical development; economic structure; business organisational forms; theories on capitalism culture and values of Hong Kong people; business ethics and corporate social responsibility; (external) economic relations.

**Reading List****Compulsory Readings**

	Title
1	Shen, S. (2013) 'Navigating the grey area: Hong Kong' s external relations under the Tsang Administration.' In Joseph Y.S Cheng (Ed) The Second Chief Executive of Hong Kong SAR: Evaluating the Tsang Years 2005-2012. Hong Kong: City University of Hong Kong Press.
2	Ma, N (2012) 'Eclectic corporatism and State Interventions in Post-colonial Hong Kong' in Stephen W.K. Chiu and S.L. Wong (Eds) Repositioning the Hong Kong Government: Social Foundations and Political Challenges. Hong Kong: Hong Kong University Press.
3	Steiner, J.F. and Steiner, G.A. (2012) "The Study of Business, Government and Society" in Business, Government and Society: A Managerial Perspective. New York: McGraw-Hill.
4	Yu, T.F.L. (2006) 'A Pro-Business Government and the Coordination of Economic Affairs' in Studies in Entrepreneurship, Business and Government in Hong Kong. New York: The Edwin Mellen Press.
5	Coates, D. (2016) Capitalism: the basics. Routledge: New York.
6	Yu, T.F.L. (2006) 'Entrepreneurship and Wealth Creation' in Studies in Entrepreneurship, Business and Government in Hong Kong. New York: The Edwin Mellen Press.
7	Yu, T.F.L. (2006) 'Chinese Family Businesses and Hong Kong' s Economic Dynamics' in Studies in Entrepreneurship, Business and Government in Hong Kong. New York: The Edwin Mellen Press.
8	Steiner, J.F. and Steiner, G.A. (2012) "Business Ethics" in Business, Government and Society: A Managerial Perspective. New York: McGraw-Hill.

9	Steiner, J.F. and Steiner, G.A. (2012) "Corporate Social Responsibility" in Business, Government and Society: A Managerial Perspective. New York: McGraw-Hill.
---	--

### Additional Readings

Title	
1	The Hong Kong Yearbook (published annually by the HKSAR Government)

## 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**

4, 5

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

1, 3

**PILO 3: Demonstrate critical thinking skills**

1, 2, 3, 4, 5

**PILO 4: Interpret information and numerical data**

4

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

4

**PILO 9: Value ethical and socially responsible actions**

1, 2, 3

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

Nil