

CAH4870: HISTORY OF HONG KONG

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

History of Hong Kong

Subject Code

CAH - Chinese and History

Course Number

4870

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

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

Part II Course Details

Abstract

This course aims to engage student with the learning of a history of the entire period of British colonial rule of Hong Kong (1842-1997) in a structural and contextual manner. Students will develop a critical understanding of changes in Hong Kong society through times. They will read critically selected works on Hong Kong history, make use of historical documents, and articulate their own arguments and opinions in a reasoned manner.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Discover the phenomena and features of Hong Kong history, culture and society from the 1840s to 1997.		x		
2	Identify the uniqueness of Hong Kong history, culture and society as well as its formation against both national and global contexts.		x		x
3	Evaluate critically the narratives of Hong Kong history, formulating independent judgement.		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	Students will engage in lectures about core knowledge of Hong Kong history.	1, 2, 3	
2	Readings	Students will extend their core knowledge and concepts about Hong Kong history through reading scholarly books and articles.	1, 2, 3	
3	Field Trip or Site visit (compulsory)	Students will explore the past and present of Hong Kong by visiting physical sites.	1, 2	

4	Presentation	Students will deliver oral presentations as part of preparatory works for writing the final paper.	2, 3	
5	Writings	Students will develop their own research topics, practice documentation, and formulate arguments.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Class participation	1, 2, 3	10	
2	Field Trip / Site Visit and Assignment	1, 2, 3	20	
3	Test	1, 2, 3	30	
4	Final Paper (max. 3000 words, 30%) and Presentation (10%)	1, 2, 3	40	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Class Participation and Field Trip/ Site Visit and Assignment

Criterion

This part will grade on students' performance in learning activities. They have to respond to questions and finish five minute summaries in lectures. They are also required to show their pre-class preparation, actively participate in discussions and express their ideas in tutorials.

Excellent (A+, A, A-)

Strong evidence of :

- Active in-class participation, positive listening, ability to simulate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Good (B+, B, B-)

Some 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 peer reports and other materials.

Fair (C+, C, C-)

Limited evidence of :

- Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points.
- Sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Final Paper

Criterion

This assessment will grade on content, organization and fluency. 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.
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Assessment Task

Test

Criterion

This assessment will grade on students' ability of comprehending and integrating the contents of various assigned readings. .

Excellent (A+, A, A-)

Strong evidence of :

- Understanding the contents and arguments of assigned readings;
- Relating the major ideas of assigned readings to lectures;
- Connecting the arguments of assigned readings with source materials read in tutorials and lectures
- Exact and fluent writing

Good (B+, B, B-)

Some evidence of :

- Understanding the contents and arguments of assigned readings;
- Relating the major ideas of assigned readings to lectures;
- Connecting the arguments of assigned readings with source materials read in tutorials and lectures
- Exact and fluent writing skills

Fair (C+, C, C-)

Limited evidence of :

- Understanding the contents and arguments of assigned readings ;Relating the major ideas of assigned readings to lectures;
- Connecting the arguments of assigned readings with source materials read in tutorials and lectures
- Exact and fluent writing

Marginal (D)

- Minimum understanding of the contents and arguments of assigned readings making no attempt to relate the major ideas of assigned readings to lecture;
- Weak ability to express relevant points to the questions;
- Sentence fluency is marginally acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate contents of assigned readings with lectures;
 - Unsystematic ideas which fail to answer the questions;
 - Very poor writing
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Assessment Task

Presentation

Criterion

This assessment will grade on content and fluency of presentation as well as the well organised and coherent of the assignment. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They are required to show their abilities in leading the classmates into the discussion, to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter.

Excellent (A+, A, A-)

Strong evidence of:

- Rich content, excellent grasp of the materials with in-depth or 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 or 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 or 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.

Part III Other Information

Keyword Syllabus

Hong Kong History, Hong Kong Society, Hong Kong Culture, Hong Kong Clans, Fishing Villages, Tanka (boat people), New Immigrants from Mainland, Economic Activities, Urban Development, Land Use Planning, Chinese Merchants and Charity Service, Made in Hong Kong, Industrial and Commercial Development, Hong Kong Brand, Everyday Life Culture, Religion, Festival, Food and Drink, Broadcast Entertainment, Movie, Television, Pop Songs, Humanities in Hong Kong, Hong Kong Literature, Historical Architecture, Hong Kong Art

Reading List**Compulsory Readings**

Title	
1	""History", Hong Kong Yearbook (1997), Hong Kong: Hong Kong SAR Government, 1998, Ch. 25."
2	Cheng, Joseph. "Sino-British negotiations and problems of British administrator" , 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, pp. 1-24.

3	Hayes, James. <i>The Great Difference: Hong Kong's New Territories and Its People 1898-2004</i> , Hong Kong: Hong Kong University Press, 2012, Ch. 8
4	King, Ambrose Yeo-chi. "Administrative absorption of politics in Hong Kong: emphasis on the grass roots level", Ambrose Yeo-chi King, and Rance Pui-leung Lee (eds.), <i>Social Life and Development in Hong Kong</i> , Hong Kong: The Chinese University Press, 1981, pp. 127-146.
5	Lane, Kevin P.. "The People's Republic: Anti-imperialism and British Colonialism", in his <i>Sovereignty and the Status Quo, the Historical Roots of China's Hong Kong Policy</i> , Boulder, Colorado: West View Press, 1990, pp. 61-84.
6	Mann, Christopher. <i>Anglo-China: Chinese People and British Rule in Hong Kong, 1841-1880</i> , Hong Kong: Hong Kong University Press, 2001, 2009, Ch. 2.
7	Miners, Norman. "The Abolition of the Mui Tsai System, 1917-1924", Norman Miners, <i>Hong Kong under Imperial Rule, 1912-1941</i> , Hong Kong: Oxford University Press, 1987, pp. 153-190.
8	Ng Lun Ngai-ha, "Consolidation in supervision of schools: the 1913 Education Ordinance", Ng Lun Ngai-ha, <i>Interactions of East and West: Development of Public Education in Early Hong Kong</i> , Hong Kong: The Chinese University Press, 1984, pp. 91-116.
9	Sinn, Elizabeth. <i>Power and charity: a Chinese merchant elite in colonial Hong Kong</i> , Hong Kong: Hong Kong University Press, 2003, Ch. 4.

Additional Readings

Title	
1	Abbas, Ackbar. 1997. <i>Hong Kong: Culture and Politics of Disappearance</i> . Minneapolis: University of Minnesota Press. (online access)
2	Carroll, John, <i>A Concise History of Hong Kong</i> , Hong Kong: Hong Kong University Press, 2007. (semi-closed reserve)
3	Chan, Ming K., ed., <i>Precarious Balance: Hong Kong Between China and Britain, 1842-1992</i> , Hong Kong: Hong Kong University Press, 1994.
4	Chan, Wai Kwan, <i>The Making of Hong Kong Society: Three Studies of Class Formation in Early Hong Kong</i> , Oxford: Clarendon Press, 1991.
5	Endacott, G.B., <i>A History of Hong Kong</i> , 5th edition, Hong Kong: Oxford University Press, 1979.
6	Endacott, G.B., <i>Government and People in Hong Kong, 1842-1962: A Constitutional History</i> , HongKong: Oxford University Press, 1964.
7	Faure, David (ed.). 2003. <i>Hong Kong: A Reader in Social History</i> . Hong Kong: Hong Kong University Press. (semi-closed reserve)
8	Faure, David Faure (ed.) 1997. <i>A Documentary History of Hong Kong: Society</i> . Hong Kong: Hong Kong University Press. (online access)
9	Lau, Kit-Ching Chan. 2004. <i>China, Britain and Hong Kong, 1895-1945</i> . Hong Kong: The Chinese University Press. (semi-closed reserve)
10	Miners, Norman. 1998. <i>The Government and Politics of Hong Kong</i> . Hong Kong: Oxford University Press. (semi-closed reserve)
11	Hayes, James, <i>The Hong Kong Region, 1850-1911</i> , Hamden: Archon Books, 1977.
12	Law, Wing Sang, <i>Collaborative Colonial Power : the Making of the Hong Kong Chinese</i> , Hong Kong : Hong Kong University Press ; London : Eurospan [distributor], 2009.
13	Tsang, Steve (ed.). 1995. <i>A Documentary History of Hong Kong:Government and Politics</i> . Hong Kong: Hong Kong University Press. (online access)
14	Tsang, Steve. <i>A Modern History of Hong Kong</i> . Hong Kong: Hong Kong University Press, 2004. (online access)
15	蔡榮芳：《香港人之香港史》，香港：牛津大學出版社，2001年。(semi-closed reserve)
16	余繩武，劉存寬：《十九世紀的香港》，中國大百科全書出版社，1995年。(online access)

17	余繩武, 劉蜀永：《二十世纪的香港》，香港：麒麟書業有限公司，1995年。(semi-closed reserve)
18	王賡武主編：《香港史新編增訂版》，香港：三聯書店（香港）有限公司，2017年。