

**HUMA1000C Cultures and Values: Economic Development, Legal Justice, and Social Diversity**  
**Spring 2018 Course Outline (*Subject to changes*)**

***Lecturing faculty:***

Prof. Lee Pui Tak, Division of Humanities

***Writing workshop teaching faculty:***

(tbc)

***Canvas online discussion coordinator:***

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**Course Description:**

This course has defined “historical narrative as a perception” as the specific approach of humanities perspective to form the contents of the Intended Learning Outcomes (ILOs). By applying this historiographical approach, the course will base on the following four propositions: a) historical narratives matter in our perception (shaping how we understand our world and perceive what is going on in our surroundings); b) historical narratives vary; c) Historical narratives may create bias; and d) historical narratives may generate positive mindset. Within this framework, three basic values will be explored: economic development, legal justice, and social diversity. The first value explores the mindset of market efficiency and marketism in the pursuit of self-interest and material well-being of society as well as related controversy. The second value examines the competing perceptions of justice in law and beliefs. The third value relates to the complexity in racial, gender, and cultural diversity in various historical contexts. Lectures will discuss various ideas and theories in relation to these values and provide historical examples to help students reflect on these values.

**Course highlights:**

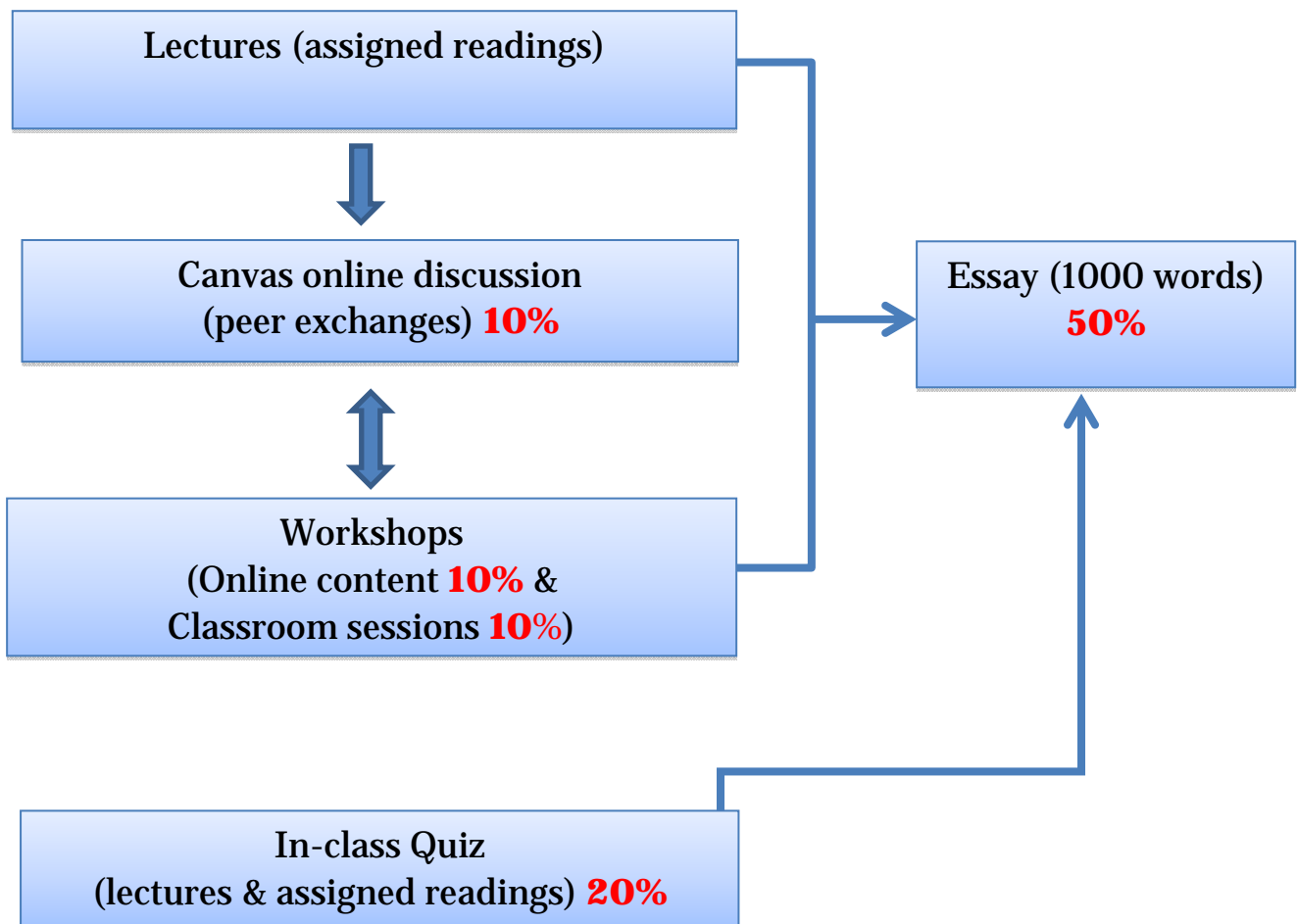
- 3-credit HUMA common core course with no exam but one essay, Canvas online peer discussion, and one quiz.
- Learn how to convince others in writing.
- Learn more about three specific values: economic development, legal justice, and social diversity.

The objectives of the course are two-fold:

- (1) For communicative capacity building through humanities knowledge and
- (2) For enrichment of values and perspectives corresponding to the mission and vision of UST.

The course encompasses three *interrelated* strands of learning:

- a) Lectures on specific humanities perspective and values;
- b) Writing workshops to sharpen communication skills for the essay; and
- c) Canvas online discussion for exchange and comments among peers on lectures and essays.



**Assessment:**

1	In-class quiz	Multiple choice questions	20%
2	Canvas online discussion	<ul style="list-style-type: none"> <li>➤ Peer exchange forum on questions and issues pertinent to lectures &amp; weekly readings;</li> <li>➤ Three deadlines over the process of the discussion; topics given by each would be</li> </ul>	10%

		closed afterwards – see “Rubric for Canvas Peer Exchanges” for details.	
3(a)	Writing workshops – online content (Canvas)	➤ Viewing online content and completion of all tasks embedded in the online content.	10%
3(b)	Writing workshop – classroom sessions	➤ Attending all five writing workshops on time. <b>Attendance:</b> Any absence will be penalized if without justifiable proof(s). Poor attendance will affect your final grade for the course. <b>Punctuality:</b> You will be marked absent if late for more than 15 minutes. ➤ Contribution to discussion, completion of homework (including first draft of term essay), peer comments on group-mates’ essays.	10%
4	Term essay (including revision efforts)	➤ Write a persuasive essay of 1000 words, ➤ Which is revised at least once; ➤ Show evidence of response to feedback on your first draft.	50%

**What students are expected to do:**

*Assigned readings for lectures:* There are assigned readings for the lectures on the three values. Students must read them in order to follow the lectures. The in-class quiz will test their comprehension of these readings and the lecture contents.

*Participating in lectures and the quizzes:* Lectures will introduce to students the basic concepts and theories regarding the three values: Economic Development, Legal Justice, and Social Diversity. Students are expected to do the assigned readings, follow the lectures closely, and participate in activities during the lectures. They will need to connect what they learn in the lectures with what they do in the online discussion forum, the writing workshops, and the essay writing. This connection is graded. There are two quizzes to assess how much they have acquired from the assigned readings and the lectures.

*Participating in the Writing Workshops:* The Writing Workshops will be presented in two strands: online and classroom.

The online strand consists of four blocks of material, each of which contains tasks to check that you have understood the content. These blocks have been designed to prepare you for the five classroom workshops, held in alternate weeks. If you do not complete the online part of each workshop, you will not be prepared for the classroom

part of the workshop and you will not gain the maximum benefit from your time in the classroom.

So long as you work through the online strand of the workshop before you attend the classroom session, you can do the online work whenever and wherever you like. A detailed schedule of the classroom workshops is available on Canvas. The writing workshop part of HUMA1000 has been completely redesigned by a team from the Center for Language Education, the Division of Humanities and CEI, the University's specialist center for teaching and learning. Both the online and the classroom strands of the workshops have been designed to help you write a good academic persuasive essay in response to one of the essay prompts given by the member of HUMA faculty in charge of your lectures. You will need to make use of what you have learned from lectures and assigned readings in the writing workshops.

Full details of how to follow this part of the course will be given in the orientation tutorial in week 1 or 2 of the Spring Term.

Since this is not an English language course, your English proficiency alone will not determine how well you do in this course. However, poor English proficiency may affect your performance because you will be assessed on the ideas and the argument in your essay. Your English proficiency affects how well you can express these ideas and construct an argument. If you are a first year student from Hong Kong and you obtained only a level 3 pass at HKDSE or a level 4 pass with any sub-score lower than 4, our experience suggests you will find it difficult to do well in the course at the moment. We recommend that you wait and take HUMA 1000 after you have completed and passed LANG 1002 and LANG 1003 with at least a grade C-. Further information about the level of English proficiency you need to do well in the course is available on Canvas.

HUMA1000 是一門人文學課程，而不是英語語言課程，因此，你的英語語言水平並不能單獨決定你在這門課程的表現。然而，薄弱的英語能力卻會影響你的表現，因為課程將依據你在論文寫作中所表達的思想和論點來進行測評。你的英語語言水平則會對你在表達觀點和構建論據方面產生影響。如果你是香港本地的一年級學生，同時你在香港中學文憑考試(HKDSE)只達到 3 級，或者達到 4 級卻有任何一卷低於 4 級，根據以往經驗，在現階段修讀 HUMA1000 對你而言會有一定難度。我們建議你在完成並以至少 C- 的成績通過 LANG 1002 和 LANG 1003 兩門課程以後再開始修讀 HUMA1000。其他與修讀 HUMA1000 相關的英語語言水平的進一步資料已上載至 Canvas 以供參考。

Canvas online discussion: Students will take part in online discussion forum on Canvas to exchange among their peers any feelings, ideas, and thoughts, in response to questions about the lectures and assigned readings as posted by the faculty. Questions are open-ended and there is no model answer to look for. The purposes are to exchange ideas, listen to others, and learn from each other.

Term essay: Each student will choose an essay topic from those prescribed and write a persuasive essay of around 1000 words in academic English. Students need to show in their essays that they have made use of what they have learned from the lectures and assigned readings. The first draft must be submitted on time by a prescribed deadline to ensure that students can receive timely feedback from their language instructor and be assessed on their efforts in the process of writing the essay. The final version of the essay must show evidence of revision in response to feedback from the language instructor. Essays must be submitted through the Canvas course site, which will be checked automatically through Turnitin both online and among peers. Please note that there is a policy on late submission.

Further rubrics and guidelines about the class assessments and activities can be found in the course site on Canvas.

### **Intended Learning Outcomes (ILOs)**

This course has defined “language and culture” as the specific aspect of **humanities perspective** to form the contents of the Intended Learning Outcomes (ILOs). Within this framework, three basic values will be explored: Economic Development, Legal Justice, and Social Diversity

- ILO#1: Communicate in writing persuasively and effectively.
- ILO#2: Demonstrate a **humanities perspective** in communication.
- ILO#3: Question assertions related to humanities, especially culture and values.
- ILO#4: Show appreciation of different views and contribute to constructive feedback.
- ILO#5: Apply existing empirical and logical skills to make independent judgments about personal values and priorities.
- ILO#6: Appreciate the complexity of: Economic Development, Legal Justice, Social Diversity

## Course Schedule and Readings

*(Lecture content and readings are subject to changes)*

[Week 1 \(i\) – February 1, 2018](#)

### Course Introduction

*Orientation tutorials: T13*

[Week 1 \(ii\) – February 8, 2018](#)

### Lecture on Economic Development: The “HSBC” narrative

#### **Required Readings:**

Leo Goodstadt, “Laissez-faire's limitations: The evolution of monetary policy in Hong Kong, 1935-80,” in Catherine Schenk (ed.), *Hong Kong SAR's Monetary and Exchange Rate Challenges: Historical Perspectives* (New York: Palgrave Macmillan, 2009), pp. 75-94.

*Orientation tutorials: T01, T03, T05, T07, T09, T11, T14, T15, T17, T19*

[Week 2 – February 15, 2018](#)

### Lecture on Economic Development: The “Hong Kong-Shanghai connection” narrative I

#### **Required Readings:**

Wong Siu-Lun, *Emigrant Entrepreneurs: Shanghai Industrialists in Hong Kong* (Hong Kong: Oxford University Press, 1988), pp. 16-41.

*Orientation tutorials: T02, T04, T06, T08, T10, T12, T16, T18, T20*

[Week 3 – February 22, 2018](#)

### Lecture on Economic Development: The “Hong Kong-Shanghai connection” narrative II

#### **Required Readings:**

Pui-Tak Lee, “Avoiding isolation by the revolution: K.P. Chen’s dealings from Hong Kong with Shanghai and Taipei, 1948-1956,” in Sherman Cochran (ed.), *The Capitalist Dilemma in China’s Communist Revolution* (Ithaca: Cornell University East Asia Program, 2014), pp. 45-67.

**Writing workshop 1: T01, T05, T07, T09, T11, T13, T15, T17**

[Week 4 – March 1, 2018](#)

**Lecture on Social Diversity: The “Japan in Hong Kong” narrative I**

**Required Readings:**

Benjamin Wai-ming Ng, “Making of a Japanese community in prewar period (1841-1941),” in Cindy Chu (ed.), *Foreign Communities in Hong Kong, 1840s-1950s* (New York : Palgrave Macmillan, 2005), pp. 111-132.

**Writing workshop 1: T02, T04, T06, T08, T10, T12, T14, T16, T18, T20**

[Week 5 – March 8, 2018](#)

**Lecture on Social Diversity: The “Japan in Hong Kong” narrative II**

**Required Readings:**

Lonny E. Cartile, “The Yaohan Group: model or maverick among Japanese retailers in China?,” in Kerrie L. MacPherson (ed.), *Asian Department Stores* (Honolulu: University of Hawai’i Press, 1998), pp. 233-252.

**Writing workshop 1: T03, T19**

**Writing workshop 2: T01, T05, T07, T09, T11, T13, T15, T17**

[Week 6 – March 15, 2018](#)

**Lecture on Social Diversity: The “Eurasian” narrative**

**Required Readings:**

Victor Zheng & Wong Siu-lun, “The mystery of capital: Eurasian entrepreneurs' socio-cultural strategies for commercial success in early 20<sup>th</sup> century Hong Kong,” in *Asian Studies Review*, Vol. 34, No. 4, pp. 467-487.

**Writing workshop 2: T02, T04, T06, T08, T10, T12, T14, T16, T18, T20**

[Week 7 – March 22, 2018](#)

**Lecture on Social Diversity: The Narratives on “Cultural Cold War”**

**Required Readings:**

Pui-Tak Lee, “The re-adoption of Asianism in postwar Hong Kong and Japan, 1945-57:

A comparison between Ch'ien Mu and Ōta Kōzō," in *Journal of Northeast Asian History*, Vol. 13, No. 1 (Seoul: Institute of International Affairs, Seoul National University, 2016), pp. 55-76.

**Writing workshop 2: T03, T19**

**Writing workshop 3: T01, T05, T07, T09, T11, T13, T15, T17**

[Week 8\(i\)– March 29, 2018](#)

**First in-class quiz**

**Writing workshop 3: T02, T04, T06, T08, T10, T12, T16, T18, T20**

[Week 8\(ii\) – April 5, 2018](#)

**No lecture- Public Holiday**

**Writing workshop 3: T14**

[Week 9 – April 12, 2018](#)

**Lecture on Legal Justice: The “Comprador Middleman” narrative**

**Required Readings:**

Hui Po Keung, “Comprador politics and middleman capitalism,” in Tak-Wing Ngo (ed.), *Hong Kong's History: State and Society under Colonial Rule* (London; New York: Routledge, 1999), pp. 30-45.

**Writing workshop 3: T03, T19**

**Writing workshop 4: T01, T05, T07, T09, T11, T13, T15, T17**

[Week 10 – April 19, 2018](#)

**Lecture on Legal Justice: The “Chinese business networks” narrative**

**Required Readings:**

Pui-Tak Lee, “Linking global and local networks of credit and remittances: Ma Tsui Chiu’s financial operations in Hong Kong, 1900s–1950s,” in Ulbe Bosma and Anthony Webster (eds.), *Commodities, Ports and Asian Maritime Trade since 1750* (London & New York: Palgrave Macmillan, 2015), pp. 165-178.

**Writing workshop 4: T02, T04, T06, T08, T10, T12, T14, T16, T18, T20**



[Week 11 – April 26, 2018](#)

## Lecture on Legal Justice: The “1965 Banking Crisis” narrative

### **Required Readings:**

Catherine Schenk, “The origins of anti-competitive regulation: was Hong Kong 'over-banked' in the 1960s?,” Working Papers 092006, Hong Kong Institute for Monetary Research, 2006.

**Writing workshop 4: T03, T19**

**Writing workshop 5: T01, T05, T07, T09, T13, T15, T17**

[Week 12 – May 3, 2018](#)

## Second In-class quiz

**Writing workshop 5: T02, T04, T10, T11, T14, T16, T20**

**{optional}**

### **Supplementary resources if you are interested to explore further:**

1. Stevan Harrell, “Why do the Chinese work so hard?: Reflections on an entrepreneurial ethic,” in *Modern China*, Vol. 11, No. 2 (Apr 1985), pp. 203-226.
2. Leo F. Goodstadt, “China and the selection of Hong Kong post-colonial political elite,” in *China Quarterly*, No. 163 (Sep 2000), pp. 721-741.
3. Leo F. Goodstadt, *Uneasy Partners: The Conflict between Public Interest and Private Profit in Hong Kong* (Hong Kong: Hong Kong University Press, 2005), pp. 195-210.
4. Leo F. Goodstadt, *Profits, Politics and Panics: Hong Kong Banks and the Making of a Miracle Economy, 1935-1985* (Hong Kong: Hong Kong University Press, 2007), pp. 115-128; 145-162.
5. Qing Lu, “Government control, transaction costs, and commitment between the Hongkong and Shanghai Banking Corporation (HSBC) and the Chinese government,” in *Enterprise & Society*, Vol. 9, Issue 1 (2008), pp. 44-69.
6. Annie Hau-nung Chan, “Consumption, popular culture, and cultural Identity: Japan in post-colonial Hong Kong,” in *Studies in Popular Culture*, Vol. 23, No. 1 (2000), pp. 35-55.
7. K.C. Fok, “Lineage ties and business partnership: A Hong Kong commercial network,” in Shinya Sugiyama and Linda Grove (eds.), *Commercial Networks in Modern Asia* (Richmond, Surrey: Curzon Press, 2001), pp. 159-170.
8. Janet Salaff, Arent Greve, Wong Siu-Lun & Lynn Xu Li Ping, “Ethnic entrepreneurship, social networks, and the enclave,” in Brenda S.A. Yeoh, Michael W. Charney, Tong Chee Kiong (eds.), *Approaching Transnationalisms: Studies on Transnational Societies, Multicultural Contacts, and Imaginings of Home* (Boston: Kluwer Academic, 2003), pp. 61-82.
9. Kwai-cheung Lo, “The ideas of Asia(nism) and trans-Asia products,” in Carlos Rojas & Eileen Chow (eds.), *Oxford Handbook of Chinese Cinema* (Oxford: Oxford University Press, 2013), pp. 548-565.

10. Pui-Tak Lee, "Dealings with CCP and KMT in British Hong Kong: The Shanghai bankers, 1948-1951," in *Translocal Chinese: East Asian Perspective*, Vol. 11, Issue 1 (Leiden: Brill, 2017), pp. 125-149.