



# HISTORY OF HONG KONG

ASIA 373/HIST 373

HOME

SCHEDULE

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## ABOUT THIS COURSE

This course explores the history, culture, and identities of Hong Kong from the port's pre-colonial settings in the early nineteenth century to its post-colonial contexts. Its goals are to help students develop the language and tools to understand the metamorphoses of this most unusual metropolis as well as to further their skills in historical analysis. This course encourages students to critically consider Hong Kong's multifaceted identities as well as to take into account the local, national, and transnational (not to mention international) contexts of its extraordinary transformations.

### COURSE STRUCTURE

As it stands (and circumstances may change), with the exception of the first four weeks, when we are meeting online, this course will be conducted in person, to be supplemented with additional asynchronous components.

Please note that, whether online or in-person, the class will meet on Mondays from **15:15 to 17:45**.

Students are expected to have reviewed and reflected on the assigned readings (including both primary and secondary sources) as well as the occasional audio-visual recordings prior to each week's session. Special emphasis will be placed on the reading and analysis of various kinds of primary sources.

The weekly session will comprise a lecture and a tutorial: we will review the key themes of the week, and we will discuss the assigned materials, both as a class and in break-out groups.

### LEARNING OBJECTIVES

By the end of the term, students should be able to:

- discuss, in an informed manner, the changes and continuities of Hong Kong society since the mid-nineteenth century;
- articulate how the transformations of Hong Kong should be understood in world-historical contexts;
- gain some experiences in working with (primary) historical sources;
- understand how to evaluate the strengths and weaknesses of historical claims.

#### INSTRUCTOR INFORMATION

**Instructor:** [Dr. Leo K. Shin](#)

**Departments:** [History](#) and [Asian Studies](#)

**Office:** [Buchanan Tower](#) 1223

**Email:** [leo.shin@ubc.ca](mailto:leo.shin@ubc.ca)

**Virtual Office Hours:** By appointment

([Sign up](#) / [Zoom link](#))

#### CLASS INFORMATION

**Term:** 2021 Winter (Term 2)

**Time:** M 15:15–17:45  
(\*note starting time)

**Location:** [GEOG 212](#)

**Canvas:**

<https://canvas.ubc.ca/courses/84635>

**Course Blog:**

[blogs.ubc.ca/asiahist373/](https://blogs.ubc.ca/asiahist373/)

**Download** [2021W Syllabus](#)

## ASSESSMENT OF LEARNING

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For more details on the individual components, see the [Assessment](#) section.

<a href="#">Quizzes</a>	10%
<a href="#">Discussion Posts</a>	15%
<a href="#">Attendance/Participation</a>	10%
<a href="#">Newspaper Column</a>	20%
<a href="#">Mid-term Checkup</a>	5%
<a href="#">Book Review</a>	20%
<a href="#">Take-home Examination</a>	20%
<a href="#">Virtual Exhibition (optional)</a>	40%

## IMPORTANT DATES (PACIFIC TIME)

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Jan. 10	First session
Jan. 21	Last date to withdraw without the "W" standing
Feb. 18	Draft of newspaper column due
Feb. 21–25	Mid-term break
Feb. 28–Mar. 4	Mid-term checkup
Mar. 4	Last date to withdraw
Mar. 11	Newspaper column due
Apr. 4	Last session
Apr. 8	Book review due
Apr. 22	Take-home exam/Virtual exhibition due

## LEARNING MATERIALS

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- Carroll, John M. *A Concise History of Hong Kong*. Lanham, Md.: Rowman & Littlefield, 2007.
- Other required readings are available online or through [Canvas](#).

## OFFICE HOURS/LEARNING LOUNGE

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No doubt you will have questions. Do feel free to contact the instructor (preferred to be addressed as Dr. Shin or Prof. Shin) through [email](#) or via [Canvas](#). The usual response time is within 24 hours (except for weekends or holidays).

Virtual office hours are by appointment ([sign up here](#)). Students are strongly encouraged to check in with the instructor, particularly early on during the term, to make sure all is on track.

A [Learning Lounge](#) has also been set up under [Discussions](#) in Canvas for students to post—and answer each other's—questions. The instructor will “drop in” at least once a week to see if there are outstanding questions. Respectful netiquette is expected and appreciated.

## ONLINE LEARNING AND SAFETY

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Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include (but is not limited to) human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit:

<http://academic.ubc.ca/support-resources/freedom-expression>.

## ACKNOWLEDGMENT

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UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the *xwməθkwəy̓əm* (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

[Edit](#)



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## SCHEDULE

Students are expected to have completed all required readings/viewings for the week **before** attending the weekly sessions. Unless otherwise noted, all required readings/viewings are available online. Items marked with an asterisk (\*) are the “primary sources.”

### WEEK 1 (JAN. 10): ORIENTATION

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- John M. Carroll, “Introduction: Hong Kong in History,” *A Concise History of Hong Kong* (Lanham, MD: Rowman & Littlefield, 2007), 1–7 (unpaginated version available under [Files](#) in Canvas).
- Leo K. Shin, “The ‘National Question’ and the Stories of Hong Kong,” in *Hong Kong Culture and Society in the New Millennium: Hong Kong as Method*, ed. Stephen Yiu-wai Chu (Singapore: Springer, 2017), 129–48 (also available under [Files](#) in Canvas).
- “[How to Read a Document](#)” (T. Brook).

**Focus:** How has the story of Hong Kong been told?

### WEEK 2 (JAN. 17): EDGE OF EMPIRE

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- Carroll, “Early Colonial Hong Kong,” *Concise History of Hong Kong*, 9–32 (also available under [Files](#)).
- James Hayes, “[Hong Kong Island before 1841](#),” *Journal of the Hong Kong Branch of the Royal Asiatic Society* 24 (1984): 105–142.

**Focus:** How is our image of pre-colonial Hong Kong shaped by the (lack of) availability of sources?

### WEEK 3 (JAN. 24): COLONIALISM AT WORK

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- Carroll, “State and Society,” *Concise History of Hong Kong*, 33–62 (also available under [Files](#)).
- \*WANG Tao (1828–97), “[My Sojourn in Hong Kong: Excerpts](#),” *Renditions* 29 & 30 (Spring & Autumn 1988), 37–41.
- \*Documents I.c1 (“An increased Chinese community of great importance. . .”) and I.c2 (“Hong Kong in 1882. . .”), in *A Documentary History of Hong Kong: Society*, ed. David Faure (Hong Kong: Hong Kong University Press, 1997), 23–29, 29–33.

**Focus:** What were some of the characteristics of the early colonial society?

## WEEK 4 (JAN. 31): CURRENTS OF CHANGE

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- Carroll, "Colonialism and Nationalism," *Concise History of Hong Kong*, 63–88 (also available under [Files](#)).
- \*Documents II.c2 ("Political activism. . .") & II.c3 ("A sense of complacency. . ."), in *Documentary History of Hong Kong*, 88–110, 110–116.
- \*Sun Yat-sen, "Address to the Students of Hong Kong University," *Renditions 29 & 30*, 42–44.

**Focus:** What roles did Hong Kong play in the transformations of China?

## WEEK 5 (FEB. 7): IDENTITIES IN MOTION

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- Carroll, "Interwar Years," *Concise History of Hong Kong*, 89–115 (also available under [Files](#)).
- \*Documents IV.c1 ("In defence of the *mui-tsai*. . .") & IV.d2 ("Workers of Hong Kong in the 1930s"), in *Documentary History of Hong Kong*, 175–180, 183–191.
- \*Documents III.8 ("A Hong Kong autobiography. . .") & III.9 ("Indian pioneers"), in *Documentary History of Hong Kong*, 133–146, 146–148.

**Focus:** What were some of the sources of opportunities and tensions in Hong Kong society in the 1920s and 1930s?

## WEEK 6 (FEB. 14): FALLEN CITY

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- Carroll, "War and Revolution" (up to "Rebuilding Hong Kong"), *Concise History of Hong Kong*, 116–129 (also available under [Files](#)).
- \*"The Second World War and the Japanese Occupation," in *Documentary History of Hong Kong*, 209–232.
- [Recommended] KWONG Chi Man, *The Battle of Hong Kong 1941: A Spatial History Project*.

**Focus:** How did people negotiate their daily lives during the War?

*Draft newspaper column due on Feb. 18*

*Feb. 21–25: Mid-term break*

## WEEK 7 (FEB. 28): MID-TERM CHECKUP (NO CLASS)

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No class this week. Students will sign up for individual meetings with the instructor.

## WEEK 8 (MAR. 7): COLD WAR HARBOR

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- Carroll, "War and Revolution" (from "Rebuilding Hong Kong") and "A New Hong Kong" (up to "The 1960s"), *Concise History of Hong Kong*, 129–139, 140–148 (also available under [Files](#)).
- \*Elsie Tu, *Colonial Hong Kong in the Eyes of Elsie Tu* (Hong Kong: Hong Kong University Press, 2003), 1–17, 35–56.
- \*H. C. Ting, *Truth and Facts: Recollections of a Hong Kong Industrialist* ([Hong Kong]: [Kader Industrial Co.], [1974]), viii–x, 76–94.

**Focus:** In what ways was Hong Kong reconfigured by the influx of immigrants?

*Newspaper column due on March 11*



## WEEK 9 (MAR. 14): ROARING SIXTIES

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- Carroll, “A New Hong Kong” (from “The 1960s”), *Concise History of Hong Kong*, 148–166 (also available under [Files](#)).
- \*Gary Ka-wai Cheung, “Editorial of the People’s Daily on June 3, 1967” and “Interview with Liang Shangyuan,” *Hong Kong’s Watershed: The 1967 Riots* (Hong Kong: Hong Kong University Press, 2009), 221–222, 149–154.
- \*Sally Blyth and Ian Wotherspoon, “Tsang Yok Sing” and “Sir Jack Cater,” *Hong Kong Remembers* (Hong Kong: Oxford University Press, 1996), 92–101, 102–112.
- \*Documents VI.c2 (“Hong Kong People Should Care about Political Affairs of Hong Kong”) & VI.c5 (“Why We Should Boycott the Festival of Hong Kong”), in *A Documentary History of Hong Kong: Government and Politics*, ed. Steve Tsang (Hong Kong: Hong Kong University Press, 1995), 248–249, 252–253.

**Focus:** What contributed to the rise of political tension in Hong Kong?

## WEEK 10 (MAR. 21): A SENSE OF PLACE

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- Carroll, “Becoming Hong Kongese,” *Concise History of Hong Kong*, 167–189 (also available under [Files](#)).
- Leung Ping-kwan, “Urban Cinema and the Cultural Identity of Hong Kong,” in *Cinema of Hong Kong*, ed. Poshek Fu and David Desser (Cambridge: Cambridge University Press, 2000), 227–251.
- \*Viewing: *Nomad* (dir. Patrick Tam; 1982) (also available through Canvas, but without subtitles)
- [Optional] [100 Must-See Hong Kong Movies](#)

**Focus:** What were some of the characteristics of the emerging Hong Kong identity?

## WEEK 11 (MAR. 28): AWAITING CHINA

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- Carroll, “The Countdown to 1997,” *Concise History of Hong Kong*, 190–216 (also available under [Files](#)).
- \*Blyth and Wotherspoon, “Raymond Wu,” “Zunzi,” “Martin Lee,” “Rosa Mok and Isaac Leung,” and “Lo Tak Shing,” *Hong Kong Remembers*, 200–208, 209–216, 233–243, 259–267, 268–275.
- \*Chapter 2, Chapter 4, and Annex I from [The Basic Law of the HKSAR](#).
- [Recommended]: *The Third Heaven* (dir. Georges Payrastre; 1998).

**Focus:** What could the different aspirations for Hong Kong tell us about the territory’s multiple identities?

## WEEK 12 (APR. 4): DREAMS DEFERRED

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- Tai-lok Lui, Stephen W. K. Chiu, and Ray Yep, “Introduction,” in *Routledge Handbook of Contemporary Hong Kong* (London: Routledge, 2019), 1–28.
- \*Joshua Wong, selections from “Act I: Genesis,” *Unfree Speech* (New York, 2020).
- \*Viewing: [After the Protest: A Vancouver Archive of the Umbrella Movement](#) (selections).
- [Optional] \*[Law of the People’s Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region](#).

**Focus:** What have been the sources of anxiety in post-colonial Hong Kong?

*Book review due on April 8*



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## ASSESSMENT

The dates/times mentioned below are all in **Pacific (Vancouver) Time**. Please note that the switch from Pacific Standard Time (GMT-8) to Pacific Daylight Saving Time (GMT-7) takes place on **Sunday, 13 March 2021**.

### READING QUIZZES (10%)

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Weekly quizzes (x 8) to be completed on [Canvas](#) by the end (23:59) of Sundays. The multiple-choice quizzes (**the first one is due on January 23 for the readings listed under Week 3**) are not meant to be onerous but are intended to encourage students to review the assigned materials **before** our weekly sessions. Late submissions are not accepted, but you are allowed to miss a week.

### DISCUSSION POSTS (15%)

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One post (150–200 words) per week (x 8). To be submitted through [Canvas](#) by the end (23:59) of Sundays in anticipation of our weekly sessions. For each post, please:

- provide at the top **two** quotations (each as short as a sentence or as long as a passage) from the **weekly primary sources** that seem to be especially pertinent to the focus question of the week (these will not count towards your word limit);
- explain how the quotations (to be selected from the full range of the primary sources assigned), together or separately, may be used to answer the focus question of the week.

**The key to this short exercise is to pay attention to who the speakers of the quotations were and to what extent the speakers' views were representative.**

**Your first post is due on January 23 for the primary sources listed under Week 3.** Whenever possible, please provide page references for the quotations selected—e.g., (Wang Tao, p. 38), (“An increased Chinese community of great importance. . .,” p. 23). Late submissions will not be accepted, but again you are allowed to miss a week. You are encouraged to read—and respond to—each other’s posts, but you are not permitted to edit your original posts once they have been submitted.

### ATTENDANCE/PARTICIPATION (10%)

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Students are expected to attend all weekly sessions and take an active part in class discussion. But please see [Support](#) if you need to miss a class.

EXCELLENT	GOOD	FAIR	POOR
Did all the required readings, attended every session, raised and discussed issues; fully engaged with the class.	Did most of the readings, attended nearly every session, raised and discussed issues most of the time; engaged with the class.	Did some of the readings, attended most of the sessions, remained interested but hardly ever spoke.	I attended, I heard, but I didn't really participate in the proceedings.

## NEWSPAPER COLUMN: A WEEK IN HONG KONG (5+15=20%)

About 1,200 words. Due by the end of **March 11** (through [Turnitin](#); 4 points/day late; **draft [5%]** due by the end of **February 18**). Transport yourself back in time. You are a columnist for a local English-language newspaper in Hong Kong, and your job is to write a weekly column commenting on the week's events. Your (hypothetical) column is not intended as summary of what happened; rather, it should provide insightful comments on some aspects of Hong Kong society for a particular week (see [examples](#)), You might, for instance, follow the developments of a news story and offer your readers a broader context to make sense of it; alternatively, you might find the advertisements in the newspapers more interesting and choose to write about the consumer culture of the time. The possibilities are (almost) endless.

For this assignment, choose a week any time before 1966 and read a week's worth of two different newspapers from [Old HK Newspapers](#) (i.e., 2 newspapers x 7 days). To see the complete copy of a newspaper of a particular day, input the date in the format "yyyy-mm-dd" in the search box. If you are able to read Chinese, you are encouraged to make use of both Chinese- and English-language newspapers. Students may also choose to use [South China Morning Post](#) (1903–) as one of the two newspapers. Those who are interested in the period when Hong Kong was under Japanese occupation should consult with the instructor on how to proceed. UBC does have access to [Hongkong News](#) (1941–1945), but its usage needs to be approached with special care.

In addition to making references to the news articles/advertisements found in the newspapers, **your column should include references to at least two of the primary sources that have been assigned and should (as do all good newspaper columns) have a clear point of view.** Be mindful that you are a columnist living at your chosen time. You have no knowledge of what would happen. Imagination is encouraged, but historical sensitivity is a must. For your final submission, be sure to include a title for your column, a one-line biography for your assumed identity, and append at least three relevant images/screen shots from the newspapers.

	EXCELLENT	GOOD	FAIR	POOR
<b>Clarity</b>	Ideas are especially clear and thoughtfully organized.	Ideas are generally clear and well organized.	Ideas lack clarity.	Ideas are confusing, vague, or disjointed.
<b>Contexts</b>	Historical contexts are explained with exceptional clarity.	Contexts generally well explained.	Contexts are not clearly explained.	Contexts are not explained.



	EXCELLENT	GOOD	FAIR	POOR
Insight	Explores significant issues with probing insights.	Explores issues competently; main point of column is generally well explained.	Inadequate reflection; main point is not clearly explained.	Main point is not explained.
Support	Main point is supported with effective examples or reasons.	Main point is often supported with relevant examples or reasons.	Some relevant examples or reasons; limited use of sources.	Very few relevant examples or reasons are provided.

## MID-TERM CHECKUP (5%)

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Individual meetings (about 15 mins.) to be scheduled for the Week of February 28. Details to follow.

## BOOK REVIEW (20%)

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About 1,500 words. Select a book from the course bibliography (to be provided) and submit a review through [Turnitin](#) by the end of **April 8** (4 points/day late). You may choose a book outside the list, but it has to be related to one of the weekly topics and approved by the instructor.

Before you submit your assignment, **please do not read any of the reviews of the book you are reviewing.**

- Identify at the top the book under review (you may simply copy and paste the citation from the bibliography). This will not count towards your word limit.
- Provide pertinent information on the main author(s)/editor(s). Keep this short and focus on their scholarly interests. A simple way to learn about the authors/editors is to look up their profiles on their institutional websites.
- Identify the central question of the book. If you are reviewing an edited volume (that is, a collection of shorter studies rather than a monograph), focus on the Introduction by the editor(s).
- Identify the main argument(s) of the book. If you are reviewing an edited volume, in addition to the Introduction, you should take into account at least two of the essays (in this case, be mindful that the essays are most likely written by different authors).
- Reflect and comment on the primary sources used by the author(s) in question (feel free to examine the footnotes/endnotes/bibliography found in the text). As far as you can tell, what kinds of primary sources are used? Discuss in slightly more details at least two examples.
- Reflect and comment on how the author(s) would answer the focus question for the weekly topic in question.
- Provide at least one example how the author(s) may agree or disagree with a particular claim or argument found in the secondary source for the weekly topic in question.

In addition, you should begin or conclude your review with **a brief statement** on your overall evaluation of the book, and you should provide **in-text citations** for all quotations and examples cited or discussed—e.g., (Sinn, p. 25), (Abbas, p. 99). For an edited volume, cite the author(s)/page numbers of the essays in question.

	EXCELLENT	GOOD	FAIR	POOR
<b>Content</b>	Central question and argument(s) of the text are particularly well explained.	Central question and argument(s) of the text are generally clearly explained.	Central question and argument(s) of the text are not clearly explained.	Central question and argument(s) of the text are not explained.
<b>Research</b>	Research interests and use of sources are particularly well explained.	Research interests and use of sources are generally clearly explained.	Research interests and use of sources are not clearly explained.	Research interests and use of sources are not explained.
<b>Connection</b>	Connections between the text and the weekly materials are particularly well explained.	Connections between the text and the weekly materials are generally clearly explained.	Connections between the text and the weekly materials are not clearly explained.	Connections between the text and the weekly materials are not explained.
<b>Clarity</b>	Ideas are organized and presented with clarity.	Ideas are generally well organized and presented.	Ideas are not well organized or presented.	Ideas lack clarity.

## TAKE-HOME EXAMINATION (20%)

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Due by the end of **April 22** (through [Turnitin](#); 4 points/day late). Essay topic, to be provided, will take into account the full breadth of materials covered in the course. Details to follow.

## VIRTUAL EXHIBITION (40%; OPTIONAL)

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(in lieu of book review and take-home examination)

About 3,500 words. Due by the end of **April 22** (4 points/day late). Students are asked to identify a set of images or videos that could be used to tell a story about the transformations and/or continuities of Hong Kong. Each image or video selected should be accompanied by an explanation of its context, content, and significance. And the project must be accompanied by a short but well-referenced essay setting out its context and significance. Students interested in pursuing this option **must seek approval from the instructor and submit a proposal by February 11**.

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## COURSE TOOLS

Here are the online platforms and tools we will be using for this course. For more information and support for any of the UBC-supported tools, please visit [Keep Learning](https://keeplearning.ubc.ca) ([keeplearning.ubc.ca](https://keeplearning.ubc.ca)).

### PRIVACY AND ACCESSIBILITY MATTERS

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Be mindful that many of the online tools we will be using will capture data about your learning activities (user names, locations, duration of login, etc.). Students do in some cases have the option of using an alias. Please check with the instructor. And while efforts have been made to ensure all learning materials and activities are accessible to all students, please contact the instructor if you have any concerns or questions.

### CANVAS

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Our [Canvas course site](https://canvas.ubc.ca/courses/84635) ([canvas.ubc.ca/courses/84635](https://canvas.ubc.ca/courses/84635)) is where you will find all the course-related information. It is where you will complete your [reading quizzes](#) as well as submit your [discussion posts](#). For support, please visit: [keeplearning.ubc.ca/technologies/#canvas](https://keeplearning.ubc.ca/technologies/#canvas).

### COURSE BLOG

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Our [Course Blog](https://blogs.ubc.ca/asiahist373/) ([blogs.ubc.ca/asiahist373/](https://blogs.ubc.ca/asiahist373/)) is where the **most pertinent information** for this course (schedule, requirements, instructions for assignments, etc.) can be found. When in doubt, check the information there.

### ZOOM

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We will be using Zoom for our online sessions. Please visit our [Canvas course site](https://keeplearning.ubc.ca/technologies/#zoom) for the link. For support, please visit: [keeplearning.ubc.ca/technologies/#zoom](https://keeplearning.ubc.ca/technologies/#zoom).

**Please note that, for privacy reasons, the main components of our sessions will not be recorded and that participants are asked not to make any audio/video recordings of our class sessions (online or in-person) without the instructor's permission.**

# TURNITIN

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Students are asked to submit the following assignments through Turnitin:

- [Newspaper Column](#)
- [Book Review](#)
- [Take-home Examination](#)

Please follow the steps below:

1. Visit the [Turnitin page](http://lthub.ubc.ca/guides/turnitin/) (lthub.ubc.ca/guides/turnitin/) of the Learning Technology Hub for background information and for **instructions regarding privacy matters**.
2. If you would like to create a new account, select “**Get Started**” and follow the instructions to [create a user profile](#).
  - Note that since the server of Turnitin is not located in Canada, students may opt to use an alias when when they sign up for an account.
3. [Log in](#)
4. Select “**enroll in a class**” and provide the following information:
  - class/section ID: 33072132
  - enrollment password: hist373
5. Select “**21W-HIST 373**” from the list.
6. Select “submit” (next to the appropriate assignment):
  - A. Choose “file upload” (preferred) or “cut & paste” (for privacy reasons, please delete your name and any identification information from the original document before uploading)
  - B. Provide the required information
  - C. Upload your file *or* copy and paste your document (including endnotes and bibliography, if applicable)
  - D. Select “submit”
  - E. **\*\*Confirm submission\*\***

## Further Information

- Students are encouraged to familiarize themselves with the Turnitin service as soon as possible.
- Students are responsible for the safekeeping of their own work and may be asked to resubmit their assignments to the instructor.
- Students who are new to Turnitin and who would like to get a sense of how the service works may submit a draft assignment under “Trial submission.”
- Students who are unable to access Turnitin may submit their assignments to the instructor as e-mail attachments (which will then be forwarded to Turnitin). Please contact the instructor in advance.

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## SUPPORT

### FACE COVERINGS

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Provincial Health Orders and UBC policy now mandate face coverings in all indoor public spaces on campus (see [Campus Rules](#) for exceptions), including classrooms, residence halls, libraries, and common areas. Students who wish to request an exemption to the indoor mask mandate must do so based on one of the grounds detailed in the [PHO Order on Face Coverings \(COVID-19\)](#). Such requests must be made through the [Center for Accessibility](#).

After review, students who are approved for accommodation will be provided a letter to share with their instructors. Meanwhile, these students are welcome in the class.

### ILLNESS

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If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. The marking scheme for this course does provide a measure of flexibility so that you can prioritize your health and still succeed.

If you miss a class because of illness, try reaching out to your classmates (perhaps through the [Learning Lounge](#)). You can help each other by sharing notes. You are also welcome to set up an office hour with me.

As an instructor, if I am feeling ill, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible. Our classroom will still be available to you in case we need to go online.

### RESPECTFUL ENVIRONMENT

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Our interactions in this class must adhere to the [Student Code of Conduct](#) and the [Respectful Environment Statement](#).

As participants we commit to fostering an inclusive, respectful, and welcoming environment. When we gather to learn, we come together with a diversity of human attributes and perspectives and multiple, intersecting identities, including differences in ability, race/ethnicity, socioeconomic status, age, position, gender, and more. These differences can be visible or invisible. We all share a responsibility to create and maintain an environment which



benefits everyone taking part. All course participants are expected to treat each other with respect and consideration and alert the instructor of any concerns.

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the [UBC Senate website](#).

## ACADEMIC INTEGRITY

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The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in [UBC Calendar: Student Conduct and Discipline](#).

To avoid unintended consequences, **please check with the instructor before you collaborate with a classmate or engage a tutor/helper.**

## ACADEMIC CONCESSION

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If you miss marked coursework for the first time (assignment, exam, presentation, participation in class, etc.) and the course is still in-progress, contact me immediately to find a solution for your missed coursework. If this is not the first time you are requesting concession for this course or if classes are over, fill out Arts Academic Advising's [online academic concession form](#) immediately so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#) and contact me if appropriate.

## ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7 (Academic Accommodation for Students with Disabilities). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

## INTELLECTUAL PROPERTY

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The lectures I give, and the slides I use, in this course are my intellectual property. Please do not record my lectures without my permission, and please do not share any of the course materials (that is, materials not already publicly accessible) to anyone outside the class.

## CLASSROOM ETIQUETTE

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Out of consideration for others, during class, please use your electronic devices only for class-related activities. We will take breaks. So, water is allowed in the classroom, but not food.

## LEARNING RESOURCES

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- Health and Well Being  
<https://students.ubc.ca/health>
- Centre for Accessibility  
<https://students.ubc.ca/about-student-services/centre-for-accessibility>
- Arts Academic Advising  
<https://www.arts.ubc.ca/student-support/academic-support/academic-advising/>
- Peer Academic Support  
<https://www.arts.ubc.ca/student-support/academic-support/peer-academic-support/>
- Centre for Writing and Scholarly Communication  
<https://writing.library.ubc.ca/>
- Chapman Learning Commons  
<https://learningcommons.ubc.ca/>
- Enrolment Services Advisors  
<https://students.ubc.ca/about-student-services/enrolment-services-advisors>

## OTHER RESOURCES

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- [UBC Hong Kong Studies Initiative](#)
- [Research Guide: Hong Kong](#) (highly useful)
- [How to Read a Document](#)
- [History Writing Centre](#)
- [Centre for Writing and Scholarly Communication](#)
- [How to Cite](#)
- [Chicago Style \(Quick Guide\)](#)
- [How to Cite Asian-Language Sources](#)
- [Jyutping 粵拼](#) (Cantonese pronunciation and romanization)
- [Notes on Romanization](#) (Library of Congress)