



HISTORY OF HONG KONG

ASIA 373/HIST 373

[HOME](#)[SCHEDULE](#)[ASSESSMENT](#)[COURSE TOOLS](#)[SUPPORT](#)

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

This course will be conducted in person.

Students are expected to have reviewed and reflected on the assigned materials prior to each week's session. Readings will include both primary and secondary 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:

- offer historically-informed analyses on the changes, continuities, and challenges Hong Kong society has encountered since the mid-nineteenth century;
- work with confidence with a range of primary historical sources;
- elevate their abilities to evaluate the strengths and weaknesses of historical claims;
- articulate how the transformations of Hong Kong should/could be understood in world-historical contexts.

INSTRUCTOR INFORMATION

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

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

Office: [Buchanan Tower](#) 1223

Email: leo.shin@ubc.ca

Office Hours: By appointment
([sign-ups](#) / [Zoom link](#))

CLASS INFORMATION

Term: 2023 Winter (Term 2)

Time: M 15:00–18:00

Location: [UCEN 103](#)

Canvas:

<https://canvas.ubc.ca/courses/129052>

Course Blog:

blogs.ubc.ca/asiahist373/

Download [2023W Syllabus](#)

ASSESSMENT OF LEARNING

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

Quizzes	10%
Discussion Posts	15%
Attendance/Participation	10%
Newspaper Column	20%
Midterm Checkup	5%
Book Review	20%
Final Take-home Project	20%
Virtual Exhibition (optional)	40%

IMPORTANT DATES

Jan. 8	First session
Jan. 19	Last date to withdraw without the “W” standing
Feb. 16	Draft of newspaper column due
Feb. 19–23	Midterm break
Feb. 26–Mar. 1	Midterm checkup
Mar. 1	Last date to withdraw
Mar. 8	Newspaper column due
Apr. 5	Book review due
Apr. 8	Last session
Apr. 21	Take-home exam/Virtual exhibition due

LEARNING MATERIALS

- 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

No doubt you will have questions. 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 and holidays). Please use your UBC email address if possible.

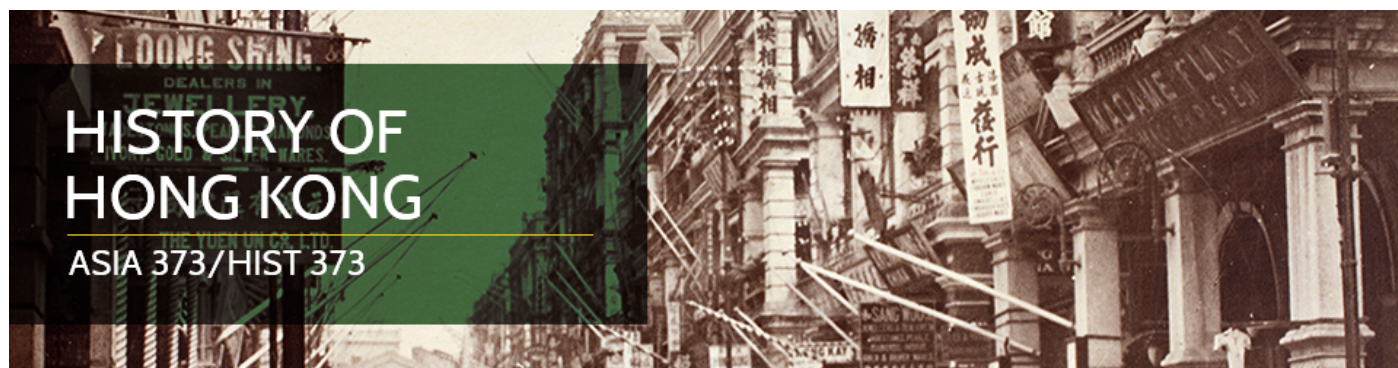
Office hours (Thurs. 15:00–17:00) are by appointment ([sign-ups](#); be sure to check the time zone). The default mode is by Zoom ([link](#)), but students who would like to meet in my office are welcome to send a request through email. Students are strongly encouraged to check in with me, particularly 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.

ACKNOWLEDGMENT

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](#)

[HOME](#)[SCHEDULE](#)[ASSESSMENT](#)[COURSE TOOLS](#)[SUPPORT](#)

SCHEDULE

Starting with Week 2, students are expected to have completed all the required readings for the week **before** attending the weekly sessions. Items marked with an asterisk (*) are the **primary sources** of the week.

WEEK 1 (JAN. 8): ORIENTATION

- John M. Carroll, "Introduction: Hong Kong in History," [A Concise History of Hong Kong](#) (Lanham, MD: Rowman & Littlefield, 2007), 1–7.
- 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.
- "How to Read a Document" (T. Brook).

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

WEEK 2 (JAN. 15): EDGE OF EMPIRE

- Carroll, "Early Colonial Hong Kong," [Concise History of Hong Kong](#), 9–32.
- *(?) James Hayes, "Hong Kong Island before 1841," [Journal of the Hong Kong Branch of the Royal Asiatic Society](#) 24 (1984): 105–142.
- *[Optional] Patrick H. Hase, [Custom, Land and Livelihood in Rural South China: The Traditional Land Law of Hong Kong's New Territories, 1750–1950](#) (Hong Kong: Hong Kong University Press, 2013), 198–206 (items 2 & 3; also available under [Files](#) in Canvas).

Focus: How have the limited historical records shape our understanding of pre-colonial Hong Kong?

WEEK 3 (JAN. 22): COLONIALISM AT WORK

- Carroll, "State and Society," [Concise History of Hong Kong](#), 33–62.
- *WANG Tao (1828–97), "My Sojourn in Hong Kong: Excerpts" (after 1870), [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), 22 (introduction), 23–29, 29–33.

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

WEEK 4 (JAN. 29): CURRENTS OF CHANGE

- Carroll, "Colonialism and Nationalism," [Concise History of Hong Kong](#), 63–88.
- *Documents II.c1 ("In defense of the Chinese community"), II.c2 ("Political activism. . ."), and II.c3 ("A sense of complacency. . ."), in [Documentary History of Hong Kong](#), 85–86 (introduction), 86–88, 88–110, 110–116.
- *Sun Yat-sen, "Address to the Students of Hong Kong University," *Renditions* 29 & 30, 42–44.

Focus: What did the elite at the time see as the roles of Hong Kong in the transformation of China?

WEEK 5 (FEB. 5): SOCIETY IN MOTION

- Carroll, "Interwar Years," [Concise History of Hong Kong](#), 89–115.
- *Documents IV.c1 ("In defence of the *mui-tsai*. . ."), in [Documentary History of Hong Kong](#), 174–75 (introduction), 175–180.
- *Janet Lim, [Sold for Silver](#) (Cleveland and New York: The World Publishing Company, 1958), 15–60.
- *Document IV.d2 ("Workers of Hong Kong in the 1930s"), in [Documentary History of Hong Kong](#), 183–191.
- *Document III.9 ("Indian pioneers"), in [Documentary History of Hong Kong](#), 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. 12): FALLEN CITY

- Carroll, "War and Revolution" (up to "Rebuilding Hong Kong"), [Concise History of Hong Kong](#), 116–129.
- *"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](#) (also: [video overview](#)).

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

Draft newspaper column due on Feb. 16

Feb. 19–23: Midterm break

WEEK 7 (FEB. 26): MIDTERM CHECKUP (NO CLASS)

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

WEEK 8 (MAR. 4): COLD WAR HARBOR

- 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.
- *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 (available under [Files](#) in Canvas).

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

Newspaper column due on March 8

WEEK 9 (MAR. 11): ROARING SIXTIES

- Carroll, “A New Hong Kong” (from “The 1960s”), [Concise History of Hong Kong](#), 148–166.
- *”Editorial of the People’s Daily on June 3, 1967,” in Gary Ka-wai Cheung, [Hong Kong’s Watershed: The 1967 Riots](#) (Hong Kong: Hong Kong University Press, 2009), 221–222.
- *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 (available under [Files](#) in Canvas).
- *Documents VI.c2 (“Hong Kong People should care about. . .”), VI.c3 (“Hong Kong’s undergraduates begin to talk politics”), VI.c4 (Asking Councillor Elsie Elliott and the authorities to think thrice”), and 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), 248–253.

Focus: What contributed to a heightened sense of politics in the long 1960s?

WEEK 10 (MAR. 18): A SENSE OF PLACE

- Carroll, “Becoming Hong Kongese,” [Concise History of Hong Kong](#), 167–189.
- 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 [archive.org](#), but with less accurate subtitles).
- [Optional] [100 Must-See Hong Kong Movies](#)

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

WEEK 11 (MAR. 25): AWAITING CHINA

- Carroll, “The Countdown to 1997,” [Concise History of Hong Kong](#), 190–216.
- *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 (available under [Files](#) in Canvas).
- *[Chapter 2](#), [Chapter 4](#), and [Annex I](#) from [The Basic Law of the HKSAR](#).
- [Recommended]: [The Third Heaven](#) (dir. Georges Payrastre; 1998).

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

WEEK 12 (APR. 1): NO CLASS (EASTER MONDAY)

Book review due on April 5

WEEK 13 (APR. 8): DREAMS DEFERRED

- Tai-lok Lui, Stephen W. K. Chiu, and Ray Yep, “Introduction: The Long Transition,” in [Routledge Handbook of Contemporary Hong Kong](#) (London: Routledge, 2019), 1–28.
- *Joshua Wong, “Act I: Genesis,” [Unfree Speech](#) (New York: Penguin Books, 2020; available under [Files](#) in Canvas).
- *Viewing: [After the Protest: A Vancouver Archive of the Umbrella Movement](#) (selections).
- *[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?



HISTORY OF HONG KONG

ASIA 373/HIST 373

HOME

SCHEDULE

ASSESSMENT

COURSE TOOLS

SUPPORT

ASSESSMENT

READING QUIZZES (10%)

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 21 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 meetings. Collaboration is not permitted, and late submissions are not accepted. But students are allowed to miss one week.

DISCUSSION POSTS (15%)

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 are especially pertinent to the focus question of the week (these will not count towards your word limits, but please be mindful **not to quote from the editor/translator's introduction**);
- explain how the quotations (to be selected from two different documents, with the exception of Week 10), together or separately, could help 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 21 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 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%)

Students are expected to attend all weekly sessions (especially since we meet only once a week) and take an active part in class discussion. But please see [Support](#) if you have 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 1,250 words. Due by the end of **March 8** (through [Turnitin](#); 4 points/day late; **draft [5%]** due by the end of **February 16**). 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 = 14 copies). 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 the [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
Clarity	Ideas are especially clear and thoughtfully organized.	Ideas are generally clear and well organized.	Ideas lack clarity.	Ideas are confusing, vague, or disjointed.
Contexts	Historical contexts are explained with exceptional clarity.	Contexts generally well explained.	Contexts are not clearly explained.	Contexts are not explained.
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.

	EXCELLENT	GOOD	FAIR	POOR
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.

MIDTERM CHECKUP (5%)

Individual meetings (about 15 mins.) to be scheduled for the Week of February 26. Details to follow.

BOOK REVIEW (20%)

About 1,250 words. Select a book from the course bibliography (to be provided) and submit a review through [Turnitin](#) by the end of **April 5** (4 points/day late). Details to follow.

FINAL TAKE-HOME PROJECT (20%)

Due by the end of **April 21** (through [Turnitin](#); 4 points/day late). The final essay/project will take into account the full breadth of materials covered in the course. Details to follow.

VIRTUAL EXHIBITION (40%; OPTIONAL)

(in lieu of book review and take-home final project)

About 3,500 words. Due by the end of **April 21** (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 16**.

[Edit](#)



HISTORY OF HONG KONG

ASIA 373/HIST 373

[HOME](#)[SCHEDULE](#)[ASSESSMENT](#)[COURSE TOOLS](#)[SUPPORT](#)

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).

PRIVACY AND ACCESSIBILITY MATTERS

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 (such as [Turnitin](#)). Please check with the instructor.

CANVAS

Our [Canvas course site](https://canvas.ubc.ca/courses/129052) (canvas.ubc.ca/courses/129052) is where you will find all the course-related information. It is where where you will complete your [reading quizzes](#) as well as submit your [discussion posts](#). For support, please visit: keeplearning.ubc.ca/technologies/#canvas.

COURSE BLOG

Our [Course Blog](https://blogs.ubc.ca/asiahist373/) (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 (BACKUP)

Class sessions are in-person only. But just in case we need to go online, here's the Zoom link:

Topic: [2023W-ASIA 373] Class Session (Backup)

<https://ubc.zoom.us/j/66626554205?pwd=VW1jTmV2SkdiSTIEV2xiSUFDRngwUT09>

Meeting ID: 666 2655 4205

Passcode: 179669

TURNITIN

Students are asked to submit the following assignments through Turnitin:

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

Please follow the steps below:

1. Visit the [Turnitin page](https://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 they sign up for an account.
3. [Log in](#)
4. Select “enroll in a class” and provide the following information:
 - class/section ID: 42073583
 - enrollment password: asia373
5. Select “23W-ASIA 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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HISTORY OF HONG KONG

ASIA 373/HIST 373

HOME

SCHEDULE

ASSESSMENT

COURSE TOOLS

SUPPORT

SUPPORT

UNIVERSITY POLICIES

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](#).

HEALTH AND WELL-BEING

If you are ill, it is important that you stay home. The marking scheme for this course has built-in flexibility so that you can prioritize your health and still succeed. If you miss a class, you should reach out to your classmates (perhaps through the [Learning Lounge](#)). Your willingness to help one another will be much appreciated. You may also set up an office hour with me.

If you are unable to attend class or complete a required activity due to illness or another reasonable cause, you should let the instructor know as soon as possible. If appropriate and necessary, an alternative arrangement will be made.

As the instructor, if I am ill, I will not show up in the classroom, and I will communicate plans for class as soon as possible through Canvas and/or email. If we must shift to online mode (see [Zoom info](#)), our classroom will be available for you to attend the session.

ACADEMIC CONCESSION

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

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodation is designed to enable students with disabilities or ongoing medical conditions to overcome challenges that may affect their academic performance. Students who require academic accommodation must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will make a determination about accommodation in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#). Academic accommodation is not determined by the instructors, and instructors should not ask students about the nature of their disabilities (or ongoing medical conditions) or request copies of their disability documentation. However, an instructor may consult with the Centre for Accessibility if the accommodation prescribed is interfering with the essential learning outcomes of a course.

RESPECTFUL ENVIRONMENT

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

When we gather to learn, we come together with a diversity of human attributes and perspectives, and we share the responsibility to foster an inclusive and welcoming environment that respects differences of all sorts. Please treat each other with kindness and alert the instructor of any concerns.

ACADEMIC INTEGRITY

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 examination 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 the [Student Conduct and Discipline](#) section of the UBC Calendar.

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

USE OF GENERATIVE AI TOOLS

As technology continues to evolve, we will have a conversation at the start of the term about how best to balance the utility of the latest AI tools and the learning objectives of the course.

COPYRIGHT

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

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

- 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

- UBC Hong Kong Studies Initiative
<https://hksi.ubc.ca/>
- Research Guide: Hong Kong (highly useful)
<https://guides.library.ubc.ca/hongkong/>
- How to Read a Document
<https://blogs.ubc.ca/asiahist373/how-to-read-a-document/>
- History Writing Centre (Peering Tutoring)
<https://history.ubc.ca/undergraduate/writing-centre/>
- How to Cite
<https://guides.library.ubc.ca/howtocite>
- Chicago Manual of Style (Quick Guide)
http://www.chicagomanualofstyle.org/tools_citationguide.html
- How to Cite Asian-Language Sources
http://wiki.ubc.ca/Library:How_to_Cite_Asian-Language_Sources
- Jyutping 粵拼 (Cantonese pronunciation and romanization)
<https://www.jyutping.org/en/>
- Notes on Romanization (Library of Congress)
<http://www.loc.gov/catdir/pinyin/romcover.html>

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