

# GCAP3025

(will be offered in both semesters in AY 2021/22)

## GE Capstone Interdisciplinary Independent Study (HIST)

### 通識總整課程獨立專題研習（歷史系）

#### 四問 BU 人 Four Questions to Ask Yourself

1. 你有沒有想過，偶爾告別集體上課模式，與老師就學術議題展開一對一的深度交流？  
Have you ever thought of occasionally getting rid of classroom learning but experiencing an in-depth knowledge exchange with your instructor?
2. 你是否憧憬過，希望能高度彈性地主導自己的學習進程？  
Have you ever dreamed of managing your learning progress with a high flexibility?
3. 你是否願意接受挑戰，嘗試利用跨學科學術視野來深入了解人類歷史、文化與社會問題？  
Are you willing to take up challenges by adopting an interdisciplinary academic perspective to look into the historical, cultural and social issues of the humankind?
4. 還在唸大學的你，會否有一份執著，希望能獨力完成一篇言之有物卻又不枯燥乏味的學術報告？  
Would you like to dedicate some of your undergraduate time to completing a lively writing report that is persuasive yet not tedious?

如果上述問題，切中你心中所想，不妨看看這個課程，會否是你的選擇。

If you share the same thoughts, then GCAP3025 might be your choice.

QR Code內附本科課程簡介 Please scan the QR code for course introduction.

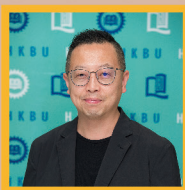


#### 歷史系講師團隊

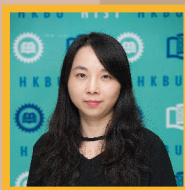
#### LECTURER TEAM AT THE DEPARTMENT OF HISTORY

Enquiries Ms. Joan Chan (852) 3411 7179

★ ★ ★ All Lecturers are available to guide you with your independent study. ★ ★ ★



范永聰博士  
Dr. Fan Wing Chung  
高級講師 Senior Lecturer



丁潔博士  
Dr. Ding Jie  
一級講師 Lecturer I



郭錦洲博士  
Dr. Kwok Kam Chau  
一級講師 Lecturer I



羅婉嫻博士  
Dr. Law Yuen Han  
一級講師 Lecturer I



陳芳芳博士  
Dr. Chen Fong Fong  
二級講師 Lecturer II



New staff  
coming in September

## 通識總整課程獨立專題研習（歷史系）

### GE CAPSTONE INTERDISCIPLINARY INDEPENDENT STUDY (HIST)

「通識總整課程獨立專題研習」是整個大學通識課程內非常獨特的一環。它旨在鼓勵選修這個課程的同學，利用跨學科學術知識與觀點，在一位老師的指導下，完成一次獨立自主的專題調研旅程。本課程期望同學能在學習過程中了解香港整體或不同社區面對的各種社會及文化議題；運用跨學科研究方法，分析造成相關議題的原因，從而嘗試提供解決方案。

The GE Capstone Interdisciplinary Independent Study is a special stream in the GE Programme at HKBU. Under the supervision of a lecturer, students will be able to conduct an independent study project by utilizing interdisciplinary knowledge and perspectives. This is a highly flexible learning journey that will allow students to investigate community or cultural issues in Hong Kong, and look for solutions to real-world problems using an interdisciplinary approach.

歷史系開辦的「通識總整課程獨立專題研習」有何特色？

WHAT ARE THE SALIENT FEATURES OF GCAP 3025 OFFERED BY THE DEPARTMENT OF HISTORY?

- △ 鼓勵同學從歷史學觀點與眼界出發，發掘富有意義的社會及文化議題
- △ 強調歷史學研究方法於整個研習過程中的重要性，期望同學在致力搜集文獻資料的同時，還能善用田野考察及口述歷史等研究方法，力求創新
- △ 告別傳統上課模式，每位同學由一位老師專責指導，達致深度學術交流
- △ 強調同學高度彈性主導自己的調研學習進程
- △ 尊重來自不同學系專業的同学，鼓勵培養跨學科學術觀點，期望同學學習從多元角度分析不同學術議題
- △ 利用不同創新形式完成專題報告（專題報告形式不一定是「學術論文」；詳見課題示例部分）
- △ To encourage students to explore community and cultural issues through historical perspectives
- △ To highlight the importance of historical research, equip students with research skills, and let them explore creative research methods such as field study or oral history
- △ To step out from the traditional classroom setting and be supervised by a lecturer so as to foster academic knowledge exchange
- △ To be highly flexible and manage your learning progress
- △ To promote interdisciplinary collaborations and respect different perspectives from other majors when examining academic issues
- △ To showcase your innovative ideas when conducting the individual study project (It is not necessary to write an academic paper, please refer to examples given in the following section)



## 報告課題示例

### EXAMPLES OF POSSIBLE RESEARCH TOPICS

#### △ 「香港人」之身份建構

(藝術或文學角度展示，如繪畫、詩歌、小說、舞蹈、雕塑等等方式)

**The Shaping of Hong Kong Resident Identity** *(from the arts and literature perspective such as painting, poem, novel, dancing or sculpture)*

#### △ 圖說或遊戲展示二十世紀後期香港經濟起飛始末

(漫畫創作；圖像展示；拼圖製作；桌上遊戲設計)

**Visualizing the Economic Take-off of Hong Kong in the Late 20th Century through Illustration or Game Design** *(Comic, image, puzzle or board game)*

#### △ 非官方香港十大歷史地標或建築物排行榜

(列表配圖形式展現；紀錄短片拍攝；實地考察方式研習)

**An Unofficial Ranking of the Top Ten Historical Landmarks or Buildings in Hong Kong** *(In table format, possible to include images, short video production, or field trip)*

#### △ 舊地重遊・全新角度——選取香港其中一個著名景點或名勝古蹟重遊一遍

(遊記附加感想；圖文並茂展示；撰寫另類導賞建議計劃書)

**Revisiting a Famous Spot or Historical Site in Hong Kong with A New Perspective** *(a travel journal illustrated with photos and texts, or a special guide tour proposal)*

#### △ 香港著名體育人物群像

(自選一位探究——傳記形式；劇本創作；畫作；詩作等文藝形式展現)

**Portrait of a Famous Sports Star** *(select by your own and create a biography, a drama, a painting or a poem in artistic forms)*

#### △ 香港鬼神文化面面觀——拆解「都市傳說」

(小說或劇本創作；圖像或紀錄片形式展現)

**Different Aspects of God and Ghost Culture in Hong Kong – Investigation in Urban Tales** *(Novel, script or image creation, or filming a documentary)*

#### △ 1990年代香港電視劇內所展現的社會面貌

(影視文化與社會關係之展現與探索)

**Social Features of Hong Kong TV Dramas in the 1990s** *(exploring the relationship between television culture and the society)*

#### △ 假如我是「工廠妹」——工廠女工與1960、70年代香港工業發展之關係

(試代「工廠妹」撰寫一部簡單自傳)

**If I Were a Factory Girl: Female Factory Workers and Hong Kong Industrial Development in the 1960s and 1970s** *(writing a brief bio for a factory girl)*



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- △ 「茶客」都有肌肉？1970年代香港漫畫作品內「肌肉崇拜美學」之原因分析  
(漫畫研究；圖像展現普及文化風氣)  
**Teahouse Customers with Their Muscles? The Aesthetics of Muscle Worship Illustrated in Hong Kong Comics in the 1970s** *(Comics study or pop culture study through images)*
  - △ 賣畫可以維生？香港畫家的生活形態  
(畫家訪談；劇本或小說創作)  
**Can Selling Paintings Make a Living? The Lifestyle of Hong Kong Painters** *(Interview with a painter, script or novel creation)*
  - △ 「報紙檔」式微導致香港報業衰落？  
(讀者閱讀習慣調查；口述歷史；報人、報販或讀者訪談記錄)  
**Is the Hong Kong Newspaper Industry fading away because of News Stands' Decay?** *(conducting a reading habit survey, oral history, or interviewing a newspaper vendor or a reader)*
  - △ 衝突乎？融合乎？中西醫相互「認識」  
(中西醫師對話訪談實錄)  
**A Conflict or a Fusion? Understanding Chinese and Western Medicine** *(An interview dialogue with Chinese and Western doctors)*
  - △ 一次疫症改變一種生活形態？  
(選取香港史上一次嚴重疫症為例，加以說明；可以劇本、小說、漫畫等等文藝創作形式展現)  
**Will a Pandemic Change Our Lifestyle?** *(Explaining a severe epidemic in the history of Hong Kong in the forms of script, novel, comics and various artistic creations)*
  - △ 「一盤生意」的誕生——社區特色與創業之間的關係  
(開展新商業業務計劃書)  
**How to Start a Business? Examining the Relationships between Community Features and Entrepreneurship** *(by developing a business proposal)*

## 課程對象

### TARGET AUDIENCE

- △ 主修歷史同學：您們唸過的歷史系課程一定不少，不過這個課程肯定獨特！來試試吧！
- △ 副修歷史同學：您們是否尚要修畢一個歷史系課程，才能完成副修歷史畢業的要求？如是，或許這個課程就是最佳選擇！
- △ 所有「浸大人」：從來沒有修讀過歷史系課程嗎？想要嘗試一下嗎？「浸大人」都必須修畢一個第三級別通識總整課程，作為畢業要求。還在考慮修讀甚麼課程嗎？不若試試歷史系這個吧！
- △ Students majoring in History – this is an insightful course distinct from all the other history courses you have taken. Act now!
- △ Students minoring in History – If you are looking for one more history course before you can declare a history minor, this is a good choice!
- △ All HKBU students – Have you ever wanted to explore history courses? Do not forget that you must complete at least one Level 3 GCAP course before you graduate. Here is the chance to delve into interdisciplinary exploration with a history lens!



## 本科評分標準

### ASSESSMENT METHODS

本科評分標準充分展現同學自主與多元學習的特色；並強調師生之間的交流協作：

- △ **專題研習報告計劃 (20%)**：同學於正式選修本科及選定指導老師後起，便立即開展自主研習進程。同學將於學期開始後四個星期左右提交專題研習報告計劃。至於專題研習報告的題目，則由同學與指導老師在充分交流後決定。
- △ **進度日誌 (20%)**：課程進行期間，同學需要準備一份進度日誌，以期完整記錄整個學習進程。研習過程中牽涉的種種學習活動，例如與指導老師面談的日期與內容、參與各類型與研習相關的社區活動，以至實地田野考察及口述歷史訪問等等，都應該詳細記錄於進度日誌之內。當然，日誌的內容視乎同學自選的專題研究報告課題性質；其格式與記錄方法也極具彈性，全由同學與指導老師協商決定。
- △ **口述報告 (20%)**：在正式提交專題研習報告之前，同學應向指導老師作出口述報告，交代專題研習報告的工作進度。指導老師們也可考慮集合所有選修本科的同學，舉辦小型講座，讓所有同學參與其中，發表自己的工作報告，聆聽其他老師及來自不同學系專業的同學的意見，以期更加有效達成跨學科學習目標。
- △ **專題研習報告 (40%)**：學期結束時，同學提交專題研習報告。為了配合本科重視同學自主與多元學習、強調跨學科融會及整合的學習特色，我們鼓勵同學們以別具創意及展現個人風格的形式提交專題研習報告，例如：歌曲、詩歌、歌詞、小說、散文、漫畫、動畫、劇本、繪畫、圖像、雕刻、舞蹈、商業營銷策略報告，以至展覽計劃書等等形式，一律歡迎。至於專題研習報告以那一種形式展現與提交，則全由同學與指導老師協商決定。

This is a highly flexible course that requires students' independence and that emphasizes close collaborations between the supervisor and the student.

- △ **Individual research proposal (20%)**: Students will kick-start their self-study research after inviting a lecturer to work with them, and will be asked to submit a project proposal four weeks after the start of the semester. Students should communicate with their supervisor regularly regarding topic selection.
- △ **Progress report (20%)**: Students will be required to prepare a progress log book to record their learning progress. Various learning activities involved in the project, such as consultation sessions with supervisor, community workshops, fieldtrips or oral history interviews, should be included in the log book. Meanwhile, the content depends on the nature of the research topic and is upon mutual agreement between the supervisor and the student.
- △ **Oral presentation (20%)**: Students will be asked to deliver an oral presentation to explain the progress of their research project before submission. Instructors may invite all students under their supervision to take part in a small-scaled workshop or forum, exchanging ideas with other instructors and peers in order to achieve a more fruitful learning outcome.
- △ **Individual research project (40%)**: Students are required to complete an individual research project at the end of the semester. As mentioned, the course encourages independent and diversified learning, and places emphasis on interdisciplinary knowledge exchange and integration, projects presented in innovative ways will be accepted, which include but are not limited to songs, poems, lyrics, novels, proses, comics, animations, dramas, paintings, images, sculptures, dance performances, business or marketing proposals, and even exhibition plans, upon mutual agreement between the instructor and the student after consultation.

我們衷心期望，這個課程能為同學們帶來一次與別不同的歷史學習體驗！

**We sincerely hope that students will enjoy this very special learning journey!**

