

Course Title	: THE ‘LONG 1970S’: BRITAIN, HONG KONG, AND THE UNITED STATES
Course Code	: HST3002
Recommended Study Year	: 3
No. of Credits/Semester	: 3
Mode of Tuition	: Sectional approach
Teaching Hours	: 3 hours per week
Category in Major Prog.	: Elective (category 1)
Prerequisite(s)	: None
Co-requisite(s)	: None
Exemption Requirement(s)	: N/A

Brief Course Description

This course will examine the main contours of the ‘long 1970s’, focusing on Britain, Hong Kong, and the United States. It will concentrate on each of these territories both separately and in their interactions with each other: by the 1970s, Hong Kong was Britain’s last major colony; Britain was the closest Cold War ally of the United States and leaned heavily on it for defense and the projection of global power; Hong Kong was the site of the USA’s largest consulate, an outpost for American ‘China-watching’, and a key recreation spot for American soldiers. The course will examine such themes as youth culture, protest politics, economic history, political reform, and race and immigration as they developed in three different societies.

Aims

This course will introduce students to the history of the 1970s in comparative perspective, in order to see how similar (but far from identical) transformations played out in three different societies. It will also provide students with the opportunity to create historical knowledge.

Learning Outcomes

The students will be able to

- I. identify the key characteristics of the 1970s in Britain, Hong Kong, and the United States;
- II. compare Britain, Hong Kong, and the United States in the 1970s from the perspective of economic history, cultural history, political history, and social history;
- III. analyze the relationships between global/ international trends and domestic history;
- IV. analyze the ways in which events and ideas coming from each society influenced those in the other societies;
- V. evaluate competing scholarly arguments about the 1970s;
- VI. construct an historical argument based on primary and secondary sources.

Indicative Content:

- I. International contexts, an overview: the Cold War, the End of Empire, the European Economic Community, and the China factor
- II. The ‘Thirty Glorious Years’ (ca. 1945-1973) and their collapse
- III. The making of youth culture: consumerism, ‘permissiveness’, and protest
- IV. The Vietnam War in domestic politics and society

- V. Britain: from ‘Swinging London’ and the ‘White Heat of Technology’ to the politics of decline and wildcat strikes
- VI. The USA: from the Great Society to Stagflation
- VII. Hong Kong: the ‘Problem of People’, Economic Miracles, Corruption and Reform
- VIII. The politics of Keynesianism, welfare, and laissez-faire
- IX. The politics of race and immigration
- X. The politics of gender and sexuality
- XI. Hong Kong: from Refugees to Hong Kongers
- XII. Postscript: The Thatcher and Reagan Revolutions, and the Joint Declaration

Teaching Method

This course will be taught through lectures, class discussions of assigned readings, and student presentations of their individual research.

Measurement of Learning Outcomes

- (1) quizzes including short answer and essay questions will measure LOs 1, 2, and 3.
- (2) short essays will measure LOs 2, 3, 4, and 5.
- (3) a research paper will measure LOs 5 and 6.
- (4) weekly class discussions will measure LOs 1-6.

Two quizzes will each take approximately 50 minutes of class time. They will be divided into a closed-notes short-answer section designed to test recall of basic information from students’ reading, and an open-notes essay section requiring students to write an essay about one or more primary source within its (their) historical context.

Two short essays of approximately 1500 words each will require students to compare and evaluate the arguments of three scholarly journal articles on a particular topic chosen by the student. Comparison and evaluation will require students to understand the articles’ respective theses and how they are supported by primary and secondary source evidence.

A research paper of approximately 3500 words will require students to synthesize and analyze a substantial amount of primary source material in order to create an historical argument. What is meant by ‘substantial’ will vary according to the types of primary sources used (e.g., published books, government documents, personal letters); will be defined in consultation with the course instructor; and will be appropriate to the student’s chosen topic. Where appropriate, students may use Chinese-language sources. In addition, the student will need to place his or her argument into the context of a significant body of secondary literature, including assigned common readings and other secondary sources. What is meant by a ‘significant body’ of secondary literature will vary according to the topic, but will normally require students to include at least 15 scholarly books and/ or articles (including assigned common readings).

Weekly class discussions will focus on assigned readings (primary and secondary sources), and will be marked according to a rubric. Students will be expected to connect one week’s

readings with readings from previous weeks and with lectures, and to compare their interpretations of readings with classmates' interpretations.

Learning Outcome	Quizzes	Short essays	Research Paper	Weekly discussions
identify the key characteristics of the 1970s in Britain, Hong Kong, and the United States	X			X
compare Britain, Hong Kong, and the United States in the 1970s from the perspective of economic history, cultural history, political history, and social history	X			X
analyze the relationships between global/international trends and domestic history	X	X		X
analyze the ways in which events and ideas coming from each society influenced those in the other societies		X		X
evaluate competing scholarly arguments about the 1970s		X	X	X
construct an historical argument based on primary and secondary sources			X	X

Assessment

100% continuous assessment, including quizzes, short essays, a research paper, and class participation, broken down as follows:

Two quizzes @ 10%	20%
Two short essays @ 15%	30%
Research Paper	30%
Class Participation	20%

Required Readings

These will include **selected** readings from the following (the **precise readings will vary from term to term**). Normally, students will be expected to read approximately 40-60 pages per week (less in cases of more difficult readings), split between primary and secondary sources:

Primary Sources

Brady, Judy. 'I Want a Wife'. *Ms. Magazine* 1(1972).

Carter, Jimmy. 'Crisis of Confidence', speech delivered 15 July 1979
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/carter-crisis/>
 (accessed 12 December 2015).

Elliott, Elsie. *The Avarice, Bureaucracy and Corruption of Hong Kong*. Hong Kong: Friends Commercial Printing Factory, 1971. (Excerpts only)

Elliott, Elsie. *Crusade for Justice: An Autobiography*. Hong Kong: Heinemann Asia, 1981. (Excerpts only)

- England, Joe. *Hong Kong: Britain's Responsibility*. London: Fabian Society, 1976. (Excerpts only)
- [Halliday, Jon] *Hong Kong: A Case to Answer*. Hong Kong: Hong Kong Research Project, 1974. (Excerpts only)
- King, Ambrose. 'Administrative Absorption of Politics in Hong Kong: Emphasis on the Grass Roots Level'. *Asian Survey* 15 (May 1975): 422-39.
- Lau Siu-Kai. *Society and Politics in Hong Kong*. Hong Kong: Chinese University Press, 1983. (Excerpts only).
- Nixon, Richard. Resignation Speech, 8 August 1974. Available at <http://watergate.info/1974/08/08/nixon-resignation-speech.html> (accessed 12 December 2015)
- Powell, Enoch. 'Rivers of Blood Speech,' available at <http://www.telegraph.co.uk/comment/3643823/Enoch-Powells-Rivers-of-Blood-speech.html> (accessed 12 December 2015).
- Rabushka, Alvin. *Hong Kong: A Study in Economic Freedom*. Chicago: University of Chicago Press, 1979. (Excerpts only)
- Woronoff, Jon. *Hong Kong: Capitalist Paradise*. Hong Kong: Heinemann Asia, 1980.

Secondary Sources

- Black, Lawrence, Hugh Pemberton and Pat Thane (eds.) *Reassessing 1970s Britain*. Manchester: Manchester University Press, 2013. (Excerpts only)
- Borstelmann, Thomas. *The 1970s: A New Global History from Civil Rights to Economic Inequality*. Princeton: Princeton University Press, 2011. (Excerpts only)
- Collins, Marcus. *The Permissive Society and Its Enemies: Sixties British Culture*. London: Rivers Oram Press (Excerpts only)
- Cowie, Jefferson R. *Stayin' Alive: The 1970s and the Last Days of the Working Class*. New York: The New Press, 2010. (Excerpts only)
- Gerhard, Jane. *Desiring Revolution: Second-Wave Feminism and the Rewriting of American Sexual Thought*. New York: Columbia University Press, 2001. (Excerpts only).
- Hamilton, Shane. *Trucking Country: The Road to America's Wal-Mart Economy*. Princeton: Princeton University Press, 2008. (Excerpts only).
- Hampton, Mark. 'British Legal Culture and Colonial Governance: The Attack on Corruption in Hong Kong, 1968-1974'. *Britain and the World* 5 (September 2012): 223-39.
- Hampton, Mark. 'Early Hong Kong Television, 1950s-1970s: Commercialization, Public Service, and Britishness'. *Media History* 17 (August 2011): 305-22.
- Law Wing Sang. *Collaborative Colonial Power: The Making of the Hong Kong Chinese*. Hong Kong: Hong Kong University Press, 2009. (Excerpts only).
- Mark, Chi-kwan. 'Vietnam War Tourists: US Naval Visits to Hong Kong and British-American-Chinese Relations, 1965-1968'. *Cold War History* 10 (February 2010): 1-28.
- Rodgers, Daniel T. *Age of Fracture*. Cambridge, MA: Harvard University Press, 2011. (Excerpts only).
- Schulman, Bruce. *The Seventies: The Great Shift in American Culture, Society, and Politics*. New York: Free Press, 2001. (Excerpts only).
- Scott, Ian, *Political Change and the Crisis of Legitimacy in Hong Kong*. Hong Kong: Oxford University Press, 1989 (Excerpts only).

- Skeldon, Ronald. 'Emigration from Hong Kong, 1945-1994: The Demographic Lead-up to 1997'. In Ronald Skeldon (ed.), *Emigration from Hong Kong: Tendencies and Impacts*. Hong Kong: Chinese University Press, 1995, pp. 51-77.
- Stein, Judith. *Pivotal Decade: How the United States Traded Factories for Finance in the Seventies*. New Haven and London: Yale University Press, 2010. (Excerpts only)
- When, Francis. *Strange Days Indeed: The Golden Age of Paranoia*. London: Fourth Estate, 2010. (Excerpts only)
- Willentz, Sean. *The Age of Reagan: A History, 1974-2008*. New York: Harper Perennial, 2009. (Excerpts only)
- Yep, Ray and Tai-Lok Lui, 'Revisiting the Golden Era of MacLehose and the Dynamics of Social Reforms'. In Ray Yep (ed.), *Negotiating Autonomy in Greater China: Hong Kong and Its Sovereign Before and After 1997*. Copenhagen: NIAS Press, 2013. Pp. 110-141.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on <https://pla.ln.edu.hk/>.