

## REGULATIONS FOR THE DEGREE OF MASTER OF ARTS (MA)

*These Regulations apply to candidates admitted to the Master of Arts curriculum in the academic year 2024-25 and thereafter.*

*(See also General Regulations and Regulations for Taught Postgraduate Curricula)*

Any publication based on work approved for a higher degree should contain a reference to the effect that the work was submitted to the University of Hong Kong for the award of the degree.

The degree of Master of Arts (MA) is a postgraduate degree awarded for the satisfactory completion of a prescribed course of study in one of the following fields: AI, Ethics and Society; Art History; Chinese Historical Studies; Chinese Language and Literature; Creative Communications; English Studies; Hong Kong History; Linguistics; Literary and Cultural Studies; Museum Studies; Music Studies; Philosophy, Politics and Economics; and Translation. These fields of study will not necessarily be offered every year.

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### MA 1 Admission requirements

To be eligible for admission to the courses leading to the degree of Master of Arts, candidates

- (a) shall comply with the General Regulations;<sup>1</sup>
- (b) shall comply with the Regulations for Taught Postgraduate Curricula;
- (c) shall hold
  - (i) a Bachelor's degree of this University; or a qualification of equivalent standard from this University or another comparable institution accepted for this purpose;
  - (ii) in respect of the courses of study leading to the degree of Master of Arts in the field of AI, Ethics and Society, a Bachelor's degree with a major in philosophy; or a Bachelor's degree with a major in another subject with experience of studying issues relevant to AI, Ethics and Society;
  - (iii) in respect of the courses of study leading to the degree of Master of Arts in the field of Art History, either a Bachelor's degree with a major in art history; or a Bachelor's degree in another subject and substantial art-related experience;

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<sup>1</sup> In addition to the admission requirement specified in General Regulation G 2, the Faculty also requires:

- (a) TOEFL : a Test of Written English (TWE) score of 4 or above or a Writing score of 25 or above in the internet-based TOEFL (not applicable to the MA in the field of Chinese Historical Studies); or
- (b) IELTS : (i) a minimum overall Band of 7 with no subtest lower than 5.5 (not applicable to the MA in the fields of Chinese Historical Studies and Translation);  
(ii) a minimum overall Band of 7 with no subtest lower than 6 (applicable to the MA in the field of Translation).

- (iv) in respect of the courses of study leading to the degree of Master of Arts in the field of Chinese Language and Literature, a Bachelor's degree with a major in Chinese or a closely related subject;
  - (v) in respect of the courses of study leading to the degree of Master of Arts in the field of English Studies, a Bachelor's degree with a major in English or a closely related subject;
  - (vi) in respect of the courses of study leading to the degree of Master of Arts in the field of Hong Kong History, a Bachelor's degree with a major in history; or a Bachelor's degree with a major in another subject with experience of studying history;
  - (vii) in respect of the courses of study leading to the degree of Master of Arts in the field of Linguistics, a Bachelor's degree with a major in Linguistics or a closely related subject;
  - (viii) in respect of the courses of study leading to the degree of Master of Arts in the field of Museum Studies, a Bachelor's degree with a major in museum studies or art history; or a closely related subject;
  - (ix) in respect of the courses of study leading to the degree of Master of Arts in the field of Music Studies, a Bachelor's degree with a major in music; or a Bachelor's degree with a major in another subject with experience studying music;
  - (x) in respect of the courses of study leading to the degree of Master of Arts in the field of Philosophy, Politics and Economics, a Bachelor's degree with major in Philosophy, Politics and Economics; or a Bachelor's degree with a major in another subject with experience studying either subject;
  - (xi) in respect of the courses of study leading to the degree of Master of Arts in the field of Translation, a professional qualification deemed to be equivalent to a Bachelor's degree; and
- (d) shall satisfy the examiners in a qualifying examination if required.
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## **MA 2 Qualifying examination**

- (a) A qualifying examination and/or interview may be set to test the candidates' formal academic ability or their ability to follow the courses of study prescribed. It shall consist of one or more written papers or their equivalent and may include a project report.
  - (b) Candidates who are required to satisfy the examiners in a qualifying examination and/or interview shall not be permitted to register unless they have satisfied the examiners in the examination and/or interview.
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## **MA 3 Award of degree**

To be eligible for the award of the degree of Master of Arts, candidates

- (a) shall comply with the General Regulations;
- (b) shall comply with the Regulations for Taught Postgraduate Curricula; and
- (c) shall complete the curriculum as prescribed in the syllabuses and satisfy the examiners in accordance with the regulations set out below.

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**MA 4 Period of study**

- (a) The curriculum shall normally extend
  - (i) in the fields of Art History, Creative Communications, Linguistics, Museum Studies, and Music Studies, over one academic year of full-time study, with a maximum period of registration of two academic years;
  - (ii) in the fields of Chinese Historical Studies, Chinese Language and Literature and Translation, over one academic year of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or four academic years of part-time study; and
  - (iii) in the fields of AI, Ethics and Society, English Studies, Hong Kong History, Literary and Cultural Studies, and Philosophy, Politics and Economics over one academic year of full-time study or two academic years of part-time study, with a maximum period of registration of two academic years of full-time study or three academic years of part-time study.
- (b) Candidates shall not be permitted to extend their studies beyond the maximum period of registration specified in MA 4(a), unless otherwise permitted or required by the Board of the Faculty.

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**MA 5 Completion of curriculum**

To complete the curriculum, candidates

- (a) shall satisfy the requirements prescribed in TPG 6 of the Regulations for Taught Postgraduate Curricula;
- (b) shall follow courses of instruction and complete satisfactorily all prescribed written work;
- (c) shall complete and present a satisfactory capstone experience on a subject within their fields of study;
- (d) shall satisfy the examiners in all prescribed courses and in any prescribed form of assessment as prescribed in the syllabuses; and
- (e) shall satisfy the examiners in an oral examination if required.

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**MA 6 Advanced standing**

Advanced Standing may be granted to candidates in the field of Translation in recognition of studies completed successfully before admission to the curriculum. Candidates who are awarded Advanced Standing will not be granted any further credit transfer for those studies for which Advanced Standing has been granted. The number of credits to be granted for Advanced Standing shall be determined by the Board of the Faculty, in accordance with the following principles:

- (a) a candidate may be granted a total of not more than 20% of the total credits normally required under a curriculum for Advanced Standing unless otherwise approved by the Senate;

- (b) application for Advanced Standing will only be considered if the previous studies were done within 5 years before admission to the curriculum;
  - (c) Advanced Standing will not be granted for elective course and capstone experience; and
  - (d) credits granted for Advanced Standing shall not normally be included in the calculation of the GPA unless permitted by the Board of the Faculty but will be recorded on the transcript of the candidate.
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### **MA 7 Capstone experience**

Subject to the provisions of Regulation MA 5(c), the title of the capstone experience (dissertation, portfolio or individual project) shall be submitted for approval by a date as prescribed in the syllabuses for each field of study. Similarly, the capstone experience shall be presented by a date as prescribed in the syllabuses for each field of study. Candidates shall submit a statement that the capstone experience represents their own work (or in the case of conjoint work, a statement countersigned by their co-worker(s), which shows their share of the work) undertaken after registration as candidates for the degree.

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### **MA 8 Assessment**

- (a) The assessment for each course shall be as specified in the syllabuses. Only passed courses will earn credits. Grades in all fields of study shall be awarded in accordance with TPG 9(a) or TPG 9(b) of the Regulations for Taught Postgraduate Curricula.
- (b) Candidates who have failed to satisfy the examiners on the first attempt in not more than two courses, excluding the capstone experience, in an academic year may be permitted to
  - (i) present themselves for re-examination in the failed course(s) on a specified date or re-submit their work for the failed course(s) for re-assessment within a specified period determined by the Board of Examiners for Taught Postgraduate Curricula, but no later than the end of the following semester (not including the summer semester); or
  - (ii) repeat the failed course(s) by undergoing instruction and satisfying the assessment requirements; or
  - (iii) for elective courses, take another course in lieu and satisfy the assessment requirements.
- (c) Subject to the provisions of Regulation MA 5(c), candidates who have failed to present a satisfactory capstone experience may be permitted to revise and re-present the capstone experience within a specified period determined by the Board of Examiners for Taught Postgraduate Curricula.
- (d) Candidates who have failed to satisfy the examiners in the final review in the field of English Studies may be permitted to present themselves for re-examination on a specified date determined by the Board of Examiners for Taught Postgraduate Curricula, but no later than the end of the following semester (not including the summer semester).

- (e) There shall be no appeal against the results of examinations and all other forms of assessment.
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## **MA 9 Discontinuation**

Candidates who

- (a) are not permitted to present themselves for re-examination/re-submission in any written examination or coursework assessment in which they have failed to satisfy the examiners or to repeat the failed course(s); or
- (b) are not permitted to revise and re-present the capstone experience; or
- (c) have failed to satisfy the examiners on second attempt in any coursework assessment, examination, or the capstone experience; or
- (d) have failed more than two courses, excluding the capstone experience, on the first attempt in an academic year; or
- (e) have exceeded the maximum period of registration as specified in MA 4

may be required to discontinue their studies under the provisions of General Regulation G 12.

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## **MA 10 Assessment results**

On successful completion of the curriculum, candidates who have shown exceptional merit may be awarded a mark of distinction, and this mark shall be recorded in the candidates' degree diploma.

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## **SYLLABUSES FOR THE DEGREE OF MASTER OF ARTS (MA)**

### **AI, ETHICS AND SOCIETY**

*These syllabuses apply to candidates admitted to the Master of Arts in the field of AI, Ethics and Society in the academic year 2023-24 and thereafter.*

The MA in the field of AI, Ethics and Society is taught by the Department of Philosophy and provides advanced training in the skills and methodologies of ethics and applied philosophy. The MA focuses upon the nature and ethics of AI and related technological developments, and their societal roles, impacts and potential trajectories. Three core courses will introduce students to the foundational knowledge and skills in ethics, applied philosophy and relevant disciplines that are pertinent to AI, Ethics and Society. Elective courses provide students with the opportunity to explore a variety of specialised topics. The programme requires students to complete a capstone experience in the form of a portfolio project under the supervision of an expert supervisor.

The MA consists of six semester long courses and a portfolio project, distributed as follows:

- 3 required core courses (27 credits)
- 3 elective MA courses (18 credits)
- 1 MA portfolio project (15 credits)

All instruction is in English and assessment is 100% coursework, which may include discussion, participation, oral presentations, tests, research essays, problem sets, group work, written reports, design projects, community outreach projects, industry outreach or internship projects, and other experiential learning activities.

Not all elective courses listed below will be offered each year.

## COURSES

*(1) All MA students are required to take the following 3 core courses.*

### **PHIL7001. Fundamentals of AI, Data and Algorithms (9 credits)**

In this core course, students will learn the technical fundamentals of artificial intelligence and big data technologies, and how these are applied across a range of domains and sectors, such as medicine, business and government. Students will gain a thorough understanding of the current capabilities and status of these technologies. Focus will be on fundamentals which are relevant to understanding the philosophical import, and ethical, social and political implications of AI and big data. Students will gain a basic understanding of a range of topics, which may include: large language models (e.g., GPT and LaMDA), neural networks, deep learning, supervised vs. unsupervised learning, reinforcement learning, knowledge-based agents, natural language processing, Bayesian learning, data analysis, statistical inference, decision theory, game theory, amongst other topics. The core competencies targeted by this course are a conceptual understanding of the way modern artificial intelligence systems operate, and a basic understanding of the tools used for understanding their import.

Assessment: 100% coursework

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### **PHIL7002. Ethics: AI, Data and Algorithms (9 credits)**

This course aims to provide students with an understanding of the broad ethical implications of artificial intelligence, the use of big data, and the role of algorithms in decision making. Students will be exposed to theories and toolsets for thinking about the normative implications of predicting and mitigating the ethical risks posed by the use of AI, data, and algorithms, including issues of fairness, procedural justice, and the like. Special focus will be on the social, moral, and economic effects of the widespread deployment of AI systems (e.g., the large language models that back-end user interfaces such as ChatGPT). At the end of the course, students should be able to explain the ethical complexities associated with different forms of modern artificial intelligence and deep learning techniques, ethical and privacy concerns related to the use of large data sets, the risks of adversarial attacks on otherwise harmless systems, and the potential risks and abuses of using algorithmic decision making in a range of social, political, and interpersonal contexts.

Assessment: 100% coursework

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### **PHIL7003. The Nature of AI (9 credits)**

This course aims to provide students with a robust understanding of the history, nature, and likely trajectory of modern artificial intelligence, including how artificial intelligence has played a role in the development of new technologies. Particular topics will include the nature of artificial and human intelligence, comparisons between the capacities of machines and humans, and the potential capacities of future emergent technologies and machine capabilities. Questions include: are artificial systems meaningfully different from non-artificial systems? Can language-based AI systems be said to *understand* language? Is it possible for an artificial intelligence to suffer? How likely is artificial *general* intelligence – is it even possible? Should we worry about the possibility of an AI singularity, or are such risks either too opaque or too distant to be worth thinking about? AI has developed in relationship to a number of academic disciplines and technologies. This course will focus on these and other questions about the nature of AI from an applied *philosophical* rather than, e.g., an engineering or technical, perspective.

Assessment: 100% coursework

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(2) Students choose 3 MA electives from the following list.

### **PHIL7004. AI Safety and Security (6 credits)**

This course aims to provide students with an overview of current issues in AI safety and security. Questions include: How can we ensure that AI is *interpretable*? That is, how can we ensure that the behaviour and choices of sufficiently sophisticated AI systems are rationally transparent – able to be understood as supported by reasons – by human agents? How can we *align* AI with human values, objectives, desires, goals, and aims so that potentially quite powerful AI systems will not behave in objectionable ways? How can we ensure *control* of (potentially power-seeking) AI? How can we ensure that potentially dispersed AI systems are subject to human oversight and control? By the end of this course, students will be able to articulate the major safety and security challenges facing modern AI system design and the various extant approaches designed to solve these challenges. No previous background in machine learning or computer science is expected in this course.

Assessment: 100% coursework

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### **PHIL7005. AI Regulation and Governance (6 credits)**

The prevalence of AI and algorithmic decision making raises a host of governance issues and questions, including: How should privacy be protected in the use of large data sets? Are artificial agents subject to the same laws as humans? How can software be effectively regulated? Who is responsible for the potential lawbreaking behaviour of AI systems: (i) their designers, (ii) the individuals who own the hardware on which the AI is running at the time, (iii) someone else? How should AI be expected to behave when it is programmed to perform

an action that is illegal? Should AI have a way to weigh illegal actions against one another? Must the capabilities of AI be published in the public domain? How do several and joint liability work in cases where different AI contribute to a single legally actionable outcome? Are there distinctive regulatory challenges faced by the introduction of AI systems? In this course, students will be exposed to a variety of theoretical frameworks designed to think carefully about these issues, and by the end of the course they will be expected to be able to analyse these and other regulatory and governance questions that arise in a variety of fields, including business, law, finance, criminal justice, etc. While focus will be on the identification and analysis of such issues, students will be exposed to examples of existing regulatory and governance frameworks as models and in order to engage critically with them.

Assessment: 100% coursework

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### **PHIL7006. Minds and Machines (6 credits)**

This course compares the nature of the human mind to the minds, or proxies thereof, of complex machines. Students will explore theories of the nature of the mind and mental phenomena, including consciousness and mental representation, the relationship between the mind and the brain, and the relationship between the mind and external tools (e.g., smartphones) we exploit to extend the capacities of our minds. After establishing a firm foundation in these topics, the course will cover the theoretical foundations of research programmes in computational cognitive science and artificial intelligence research, in order to address what these philosophical and scientific theories tell us about the nature and capacities of (potential) minds, or proxies thereof, of complex machines. The course may also explore ethical issues such as the normative aspects of mental representation, manipulation by machines, the extended mind, mind uploading, and the moral status of robots.

Assessment: 100% coursework

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### **PHIL7007. Philosophy and Ethics of Virtual Reality (6 credits)**

This course provides an introduction to the current and foreseeable capabilities of virtual reality technology, the philosophy and ethics of virtual reality and more generally to *technophilosophy*, and to the social and political implications of virtual reality technology. Central questions include: What is augmented reality? What is virtual reality and how is it related to augmented reality? How can we know that we're not living in a simulated reality? Are virtual objects real and if so, in what sense? Can we live a good life in a simulated reality? What is the connection between mind and body in virtual reality? What do words mean in virtual reality? Are there special social, political, economic, moral and legal issues associated with (wide uptake of) virtual reality, or within virtual reality itself? What are the implications of VR on social, political, and economic organisation? How could and should such an organisation manifest within virtual reality itself? What principles of design and design challenges arise for those creating virtual reality technologies? By the end of this course, students will be able to articulate the major ethical, philosophical and practical issues and challenges posed by virtual reality technology, and the existing approaches to addressing these.



Assessment: 100% coursework

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### **PHIL7008. Philosophy and Ethics of Information (6 credits)**

In this course, students will explore topics and issues in the philosophy and ethics of information. Information and communication technologies have transformed diverse aspects of our lives, including the nature of entertainment, work, privacy, social relationships, communication, elections, and warfare, to name just a few. The course will address the question of how information and communication technology has fundamentally changed the nature of and our concepts of work, privacy, communication, etc. The course will also explore the important and distinctive ethical challenges that arise with the advent of information and communication technologies, such as online pornography, the digital divide, free speech and censorship, mis- and dis-information, and fake news. The social and political epistemology of information will also be covered by exploring how it relates to search engines and the digital public sphere. In addition to explicitly normative issues such as those listed, the course will cover foundational topics and issues in information theory, including: the nature of information, the dynamics of information, information networks, the basic principles of information, applications of information theory, and measures and applications of the quality of information. Students completing this course will be able to articulate and analyse issues both practical and theoretical issues concerning information.

Assessment: 100% coursework

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### **PHIL7009. Technology and Human Values (6 credits)**

This course will address questions pertinent to the more general topic of the philosophy of technology, value-sensitive design and critical design theory: What is technology? What is the relationship between technology and humanity? What are the appropriate methods and metrics for evaluating technologies and their role in society? How does disruptive technology affect our values, beliefs, concepts and social norms? How and when should humanity innovate? What is responsible innovation? What values should designers of technology possess in creating technology? Who is responsible for the harms of technology? How is technology regulated, and how should it be regulated? Can technology govern? Case studies will be of a more general nature and may include, but are not limited to: genetic selection, enhancement and eugenics, sex robots, chatbots and virtual assistants, automated weaponry, wearable or implantable technology, facial recognition, driverless vehicles, and digital or smart cities.

Assessment: 100% coursework

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### **PHIL7010. Formal Methods for AI, Ethics and Society (6 credits)**

The course will allow students to build on their understanding of the technical fundamentals learnt in the core course *Fundamentals of AI, Data and Algorithms*. In addition to the topics covered in *Fundamentals of AI, Data and Algorithms*, topics may be chosen from among a selection of theoretically fundamental issues in AI, Ethics and Society, with an emphasis on

the cross-disciplinary analysis of these issues. Like *Fundamentals of AI, Data and Algorithms*, the core competency targeted is a conceptual understanding of the way modern artificial intelligence systems operate, and on developing tools for understanding their import.

Assessment: 100% coursework

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### **PHIL7011. AI, Ethics and Society Seminar (6 credits)**

The course will consist of both seminars and special learning activities. The latter might include tutorials and workshops, coding or design projects, field trips, company visits, community outreach, or other forms of experiential learning. Multiple forms of assessment will be used.

Assessment: 100% coursework

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### **PHIL7012. AI, Ethics and Society Workshop (6 credits)**

In this course students will be required to attend an academic or professional workshop whose topic is relevant to AI, Ethics, and Society. Preparation for the workshop will include (i) reading the relevant research to be discussed at the workshop, (ii) discussion of the material in advance of the workshop to prepare for the discussion (including collaborating with peers to develop questions and issues to address with the other participants of the workshop). At the workshop students will take notes and participate in a discussion of the workshop presentations. After the workshop students will prepare research reports on the issues discussed at the workshop, including outlines of plans for future work on the topics. Students enrolled in this course will be supervised by the seminar teacher throughout their preparation, attendance, and after-workshop activities. Seminar sessions will be conducted by the seminar teacher to facilitate planning, student coordination and sharing, peer-feedback, and joint discussion of relevant research, experiences, and culminating reports.

Assessment: 100% coursework

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### **PHIL7013. AI in Business and Economics (6 credits)**

This course focuses on the applications of artificial intelligence (AI) in business and economics. Students will learn how various AI techniques can be applied to solve real-world problems in business and economics, such as market analysis, customer relationship management, human resources management, robo-advisors, algorithmic trading, risk management, and economic predictions. Case studies and the ethical challenges raised by the use of AI in business and economics, such as algorithmic bias, data bias, security risks, privacy violations, and lack of transparency, will be discussed.

Assessment: 100% coursework

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(3) All MA students are required to complete the following MA portfolio project.

**PHIL7999. Capstone Experience: MA Portfolio Project in AI, Ethics and Society  
(15 credits)**

Students in this course will produce a portfolio of written work (~12,000-18,000 words). This written work can take one of two basic forms: (i) academic writing targeted at and appropriate for engaged though not necessarily expert academic audiences and (ii) non-academic but nevertheless rigorously researched and carefully argued writing targeted at and appropriate for policy-makers, decision-makers, and other stakeholders. Examples of (i) include academic article-length papers addressed to some particular issue in AI, Ethics, and Society. Examples of (ii) include reports and policy papers (including executive summaries) addressed to a practical question touching AI, Ethics, and Society. These approaches are not mutually exclusive, and students are encouraged to diversify their portfolio throughout its development. Whichever combination of approaches is taken, students' work will be based on assignments and research conducted during their course work, which will then be elaborated through independent research, peer review, and expert supervision. Students will apply the advanced methods, skills, and knowledge they've acquired throughout the programme to improve their portfolio projects and bring them to the standards of either academic or professional writing, sourcing, and presentation. In addition to supervision meetings, students will be required to attend a pro-seminar where they'll present their work-in-progress and receive peer-feedback on their portfolio throughout its development.

Assessment: 100% coursework

## **ART HISTORY**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Art History curriculum in the academic year 2024-25 and thereafter.*

The MA in the field of Art History is taught by the Department of Art History and provides advanced training in both academic art history and professional curatorial work. With dual expertise in both Asian and western art history, the department offers a unique programme enabling students to conduct in-depth study in Asian art, western art, and intercultural aspects of art. One required core course introduces advanced academic skills in art historical methodology, research, and writing, with a second required core course introducing advanced curatorial skills in techniques and materials, connoisseurship, and aspects of the art industry. Students are also required to attend a core course on art history writing, which focuses on trainings of critical thinking, scholarly writing and research methods. Elective courses give students the flexibility to shape a curriculum suitable to their individual needs and interests. The MA dissertation is a capstone course completed during the summer months under the supervision of an expert supervisor.

The MA curriculum comprises six semester-long courses and a dissertation, distributed in the following way:

3 required core courses (6 or 9 credits each)

2 elective MA courses (9 credits each)

1 elective course cross-listed with undergraduate courses (6 credits)

1 MA dissertation (12 credits)

All instruction is in English and assessment is 100% coursework, which may include discussion, oral presentations, research essays, various kinds of short writing assignments, and tests.

**Not all of the elective courses listed below will be offered each year.**

## **COURSES**

*(1) All MA students are required to take the following three core courses.*

### **ARTH7001. Art History: Goals, Methods, and Writing (9 credits)**

This is the first of the MA's three compulsory core courses. It introduces students to the fundamental concepts and practices of art history by examining major methodologies and issues that shape the past, present and future of our discipline, including formalism, iconography, connoisseurship, materiality, social art history, post-colonialism, and the analysis of gender, globalisation, and the art world. Teaching is seminar-based and centers on the discussion and critique of key art-historical texts. In assessment, a strong emphasis is placed on acquiring specialised writing and research skills, and on preparation for dissertation writing.

Assessment: 100% coursework

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### **ARTH7002. Art History: Materials, Techniques, and Collections (9 credits)**

This is the second of the MA's three compulsory core courses. It introduces students to the key institutions and practices of the art world, and to a range of the materials, media and techniques that art historians and other professionals are concerned with. Teaching is largely seminar and discussion-based, combined with site visits to collections and/or studios. In assessment, emphasis is placed on a grasp of key concepts, on precise examination and description of artworks, and on acquiring exhibition-related skills.

Assessment: 100% coursework

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### **ARTH7011. Dissertation writing workshop (6 credits)**

This course is a prerequisite for the programme's capstone experience (ARTH7999) and focuses on training students in the fundamentals of critical thinking, scholarly writing and research methods. It also aims to develop students' facility with those skills particular to the discipline of art history, such as visual analysis. The course is thus designed to thoroughly prepare students for the task of writing their M.A. dissertation, an in-depth research essay that analyzes a specific topic in depth and which must be written and formatted in accordance with professional standards in the field of art history, including the proper use of citations and a bibliography.

Assessment: 100% coursework

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*(2) Students choose two MA electives from the following list.*

**ARTH7003. Seminar in Asian Art (9 credits)**

This seminar will focus in depth on one area of Asian art and visual culture, with an emphasis on art historical strategies. Students will prepare a seminar paper drawing on knowledge of a certain area, but will further be encouraged to demonstrate a critical approach to broader methodological and theoretical issues.

Assessment: 100% coursework

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**ARTH7004. Seminar in Chinese Art (9 credits)**

This seminar will focus in depth on one area of Chinese art history with an emphasis on object research and close visual analysis. Where possible, students will be working directly with objects. Students will prepare a seminar paper focusing on a specific artwork or type of artworks. They will further be encouraged to demonstrate a critical approach to a broad range of methodological and theoretical issues.

Assessment: 100% coursework

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**ARTH7005. Seminar in Western Art, 5th to 15th Centuries (9 credits)**

The Middle Ages began with the radical transformation of the society and culture of Classical antiquity, and ended with a Renaissance that claimed to revive it. The migration of new peoples into Europe, the rise of Christianity and Islam, the advent of feudalism and mercantile cities, the development of monastic communities, universities, pilgrimage sites and royal courts all drove the development of manifold new forms of art and architecture. This course covers a selected range of key artworks and topics from the period, as well as a range of historiographic and conceptual approaches by which art historians have sought to explore them.

Assessment: 100% coursework

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**ARTH7006. Seminar in Western Art, 15th to 18th Centuries (9 credits)**

In the early-modern period, beginning in the Renaissance and continuing into the Baroque era, the visual arts of Europe were transformed by a series of aesthetic, intellectual, technological, political and economic changes. The artistic legacy of this period continues to inform the identity of 'Western Civilisation' and the practices and values of the art world to the present day. This course covers a selected range of key artists and topics in the period, as well as a range of historiographic and conceptual approaches by which art historians have sought to explore them.

Assessment: 100% coursework

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**ARTH7007. Seminar in Western Art, 18th to 20th Centuries (9 credits)**

This seminar course focuses on the history of western art between the 18<sup>th</sup> and 20<sup>th</sup> centuries. It analyzes in depth a particular set of historical issues, treating a variety of individual works and artists while paying particular attention to national or cultural differences among them. Students will read and discuss readings related to current theories and methodologies in this area of art history.

Assessment: 100% coursework

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**ARTH7008. Seminar in Contemporary Art (9 credits)**

This course will provide a critical introduction to key issues and debates about contemporary art and exhibition making within the increasingly interconnected, yet unevenly developed globalizing world. With a specific focus on a selection of artworks, projects and exhibitions, this course will examine the social, cultural and political contexts in which they were created and presented, analysing their form, content, reception and subsequent interpretation. By virtue of these chosen case studies, students will consider and explore how artistic practices and exhibitions have produced, framed and impacted recent art historical knowledge.

Assessment: 100% coursework

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**ARTH7009. Seminar in Art History Research and Writing (9 credits)**

This course equips students with visual and critical skills for understanding and interpreting the arts of different cultures from both the past and the present. Students will acquire knowledge of established historical interpretations and discuss art theory and art historical scholarship. The course also instructs students in writing and study skills specific to art history. MA students will select one of the UG lecture course on offer either in Semester I or II and enroll at the graduate level. MA students will be expected to attend lectures and participate as normally expected at the 2000 level, but in addition will be required to produce more advanced coursework and to attend special tutorials as arranged by individual instructors.

Assessment: 100% coursework

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**ARTH7012. Fundamentals of Art History I: Issues in Western Art (9 credits)**

This course will present an overview of the history and development of Western art from ancient Greece and Rome to the 21<sup>st</sup> century. The course will highlight major artistic movements, common techniques of Western art, and methods for interpreting visual culture. MA students will select one of the foundational UG lecture courses on offer either in

Semester I or II and enroll at the graduate level. MA students will be expected to attend lectures and participate as normally expected at the undergraduate level, but in addition will be required to produce more advanced coursework and to attend special tutorials as arranged by individual instructors.

Assessment: 100% coursework

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### **ARTH7013. Fundamentals of Art History II: Issues in Asian Art (9 credits)**

This course will introduce major themes in art from early formations of Asian civilizations to the twenty-first century, and investigate the various forms of art production and cultures in the region, including China, Japan and Southeast Asia. MA students will select one of the foundational UG lecture courses on offer either in Semester I or II and enroll at the graduate level. MA students will be expected to attend lectures and participate as normally expected at the undergraduate level, but in addition will be required to produce more advanced coursework and to attend special tutorials as arranged by individual instructors.

Assessment: 100% coursework

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*(3) Students choose one undergraduate elective from the following list. Students will not be permitted to re-enrol in the same undergraduate elective if they previously enrolled in it whilst studying for any undergraduate degree at HKU.*

### **ARTH2027. The formation of modernity: Art in Europe, 1840-1900 (6 credits)**

This course examines the early formation of modern European visual culture, from Realism to the threshold of the 20th century. Painting, sculpture, printmaking, and photography are discussed in relation to various historical and ideological developments, including industrial capitalism and the rise of bourgeois society; urban culture and mass media; leisure and tourism; new gender roles; and European imperialism. The movements of Realism, Impressionism, and Post-Impressionism are treated in depth.

Assessment: 100% coursework.

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### **ARTH2085. Chinese calligraphy: Form, materiality and history (6 credits)**

This course is an introduction to Chinese calligraphy from early imperial to contemporary period and will include both ink works, reproductions of calligraphy including rubbings of stele inscriptions and epitaphs, and seals. The course, thematically arranged, considers calligraphy within a variety of contexts (i.e. archaeological, cultural, historical, social and religious) to study the form, materiality and history of calligraphy. Other aspects such as social status of calligraphers and collectors, collecting practices, technologies and impact of printing, modern writing reform and national identity, as well as the computerization of writing will be covered. The course will include lectures, practical workshops, group discussion and when possible museum visits.

Assessment: 100% coursework.

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**ARTH2100. Body, gender and sexuality in contemporary art (6 credits)**

This course examines abstract and figurative representations of the human body in contemporary art. It will explore works across a range of media which challenge and redefine the ways we consider gender and sexuality. The course will introduce a set of tools to analyse multiple art forms which artists have used to reconfigure questions of sexuality, gender, queerness, and the performance of 'self', and will look into the wider art historical, socio-political and cultural conditions that shaped their creation and interpretation. The course will conclude by investigating how the artistic exploration of gender and sexuality has been increasingly intertwined with issues of class, race, and ethnicity, especially in the face of the unprecedented transnational and transregional flows of human bodies within the contemporary world. We will discuss works by artists engaging with female and male, trans, straight and LGBTQ identities, who may include but are not limited to: Louise Bourgeois, Eva Hesse, Lee Bontecou, Catherine Opie, Vito Acconci, Glenn Ligon, David Wojnarowicz, Vaginal Davis and Shigeyuki Kihara.

Assessment: 100% coursework.

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**ARTH2109. Art and life in ancient Rome: Pompeii and Herculaneum (6 credits)**

In the autumn of AD 79 on the Bay of Naples, a cataclysmic eruption of the volcano Vesuvius buried the cities of Pompeii and Herculaneum in ash and lava, freezing them in time until the early modern era. Rediscovered in the eighteenth century, these sites yielded from their depths art and artifacts that reawakened interest in the ancient world on a grand scale. Aristocrats from all over Europe flocked to the ruins on their "Grand Tours," impelled by romantic notions of the past and dreams of plunder. By the twentieth century, modern techniques of archaeological investigation replaced treasure hunting as the main method of exploration of these buried sites, but the romance of the ruins still looms large among scholars and tourists alike. Today the ruins scattered across the Bay of Naples continue to offer an unprecedented look at daily life in an ancient town, and study of its art and archaeological remains thus provide much insight into the society and culture of the Roman Republic and early Empire. This class therefore revolves around the material remains of Pompeii and Herculaneum and uses them as a jumping off point for the investigation of themes and issues related to ancient Roman art, culture, religion, politics and urbanism. We will also explore the rediscovery of the site in the 1700's and consider the reception of Roman art and architecture in the early modern period and its continuing legacy in the present day.

Assessment: 100% coursework.

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**AFRI3008. African arts in museums: Collecting and exhibiting "Africa" (6 credits)**

This course introduces students to the relevant role that exhibitions have played in the conceptualization of African arts and African art history during the 20th century, as well as



how these exhibitions have in turn contributed to a reconceptualization of core concepts/issues in Western art history in the recent past. Students will start from a critical analysis of the politics of exhibiting cultures in museums and gallery collections through some of the most representative exhibitions of African arts during the 20th century. In the second half of the course, students will create their own virtual exhibitions of African arts as a means to experience the complexity and relevance of curatorial work and to reflect upon the implications of their own representations of Africa.

Assessment: 100% coursework

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### **ARTH3011. The image in the era of religious reformations (6 credits)**

In the 17th century, the visual arts of Europe continued to be shaped by the political, social and cultural convulsions that had broken out during the Protestant Reformation. This course examines the impact of changing religious practices, concerns and controversies in early modern Europe, with a focus on the second half of the 16th Century and the first half of the 17th. We will examine the phenomenon of iconoclasm, and the emergence of religious images that responded to specifically Protestant concerns. South of the Alps and Pyrenees, we will look at the concerns surrounding the sacred image in Catholic societies as its religious functions became increasingly hard to reconcile with its artistic qualities, at the impact of the Catholic Reformation, censorship, mystic visions, naturalism, and the development of the Baroque style. Artists covered include Michelangelo, Caravaggio, Annibale Carracci, Rubens and Bernini.

Assessment: 100% coursework

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### **ARTH3012. Cross-cultural interactions in the 19th century (6 credits)**

This course examines artistic interactions between western and non-western cultures brought on by scientific exploration, diplomacy and war, imperialism, and trade in the period 1750-1900. We study various ways in which European and American artists responded to the cultures they encountered elsewhere in the world, as well as how non-westerners responded to the west. Emphasis is placed on the diverse processes of cultural interaction and their impact on the development of modernity in different cultural contexts. Major non-western regions to be studied might include China, Japan, India, the Near East, and Africa.

Assessment: 100% coursework

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### **ARTH3013. Hong Kong art workshop (6 credits)**

This course will introduce Hong Kong art and related aspects of Hong Kong visual culture. It will be taught in a workshop format, and will provide the opportunity for students to develop skills in art criticism as well as an understanding of Hong Kong art history.

Assessment: 100% coursework

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**ARTH3014. The whys of where: an East Asian art history of imaginative geographies (6 credits)**

This course will examine the relationship between image-making and cultural encounters at regional and trans-national levels, and the role of visual artefacts in the making of real and imaginative geographies. The module is not designed to provide a comprehensive overview of East Asian art, but to encourage discussions and debates about how structures of knowledge including images were used to form cultural identities and geographies. In each instance, connections, commonalities, and differences are examined as patterns within East Asia.

Assessment: 100% coursework

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**ARTH3015. Arts of India (6 credits)**

From the dawn of Buddhism to the present day, art and visual culture have played a central role in how India is imagined both within the country and beyond. The visual landscape of India is punctuated by the iconic images of gods and goddesses, the architectural expressions of Islam, and the legacy of the colonial rule. Through an interdisciplinary but historically rooted approach, this course addresses Buddhist and Hindu art, the art patronage of both Mughal and sub-imperial courts and will conclude with a discussion of artistic practice under colonial rule through to India's independence in 1947.

Assessment: 100% coursework

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**ARTH3020. Women making art after 1960 (6 credits)**

Issues of sexuality, subjectivity, gender, and domesticity have been central to women making art since the 1960s. In response to the urgent need for reconsidering women's contribution to the constitution and representation of sociocultural and geopolitical realities within the international art world beyond Euro-American centers this module grounds the historical discussion of these concepts in a broader global context. The first half of the course reviews key issues and debates in western feminist art movements between the 1960s and 1980s. The inclusion of case studies on the works of women artists, including Mona Hatoum, Nikki S. Lee, Yin Xiuzhen, Shen Yuan, and ON Megumi Akiyoshi in the second half of the course aims at introducing new artistic contents, and alternative cultural formats and theoretical paradigms to the on-going construction of a feminist history of art within the increasingly interconnected, yet unevenly developed globalizing contemporary society.

Assessment: 100% coursework

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**ARTH3021. Visual culture in the age of European expansion ca. 1450-1750 (6 credits)**

This course examines art and architecture produced by and for Europeans in the context of the early-modern exploration and colonisation that brought European peoples into closer

contact with a broader range of cultures than they had previously known. Beginning in the 15th century and continuing into the 18th, the processes of trade, religious conversion, scientific study, mass enslavement, conquest, and settlement that ensued established some of the foundations of the modern world; not least because of the new forms of visual representation Europeans adopted to better comprehend (and exploit) their expanding world. This course covers a broad range of objects relating to Europe and the Mediterranean, North America and Asia which exemplify the role of the visual arts in the social and intellectual transformations that accompanied colonialism, including paintings, sculptures, prints, maps, buildings, city plans, collections, fountains and gardens. Topics covered include the changing representation of cultural, gender, ethnic, and racial identity; new concepts of savagery and civilisation; the rise of colonial cities; the spread of Christianity; diplomacy across cultures; and scientific ‘curiosity’ and natural history.

Assessment: 100% coursework

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### **ARTH3022. Japanese Art in the Long Nineteenth Century (6 credits)**

The nineteenth century encompasses three distinct fields within Japanese art history: Edo, Bakumatsu, and Meiji period art. This century further marks the separation of premodern and modern traditions. Yet rather than adhering to existing narratives of strict division, this class explores the art histories that emerge when we approach the developments of the “long nineteenth century” diachronically. The course will begin with the state of Japanese artmaking in the early nineteenth century and then examine how this both changed and persisted into the early twentieth century with new concepts, institutions, and pedagogical systems introduced from Europe and America. We will also survey technological developments in print culture, early experiments with photography, as well as the adoption of “craft” as a concept and its effects on existing material culture. Through a nuanced consideration of both the tumultuous changes and longstanding practices that define nineteenth-century Japanese visual culture, students will explore the potentials for art history beyond simplified models of continuity or rupture.

Assessment: 100% coursework

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### **ARTH3023. Is Spain different? Spanish art from the Visigoths to Picasso (6 credits)**

The eminent art historian Erwin Panofsky once asserted that, “in Spain, anything is possible.” He meant this to signify that Spanish art is an art apart, following its own rules. Artistic production from the Iberian Peninsula has alternately been regarded as derivative, borrowing or copying from other European currents, or conceptualized as something completely its own. During this course, students will examine Spanish art from a range of cultural and temporal contexts across the country’s history—Visigothic, Islamic, Romanesque, Gothic, Renaissance, Baroque, and Modern—while maintaining an ongoing critical discourse on the particularities of Spain and questioning whether we can speak of trends consistent to the Spanish experience.

Assessment: 100% coursework

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**ARTH3028. The mirror and the globe: Courtly arts of India 16-19th century (6 credits)**

The course provides an overview of the development of Imperial and Sub-imperial art in India from the 16th to the 19th century. The art of the Mughal court evinces a dynamic visual response to an ever-changing cultural and political environment. Lectures will be arranged chronologically to highlight how art (and in some cases architecture) was used as a tool for building a united empire. Issues of local and global cultural exchange are of principal concern in the course and we will consider the arrival of the Mughals in India, the development of Imperial and Sub-imperial schools of painting, the expression of regional artistic difference, the production of miniatures within an atelier system and the impact of contact with Europe.

Assessment: 100% coursework

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**ARTH3029. Preservation and conservation: Practices and concepts (6 credits)**

This course explores the field of preservation and conservation within the GLAM (Galleries, Libraries, Archives and Museums) sector, with a specific focus on collections care and object handling. The terms Preservation and Conservation will be examined, and students will be introduced to the history and ethics related to the field. Emphasis is placed on understanding agents of deterioration and the environmental impacts on objects, along with collection care philosophies and methods. Outcomes will be obtained through lectures, readings, discussions, site visits and the hands-on examination of artefacts. This course is taught by the conservation staff of the HKU Libraries Preservation Centre. It is designed to introduce students to the field of preservation and conservation, and to the skills and further study required to pursue a career in conservation or a related specialism.

Assessment: 100% coursework

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**ARTH3030. Interrogating the "classical": The art of ancient Greece and Rome for the 21st century (6 credits)**

Western art and culture owes an enduring debt to the civilizations of ancient Greece and Rome. Indeed artists and intellectuals of the 18th and 19th century, responding to the rediscovery of material culture and texts from the Classical past, laid the foundations of the discipline of Art History. For better or worse then, for two millennia core concepts of aesthetic meaning and evaluation, as well as vocabularies of style and design created in antiquity have been copied, reinterpreted, subverted, and continue to inspire to this very day. This class therefore aims to introduce and survey these core concepts while also taking a critical look at the ways in which we interpret the materiality and context(s) of Greek and Roman art. Each week we will examine key works of art and architecture from the ancient Mediterranean in order to highlight questions, themes and processes important to the study of the visual arts as a whole.

Assessment: 100% coursework

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**ARTH3031. Image, Text and Visuality: Painting in and around China during the 12th to 14th centuries (6 credits)**

During Middle Period China, eastern Asia and environs constituted a group of neighboring polities that through tribute and commerce participated in cultural and artistic interactions. Paintings and related practices including writing about art and understanding the ways to regard art also circulated within Asia. This course introduces culturally important works of art and texts associated with them in order to consider ways to interpret the imagery in its original historical environment. The course seeks to reclaim the complexities of the meanings the paintings evoked while considering the roles of inherited and imported artistic practices.

Assessment: 100% coursework

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**ARTH3032. Art and Architecture of Colonial Latin America (6 credits)**

This course examines the cultural and visual pluralism of Latin America from the pre-Columbian era through the colonial period, with a focus on the Spanish colonies. Three centuries of contact and exchange between Europe and the Americas produced artistic and cultural contexts that were distinct from those in earlier periods on both continents, yet research in the field yields divergent assessments of Spanish colonial art and culture: evidence of domination and resistance often conflicts or coexists with examples of hybridity, adaptation, and assimilation. We will examine various forms of visual and material culture, including painting, sculpture, architecture, textiles, maps, manuscripts, ritual performances, and objects of daily use.

Assessment: 100% coursework

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**ARTH3033. Sex, gender, and the body in early modern art (6 credits)**

This course examines early modern conceptions of gender, sexuality, and the body through the lens of visual and material culture ranging from late medieval France and Renaissance Italy to colonial New Spain. Particular attention will be paid to interrogating, challenging, and nuancing conceptual binaries such as masculinity/femininity, heterosexuality/homosexuality, celibacy/marriage, and humanity/divinity from a historical perspective, as well as to investigating origins of modern racism, sexism, and ableism in the West. We will examine a variety of objects including portraits, prints, illuminated manuscripts, and items for domestic use, as well as excerpts from texts that complicate gender paradigms, such as the writings of Christine de Pizan and mystical accounts of the maternal traits of Jesus.

Assessment: 100% coursework

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**ARTH3034. From the village to hyperbuilding: shaping the built environment in Southeast Asia (6 credits)**

How do certain built forms come to define and defy a region? Who are the actors shaping them? How are they mobilized and shared across context? Throughout this semester, we will explore the many tangible and intangible forces that have influenced the contemporary built environment in Southeast Asia, from climate change to ghosts. With a focus on twentieth century nation-states, this course begins with the construction of “Southeast Asia.” Each week examines how debates surrounding aesthetics and built form, often global in scope, play out within specific contexts. Some of these topics include environmental change and water management, tensions over public space and street vending, and the impact of economic booms and busts on monumental architecture and urbanism. In other words, we will not only examine how Southeast Asia was constructed and shaped as a region, but more broadly how art, architecture, infrastructure and urbanism is shared across context and what makes it unique to a given time and place.

Students are not only expected to leave this course with a stronger understanding of the actors, global processes and events shaping Southeast Asia and the built environment that defines it, but they should also develop visual analysis skills necessary to read and write about built space. Course discussions and assignments unpack the aesthetic traditions and politics surrounding specific cases in order to complicate what it means to be global, regional or local. As a result, content will go beyond Southeast Asia and the assigned readings for each week cut across disciplines, drawing from Art and Architectural History, Anthropology, Urban Planning, and Geography.

Assessment: 100% coursework

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### **ARTH3035. Monumental painting in the ancient Mediterranean (6 credits)**

In rough chronological order, our seminar will look at select examples of large-scale wall paintings from the ancient Mediterranean, from the Bronze Age to the Late Roman Empire. In order to learn interpretive strategies for understanding visual communication, our explorations will take us to diverse sites around the Mediterranean, including the famous Roman cities of Campania preserved by the eruption of Mt. Vesuvius in AD 79. We will investigate the history and context of each site and consider the role of the medium of wall painting as a whole in the communication of identity, ideology, propaganda and culture in antiquity. We will also consider technical, artistic and interpretive issues pertaining to the materials themselves alongside questions pertaining to cultural heritage, excavation, conservation and display practices in modern history.

Prerequisite: At least one 2000-level Art History course.

Assessment: 100% coursework.

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### **ARTH4002. Perspectives in Asian art (6 credits)**

This seminar will focus in depth on one area of Asian art and visual culture, with an emphasis on art historical strategies. Students will prepare a seminar paper drawing on knowledge of a certain area, but will further be encouraged to demonstrate a critical approach to broader methodological and theoretical issues.

Assessment: 100% coursework

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**ARTH4003. Perspectives in Western art (6 credits)**

This seminar will focus in depth on one area of Western art and visual culture, with an emphasis on art historical strategies. Students will prepare a seminar paper drawing on knowledge of a certain area, but will further be encouraged to demonstrate a critical approach to broader methodological and theoretical issues.

Assessment: 100% coursework

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**ARTH4004. Perspectives in art history (6 credits)**

This course, in the form of seminars, requires active participation from students. It is intended for students in their fourth year who have already engaged seriously with art history during their previous study. It aims to deepen students' understanding of the discipline of art history. The course interrogates prevailing art historical scholarship by exploring both the parameters of the discipline in general and specific locations or eras. Case studies consider modes of interpretation in combination with primary documents, secondary interpretations, and historiography.

Assessment: 100% coursework

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**ARTH4006. Independent research project in art history (6 credits)**

This course is intended for advanced students with a strong reason for researching a particular art historical topic in depth. Students undertake substantial original research and produce an extended essay, under the supervision of a teacher in the department. The supervising teacher's approval must be secured before enrolling in this course.

Assessment: 100% coursework

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**ARTH4007. Sites of representation: Artistic practices from colonial to independent India (6 credits)**

This class is a thematic investigation into Indian art from the late colonial period through Independence in 1947. Over this span of roughly fifty years the politics of style sat at the hub of many debates about modern art. Given that India has a rich tradition of artistic expression, many asked whether modern art should look to India's past or to the international for inspiration. Topics will include the rejection of European-style oil painting, the advance of a "new Indian" aesthetic, and how various social and political changes impacted artistic production.

Assessment: 100% coursework

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**ARTH4008. Art, writing, printing and printmaking in early-modern Europe (6 credits)**

The invention of printing with movable type, and the concurrent invention of printmaking technologies capable of reproducing images, marked an epochal development in European culture. This course investigates the ways in which these technologies arose and developed. We examine the new media that transformed visual culture in the 16th, 17th and 18th centuries, as well as the impact of printing on older forms of visual art, such as painting, sculpture and architecture, and on artistic training and collecting. In studying these developments, we will look at printmakers like Dürer, Marcantonio, Lucas van Leyden, Cort, Callot, Goltzius, Rosa and Rembrandt. This class incorporates a compulsory field trip.

Assessment: 100% coursework

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**ARTH4009. Perspectives in contemporary art (6 credits)**

This course examines key issues and debates about the production, exhibition and circulation of contemporary art within an increasingly interconnected, yet unevenly developed contemporary art world. Concentrating on key case studies, which engendered, framed, investigated and reflected on contemporary art historical knowledge, this course explores the social, cultural and political contexts where they were created and presented, analysing their form, content, reception and subsequent interpretation. Through the discussion of the legacies of these case studies, this course also interrogates the specific ways in which they have affected contemporary art and its display.

Assessment: 100% coursework

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*(4) All MA students are required to complete the following MA dissertation.*

**ARTH7999. Capstone Experience: MA Dissertation in Art History (12 credits)**

The MA Dissertation in Art History is an in-depth research essay that analyzes a specific topic in depth. It is completed under the supervision of an expert in the relevant area of study. Students develop their dissertation topic in collaboration with the supervisor. The dissertation is written and formatted in accordance with professional standards in the field of art history, including the proper use of citations and a bibliography. The required length is 10,000 words, excluding notes and bibliography.

Prerequisite: ARTH7011

Assessment: 100% coursework

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**CHINESE HISTORICAL STUDIES**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Chinese*



***Historical Studies curriculum in the academic year 2024-25 and thereafter.***

**PURPOSE**

The MA in the field of Chinese Historical Studies curriculum aims at providing students with the requisite knowledge and training to conduct scholarly research in Chinese history. It also caters for the continuing education needs of secondary school teachers and enthusiasts of Chinese history and culture.

**CURRICULUM STRUCTURE**

The curriculum includes several semester-length courses in Chinese historical materials and methodology, Chinese historiography, and various topics related to the history and culture of imperial, modern and contemporary China.

Students in this curriculum are required to complete eight courses (2 core and 6 elective) and a capstone course. Students are required to take at least two out of the three core courses. The third core course is optional and can be taken as an elective. Coursework teaching is held from September until April of the academic year. There are usually four sessions of two contact hours per week for full-time students and two to three sessions of two contact hours per week for part-time students.

At least ten courses will be selected from the following categories and be taught in each cycle.

**Core Courses**

**CHIN7017. Twentieth-Century China: Thematic Studies (6 credits)**

This course examines the political, social and economic development of China in the twentieth century. Special attention is given to the themes of nationalism, revolution and modernization. It aims to show how present-day China has evolved from its recent past.

Assessment: 100% coursework

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**CHIN7020. Imperial China: Early to Medieval Dynasties (6 credits)**

This course examines the political development of successive dynasties from Early to Medieval China and their significance in the overall context of Chinese history. Major institutional establishments and cultural achievements of different historical periods will also be discussed.

Assessment: 100% coursework

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**CHIN7021. Imperial China: Middle Period to Qing (6 credits)**

This course examines the political development of successive dynasties from Middle-Period to Late Imperial China and their significance in the overall context of Chinese history. Major

institutional establishments and cultural achievements of different historical periods will also be discussed.

Assessment: 100% coursework

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## **Elective Courses**

### A. History

#### **CHIN6011. Education and Examination: the Chinese Experience (6 credits)**

This course examines the history of the Chinese education and examination systems, surveys the changing thoughts about the relation of education, examination and talent nurturing, analyses the impacts of education and examination on politics, economics and society, and critically assesses the roles played by Western education and examination models in the modernization of China.

Assessment: 100% coursework

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#### **CHIN6012. Chinese Migration History: Inland and Overseas (6 credits)**

This course examines the migration history of Chinese from ancient times to early twentieth century. Topics discussed include the backgrounds and motives of the migrants, the routes they took, their destinations, and their adaptations to their new homes. Special attention will be given to the emigrants of Qing China, their continuous conflicts with local residents, and how the problems they faced and the solutions they adopted reflect certain features of Chinese culture.

Assessment: 100% coursework

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#### **CHIN7002. Chinese Historiography (6 credits)**

This course provides a broad and systematic overview of the origins and development of Chinese historiography. It examines in detail the teachings of leading Chinese historians and historiographers, both ancient and modern.

Assessment: 100% coursework

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#### **CHIN7005. New Approaches to Chinese History (6 credits)**

This course attempts to explore the new research approaches and trends in Chinese history studies, especially after the rise of the “China-centered” approach in the US in the 1980s. Apart from assessing the academic achievements of the mainland, Taiwan, Hong Kong, East Asia and the West, it also evaluates the roles and limitations of social theories and methods in

Chinese historical studies. Scholars with different research interests and expertise will be invited to share their experience with the students in the lectures.

Assessment: 100% coursework

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**CHIN7006. An Introduction to Documentary and Archival Sources in Chinese (6 credits)**

This course will appeal not only to students majoring in Chinese history but to students looking to incorporate Chinese sources into their research. Both academic knowledge and practical skills are emphasized across the course curriculum. The academic knowledge imparted ranges from explanations of the classification and circulation of traditional Chinese documents to an introduction to the ideas of noted bibliographers and archivists [or big data and digital humanities], the special features of major overseas Chinese collections and the latest research output on documentary and archival sources in Chinese published by foreign scholars. In addition to demonstrating how to search different kinds of documentary and archival resources, including Internet resources, the practical skills delivered include the ability to read primary historical documents. Students are also presented with case studies elaborating the use of documentary and archival sources in pursuit of historical research.

Assessment: 100% coursework

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**CHIN7008. Intellectual History of Pre-Qin China (6 credits)**

This course investigates the origin and development of the pre-Qin Chinese thought. With an understanding of the contents and development of the pre-Qin Chinese thought, students can acquire a solid background in Chinese intellectual history and thereby can decipher the intellectual and cultural foundation behind the historical developments of China thereafter. The bulk of the course will be about the various schools of thought of the Eastern Zhou period. The course will center upon the four major pre-Qin schools of thought: Confucianism, Mohism, Daoism and Legalism. As a supplement, other minor schools of thought will also be covered.

Assessment: 100% coursework

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**CHIN7011. History education: the Chinese Experience (6 credits)**

This course provides a broad and systematic overview of the origins and development of history education from ancient time to the present in China. It examines in detail the changing thoughts about history education and analyses the impacts of history education on different aspects of the society.

Assessment: 100% coursework

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**CHIN7012. The Historical Geography of China (6 credits)**

This course is about historical geography of China. Imperial China was a big country with a vast territory. The highly diverse and complex terrain divided the country into many regions with different developments. The terrain characteristics also significantly influenced the decision on the selection of location for the capital and the administrative district planning in all dynasties. Besides, climate change was another major factor affecting agricultural activity, people's livelihood and also political stability. This course will review the influence of geography on political and economic developments in Imperial China. With an understanding of the above contents, students can understand the importance of the geographic factors in Chinese History.

Assessment: 100% coursework

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### **CHIN7013. Hong Kong since 1842 (6 credits)**

The aim of this course is to equip students with necessary knowledge on, and enhance their ability to pursue research on, the history of Hong Kong from the mid-19<sup>th</sup> to late-20<sup>th</sup> centuries. Political, diplomatic, social, cultural, educational and religious issues are introduced, and their interrelated connections discussed, from the historical perspective. Emphasis is placed on training students in the reading of first-hand Chinese historical sources.

Assessment: 100% coursework

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### **CHIN7014. History of Women and Gender in China (6 credits)**

This course investigates the roles and history of women, and gender practices in China, from the pre-imperial period to contemporary time. The social and cultural practices in relation to women, and the gender norms of different periods and dynasties will be examined. Factors contributing to the differential gender practices, as well as the significance and impacts of such practices on China will also be studied.

Assessment: 100% coursework

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### **CHIN7015. China and the World: A History (6 credits)**

This course examines the interactions and mutual relationships of China and different parts of the world across the long history of China. The social, cultural, technological and other impacts of such interactions on China and the world, and their significance will also be investigated.

Assessment: 100% coursework

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### **CHIN7022. Court and Palace: Power and Intrigue in Imperial China (6 credits)**

The subject aims at introducing students to the two core elements in politics, namely power

and intrigue, which led to coups, purges and mutinies that marked the darkest side of politics in imperial China. It is widely spread by popular movies and TV series nowadays that most of these tragedies were in fact taken place inside and outside the palaces and courts of imperial China in the past 2000 years. In this regards, the subject also aims at helping the students to know how to distinguish between history and literature of the topics such as court politics and intrigues.

Assessment: 100% coursework

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### **CHIN7023. Film and Chinese History (6 credits)**

This course aims at discovering Chinese history in the modern period through film. Rather than treating film uncritically as a transparent medium, this course is premised upon the idea that film can be employed to document, investigate and shape reality. Students will proceed chronologically to cover the major periods of modern Chinese history and examine significant historical issues that have emerged in this century and the last.

Assessment: 100% coursework

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### **CHIN7024. Representing War in China (6 credits)**

War has an enduring impact on human civilizations. By dint of luck, many of us manage to avoid direct contact with it and yet we learn about its many faces through various means. This course will begin with a contemplation of how war has affected the development of human history, to be followed by an exploration of the way different wars in China are represented with due attention paid to the historical context in which they occur.

Assessment: 100% coursework

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## **B. Culture**

### **CHIN6301. Special Topics in Confucian Classics (6 credits)**

The course focuses on two or more of the following Confucian classics, namely *Shijing* (*Book of Songs*), *Shangshu* (*Book of Documents*), *Liji* (*Book of Rites*), *Zhouyi* (*Book of Changes*), *Chunqiu* (*Spring and Autumn Annals*), *Zuozhuan*, *Lun Yu* (*Analects*), and *Mengzi*, examining the philological and documentation issues through an in-depth study of the original texts and major commentaries. The relationship between the Confucius and these canons as well as their significance to Chinese culture will also be investigated.

Assessment: 100% coursework

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### **CHIN7009. Traditional Chinese Thought and Its Modern Transformation (6 credits)**

This course attempts to explore the characteristics of traditional Chinese thought, and

investigate how it underwent a modern transformation in a period of rapid change in the nineteenth century. The course will analyze how the pre-modern Chinese mode of thinking in the political, economic, and social aspects was dominated by Confucianism and later Neo-Confucianism, and how it eventually transformed itself into the modern times under the challenges of Western learning in the late Qing. In addition, the contemporary meanings of those traditional ideas nowadays shared by the Chinese will also be discussed in the lectures.

Assessment: 100% coursework

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### **CHIN7010. Modern Chinese Intellectual Trends and Intellectuals (6 credits)**

This course explores the intellectual and cultural trends and the thoughts of the leading Chinese intellectuals in twentieth-century China. It is divided into two parts. The first part examines the intellectual fermentation from the late Qing to the Republican periods. The second part analyzes the thoughts of the intellectuals under the domination of Communist ideology from 1949 to the reform era. It covers the establishment of a modern education system modelled upon the West, the decline of traditional Confucian culture, Chinese elite and their thoughts after the May Fourth Movement, and the intellectual development under the Communist rule. Some best-known historical figures will be selected for case study.

Assessment: 100% coursework

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### **CHIN7016. Special Topics in Chinese Religions (6 credits)**

Religions and their practices in China, whether of imperial era, or of contemporary time, will be studied. The emphasis is on the unique features of Chinese religions and their practices, and their relationship with Chinese culture, society, and history.

Assessment: 100% coursework

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### **CHIN7018. Chinese Food Culture (6 credits)**

This course aims to showcase the long and prosperous history of Chinese dietary culture and its multifarious roles in Chinese society past and present. The exemplifications and impacts of Chinese dietary culture will be examined through various thematic topics. The role of food items like tea, wine, salt, and sugar in Chinese life and society will be investigated. Topics such as the relations of food and drink with politics, economy, literature, and social life, the origins of various food and drink, and the contribution of ethnic minorities will also be studied.

Assessment: 100% coursework

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### **CHIN7019. Understanding Chinese Culture: Fieldwork and Site Visit (6 credits)**

Through a variety of group and individual visits to sites of historical significance, students

will be able to adopt a local perspective to learn about Chinese culture more broadly. Hong Kong in particular offers a broad range of possibilities for this course, including religious, architectural, communal, artistic, and archaeological sites. Most activities will be arranged in the form of group visits, but students will also be asked to take advantage of the abundance of cultural heritage in Hong Kong to explore certain sites on their own. If conditions allow, students may also visit sites outside of Hong Kong.

Assessment: 100% coursework

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### **CHIN7115. Topics in Hong Kong Culture (6 credits)**

This is a special topic course with each offering focusing on a selected topic within the studies of Hong Kong culture. The particular topic will vary, but the intent of the study will be to develop a critical awareness of the complex dynamics which have shaped Hong Kong culture. Due to its unique history, Hong Kong has developed highly original forms of culture which are theoretically significant. This course provides students with a working knowledge of key concepts of a selected topic in the field of Hong Kong culture such as cinema and popular music. Students are encouraged to explore actual research issues and consider their theoretical thrust from an interdisciplinary perspective.

Assessment: 100% coursework

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### **CHIN7025. Chinese Customs and Rituals (6 credits)**

Customs and rituals capture the ways human beings interact with each other. In the case of rites of passage and seasonal observances, they reveal human beings' perceptions of their positions vis-a-vis the larger life-cycle observable in nature. Even though they vary across time and space, customs and rituals perform a cohesive social function that brings together people living in areas that have come under the influence of the same culture. This subject will introduce students to the differences in customs and rituals in the major geographical regions and dialect communities in China, document the process of their transformation over time and space, and relate them to Chinese religious beliefs and cultural values. Students will thereby come to appreciate the practices and significance of these social gestures that form part of their daily life.

Assessment: 100% coursework

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## **Capstone Experience**

### **CHIN7993. Capstone Experience: Portfolio (12 credits)**

Students are required to revise at least two previous MA papers into a portfolio of at least 20,000 characters in Chinese or 10,000 words in English. The portfolio piece will allow students to develop their skills in argumentation, writing, evaluating evidence, and to develop fluency in the conventions of academic form.

Assessment: 100% coursework

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**CHIN7999. Capstone Experience: Dissertation in Chinese Historical Studies  
(12 credits)**

The dissertation should normally be at least 20,000 characters in Chinese or 10,000 words in English. It should be submitted by the prescribed deadline in the first (full-time) or second year (part-time) of study. A supervisor will be assigned to each candidate.

Pre-requisite: CHIN7005 New Approaches to Chinese History, or CHIN7006 An Introduction to Documentary and Archival Sources in Chinese

Assessment: 100% coursework

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**Assessments**

Courses are assessed by coursework as specified in the descriptions of individual courses. Coursework assessment is based on essays, term papers, projects, tests, or other kinds of oral or written work as prescribed by the course instructors.

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**Medium of Instruction**

Courses will be generally conducted in Cantonese or Putonghua but a number of them may be taught in English.

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**CHINESE LANGUAGE AND LITERATURE**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Chinese Language and Literature curriculum in the academic year 2021-22 and thereafter.*

PURPOSE

The curriculum aims to explore topics of interest in the field of Chinese Studies, to familiarize students with the latest trends in and the methodological approaches to the study of Chinese Language and Chinese Literature and to prepare them to engage in independent scholarly activities by honing their research and presentation skills.

CURRICULUM STRUCTURE

Students in this curriculum are required to complete 8 elective courses and a capstone experience (dissertation or individual project), i.e. to complete 60 credits. The curriculum can be studied in full-time or in part-time mode. Full-time students are required to complete all credits in 2 consecutive semesters in one academic year. Teaching and assessment are held from September until August of the same academic year. Part-time students are required to complete all credits in 4 consecutive semesters in two academic years. Teaching and



assessment are held from September of the first academic year until August of the second academic year. There is one session of two contact hours per week for each elective course.

## ELECTIVES

Elective courses will be selected from the following 4 categories and be offered in each cycle.

### A Chinese Language

#### **CHIN6101. Special Topics in Chinese Etymology (6 credits)**

This course aims to deepen and consolidate students' knowledge of Chinese etymology through revisiting the ancient Chinese writing system in multiple dimensions. Students will be guided to examine the essential features of the ancient Chinese characters and investigate their process of evolution from a historical aspect. An extensive exploration of the recently excavated paleographic sources will also be conducted. Students will discuss various significant issues in the studies of early Chinese history and culture in connection with the latest findings from the excavated sources.

Assessment: 100% coursework

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#### **CHIN6104. Special Topics in Ancient Chinese (6 credits)**

Ancient Chinese is a written form of the classical language used by the Han nationality. This course will provide students with a comprehensive introduction to a broad range of significant topics and issues in the research of ancient Chinese. Research areas highlighted in the course will include Chinese lexicology, semantics, grammar, exegetics, and etymology. Aside from synchronic discussions on the language, this course places particular focus on a diachronic analysis of the language characteristics as revealed by sources from different historical periods, aiming to explore and examine the internal principles and rules governing the language development and changes. After completing this course, students are expected to have profound understanding on the language system of ancient Chinese, enabling them to enhance their capability in reading classical Chinese texts and lay a solid foundation for further research in Chinese philology and linguistics.

Assessment: 100% coursework

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#### **CHIN6105. Special Topics in Modern Chinese (6 credits)**

This course introduces and examines a number of special topics in modern Chinese. The selected topics, including the characteristics of Chinese language, ambiguity in modern Chinese, and Chinese language, society and culture, will be comprehensively discussed from various perspectives including etymology, grammar, lexicology, pragmatics and rhetoric. Issues like the special features and common features of modern Chinese, the overlapping of linguistic form and meaning, the mutual relationship and interaction between Chinese language and society/culture, and the development and usage of modern Chinese are explored

and analyzed with relevant examples. After completion of this course, students will have a concrete and in-depth understanding of the characteristics, usage, and social and cultural embodiment of modern Chinese.

Assessment: 100% coursework

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### **CHIN7102. Studies in Cantonese (6 credits)**

Cantonese, being a language with a long history, has close relationship with ancient Chinese language and a few minority languages. Modern Cantonese is thus different from Modern Standard Chinese and other Chinese dialects in phonological, lexical and syntactic aspects. Based on a fundamental understanding of the history of Yue dialects, a number of issues in Cantonese concerning its pronunciation, written forms, cultural elements as well as its application in modern society will be discussed in this course.

Assessment: 100% coursework

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### **CHIN7110. Topics in Chinese Dialectology and Historical Linguistics (6 credits)**

This course will examine selected issues in the description and history of the Chinese dialects. Topics will focus on how comparative description is used to uncover clues to dialect relationship and historical development, as well as the sociolinguistics of the dialects in relationship to each other and to Mandarin in historical times. Special attention will also be paid to questions of how social history, geography, and population movement affect dialect history and linguistic evolution.

Assessment: 100% coursework

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### **CHIN7111. Theory and Practice: Frontiers in Chinese Lexicology (6 credits)**

Chinese lexicography is a discipline that studies the origin, development, construction, composition, classification, developmental changes and norms of Chinese vocabulary. This course systematically introduces the branches of Chinese lexical research, the status of Chinese lexical research in Chinese linguistics, and its relationship with exegesis through several major sections with examples. This course thereby introduces the current research status and expansion space of some major branches of Chinese lexical research, including Chinese historical lexical research, modern Chinese lexical research, Chinese cultural lexical research, Chinese lexical research of language contact, and Chinese as a second language lexical research. It can enhance students' ability to use Chinese vocabulary and apply Chinese lexical theory.

Assessment: 100% coursework

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## **B Chinese Literature**

**CHIN6201. Special Topics in Classical Poetry (6 credits)**

The course introduces and examines classical poetry written by two or more of the prominent Tang and Song poets, such as Meng Haoran, Wang Wei, Li Bai, Du Fu, Bai Juyi, Du Mu, Li Shangyin, Huang Tingjian, Su Shi, and Lu You. The forms and prosody of ancient-style poetry (*gu-ti shi*) and modern-style poetry (*jin-ti shi*) will be discussed. The themes, styles and reception of the representative *shi* poetry will also be thoroughly analyzed.

Assessment: 100% coursework

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**CHIN6202. Special Topics in *ci* and *qu* Verse (6 credits)**

This course examines the genre of *ci* and *qu*. Both of them are supposedly composed for singing or performing and undergo the transformation from folk literature to elite literature. The first part of this course focuses on the development of *ci* from Tang to Qing period. The second part explores the rich theatrical traditions flourishing during the Yuan, Ming, and Qing periods. Through a close reading of selected works taken from the most representative and major writers, this course will guide the students to investigate fundamental topics concerning these two genres, such as origins, generic features, forms and styles, as well as the interplay between popular culture and elite literature, the relationship between the text and the stage, etc. Students will be introduced to the diverse research approaches in the fields and be expected to engage with the current scholarly discussion.

Assessment: 100% coursework

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**CHIN6203. Special Topics in Ancient Prose (6 credits)**

The course introduces and examines the masterpieces of prose written by two or more prominent prose writers in the Tang and Song dynasties, such as Han Yu, Liu Zongyuan, Ouyang Xiu, Su Shi, Wang Anshi, Zeng Gong. Through a critical appreciation and detailed analysis of representative pieces of work by these masters, students are expected to be able to interpret and appreciate traditional Chinese prose and to have a sound knowledge of their significance to Chinese literary history.

Assessment: 100% coursework

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**CHIN6208. Special Topics in Modern and Contemporary Literature (6 credits)**

This course will introduce and examine special topics in modern and contemporary literature in Chinese with emphasis on historical and cultural context, artistic achievement, as well as the influence of western thoughts. Selected works will be analyzed and commented with reference to literary theories and background contexts. A series of topics including the complicated relationship between Chinese literature and politics in the twentieth century, the evolution of realism and development of modernism, Romanticism, and New Historicism, will be discussed. The objectives of this course are to initiate critical discussion of writers, works and literature phenomena of modern and contemporary literature that arouse students'

attention to the particularities and development of Chinese literature, and to develop students' analyzing ability.

Assessment: 100% coursework

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### **CHIN6209. Studies in Literary Creation (6 credits)**

This course aims to cultivate students to produce original works of two or more of the following genres of writing, namely modern poem, prose, fiction, and drama. The development, artistic features, and writing skills of the genres will be introduced, and selected works of representative writers will be closely examined.

Assessment: 100% coursework

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### **CHIN7105. Studies in Classical Chinese Fiction (6 credits)**

This course offers an in-depth survey of classical Chinese fiction. Through an overview of its origin and evolution, the characteristics, content and artistic merit of classical Chinese fiction in various historical periods will be analyzed. Selected topics in and representative pieces of traditional Chinese fictional narratives, including Wei-Jin biji novels (literary sketches), Tang chuanqi (short tales), Song and Yuan huaben (script for storytelling), Ming and Qing nihuben (short novels written in the style of scripts for storytelling), zhanghui novels (novels in chapter format) and short novels, will be deeply examined with attention to traditional and recent scholarship so as to familiarize students with the development, defining characteristics as well as the current status of research of classical Chinese fiction.

Assessment: 100% coursework

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### **CHIN7108. Topical Studies of Chinese Women's Literature (6 credits)**

Studies of Chinese women's literature have drawn increasing scholarly attention and opened up new lines of inquiry in recent decades. This course provides a sequential study of female writers from the Pre-Qin period to the modern era, with emphasis on the *shi* and *ci* poetry by poetesses. For a thorough understanding and appreciation of their works, the course includes an in-depth exploration of their lives in the respective historical settings. The course is designed to help students develop longitudinally a full picture of the literature by Chinese women through the ages and equip them with techniques to properly conduct research based on the limited official records and biographical materials available.

Assessment: 100% coursework

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### **CHIN7112. Love, Sex, and Gender in Traditional Chinese Popular Literature (6 credits)**

Themes of love, sex, and gender are prominent in the world of popular literature and are key ways in which literature participates in the social life of its time and place. This course aims to provide an understanding of these historical relationships and their importance for Chinese literature more generally. Reading and analysis will focus on selections from fiction, drama, folk literature, and songbooks from the Ming and Qing and their comparison will form the basis for discussion of the key themes in the light of changing values, morality and class relations in late imperial Chinese society.

Assessment: 100% coursework

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### **CHIN7113. Topics in Sinophone Studies (6 credits)**

This course explores various important issues in modern and contemporary Sinophone works from Taiwan and the Chinese Diaspora. It first introduces the Sinophone framework and key theories relevant to the studies of modern Chinese-language literature. It then looks at certain topics, such as modernism, women's literature, ethnicity, gender, and the literary linkage between different Sinophone locales. While case studies will be drawn primarily from Taiwan, literary works from other Sinophone locales will be brought in for reference and comparison.

Assessment: 100% coursework

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### **CHIN7114. Topical Studies of Hong Kong Literature (6 credits)**

This course introduces students with the development of Hong Kong literature beginning in the early twentieth century to the early twentieth-first century through representative writers and their works, mainly in fiction, prose, and poetry. The selected works will be read closely, with a particular emphasis on their cultural, political, and historical contexts. The cultural production of Hong Kong in different historical periods will also be highlighted to increase the students' understanding of the literary links between Hong Kong, Mainland China, and the rest of the world. In addition to the fundamental knowledge of Hong Kong literature, related conceptual and cultural issues in Hong Kong literature, such as identity formation and spatial writing will be examined in this course.

Assessment: 100% coursework

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## **C Chinese Culture**

### **CHIN6301. Special Topics in Confucian Classics (6 credits)**

The course focuses on two or more of the following Confucian classics, namely *Shijing* (*Book of Songs*), *Shangshu* (*Book of Documents*), *Liji* (*Book of Rites*), *Zhouyi* (*Book of Changes*), *Chunqiu* (*Spring and Autumn Annals*), *Zuo zhuan*, *Lun Yu* (*Analects*), and *Mengzi*, examining the philological and documentation issues through an in-depth study of the original texts and major commentaries. The relationship between the Confucius and these canons as well as their significance to Chinese culture will also be investigated.

Assessment: 100% coursework

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### **CHIN6304. Special Topics in Chinese Culture (6 credits)**

This course comprises two parts. The first part will examine and analyze traditional Chinese culture in different dimensions, including political, religious, ethnic, social, etc. Selected topics will be investigated and discussed, such as the reasons why autocracy appeared to become a long-term political policy after unity of dynastic China in 221 BC, the Chinese folk beliefs and personification of folk gods and goddess, China's continuous communication with ethnic minorities and the interchange of material and cultural civilization, and the influences of orthodox theories and Confucianism on gender equality, female status and power, chastity concept, and homosexuality. The second part of this course is an in-depth study in Chinese culture by looking into humble and tangible topics such as practices in cuisine, imagery, hunting, inheritance and various other customs. Observing the customary practices by common people yields more perspectives. The discussed topics can map the transformation of traditional and mainstream Chinese culture in face of challenges from Chinese regional, foreign and modern cultures.

Assessment: 100% coursework

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### **CHIN7008. Intellectual History of Pre-Qin China (6 credits)**

This course investigates the origin and development of the pre-Qin Chinese thought. With an understanding of the contents and development of the pre-Qin Chinese thought, students can acquire a solid background in Chinese intellectual history and thereby can decipher the intellectual and cultural foundation behind the historical developments of China thereafter. The bulk of the course will be about the various schools of thought of the Eastern Zhou period. The course will center upon the four major pre-Qin schools of thought: Confucianism, Mohism, Daoism and Legalism. As a supplement, 7 other minor schools of thought will also be covered.

Assessment: 100% coursework

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### **CHIN7014. History of Women and Gender in China (6 credits)**

This course investigates the roles and history of women, and gender practices in China, from the pre-imperial period to contemporary time. The social and cultural practices in relation to women, and the gender norms of different periods and dynasties will be examined. Factors contributing to the differential gender practices, as well as the significance and impacts of such practices on China will also be studied.

Assessment: 100% coursework

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### **CHIN7109. Exploring Chinese Culture: Field Study (6 credits)**

This course consists of lectures lasting four to six weeks and fieldwork study. It is designed to explore the characteristics and development of Chinese culture in respect of language, literature, history, art, architecture, folklore, etc., with selected focus topics for further in-depth investigation. Students will be arranged to conduct field study either in Hong Kong or in a region selected among the geographical areas of Mainland China, Macau, Taiwan, Japan, South Korea, Singapore, Malaysia, etc. After completing the lectures and fieldwork, students are required to submit a written report or an audio-visual report as an assignment.

Assessment: 100% coursework

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### **CHIN7115. Topics in Hong Kong Culture (6 credits)**

This is a special topic course with each offering focusing on a selected topic within the studies of Hong Kong culture. The particular topic will vary, but the intent of the study will be to develop a critical awareness of the complex dynamics which have shaped Hong Kong culture. Due to its unique history, Hong Kong has developed highly original forms of culture which are theoretically significant. This course provides students with a working knowledge of key concepts of a selected topic in the field of Hong Kong culture such as cinema and popular music. Students are encouraged to explore actual research issues and consider their theoretical thrust from an interdisciplinary perspective.

Assessment: 100% coursework

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### **D Seminar**

#### **CHIN7107. Seminar: Special Topics in Chinese Language, Literature and Culture (6 credits)**

This seminar course will be undertaken as a series of lectures with topics specified in the field of Chinese language, literature and culture. Guest speakers of different areas of expertise will be invited to give an overview of the latest research in different topics. Students will raise questions on the topics concerned and share their views with their peers and the guest speakers. They will be required to submit their feedback, in the form of written report, to 2-3 chosen topics.

Assessment: 100% coursework

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### **CAPSTONE EXPERIENCE**

#### **CHIN7994. Capstone Experience: Individual Project in Chinese Language and Literature (12 credits)**

Students must attend lectures designated for introducing methodology, skills of raising an academic issue or setting a topic for discussion in the field of Chinese language and literature as well as the organization and presentation of findings or personal viewpoints. They will be

requested to raise an issue and give a topical presentation in a seminar or symposium held by the programme, alongside with a summary in written form of not less than 1,000 characters in Chinese, on their findings for comment, discussion, and interchange of ideas and information with their peers and teachers. Students should then revise their findings and submit an academic paper of not less than 7,000 characters in Chinese as the final output for assessment. Each student will be assigned an adviser who will provide guidance on their preparation of the verbal presentation and the final output.

Assessment: 100% coursework

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### **CHIN7995. Capstone Experience: Dissertation in Chinese Language and Literature (12 credits)**

Students will each be assigned a dissertation adviser and required to submit a dissertation topic for approval. They meet with their advisers and write their dissertations under one-to-one supervision. The dissertation should be a minimum of 10,000 characters in Chinese or 8,000 words in English.

Assessment: 100% coursework

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### **Medium of Instruction**

Courses will be conducted in Putonghua or Cantonese.

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## **CREATIVE COMMUNICATIONS**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Creative Communications in the academic year 2024-25 and thereafter.*

The Master of Arts in the field of Creative Communications programme is offered full-time over one year. This unique academic programme opens the often mysterious door of creativity as nothing less now than a necessity for emerging leadership, professional promotion, and creative collaborations across every disciplinary and multilingual background. Top CEOs and industry leaders already recognize the key of creativity to their success stories.

With an emphasis on language and discourse, and rooted in prestigious research and practice at HKU, the MA welcomes all emerging professionals to expand their global footprint and creative impact. The MA opens out creative foundations and futures of professional leadership, whether in an individual project, for example, such as a film or memoir; or in a professional context, such as app development or architecture. Participants in the programme will discover and expand their creative adaptability and competitive muscle in theory and practice, life-changing and transformative for expanding audience, clients, and professional impact. Unique courses in the programme feature macro and micro vision and creativity, experimental studio courses in creative collaboration, a capstone project in creativity and



happiness, and a compulsory two-semester History of Practice course, developing each emerging and creative leader's own vision and lifelong path.

### **Semester 1**

#### **ENGL7507. Creative Foundations I: Macro Structure and History (9 credits)**

This foundations course offers special focus on the intercultural histories and practices of creative discourse, structure and impact. Students will explore the macro fluid histories and structures of creativity and construction in genre and expectation. This macro course will include emphasis on the legacies of creative discourse and practice in English and monolingual contexts. Included will be the urgent history and contemporary architecture and structure for creativity in evolving and international frames and contexts.

Assessment: 100% Coursework, including group discussion seminars

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#### **ENGL7508. Creative Foundations II: Microscope on the Given and the Made (9 credits)**

This course will offer a look into the micro scale of creativity, architectural sentences and discourse. Comparative creative practices and histories will be explored, whether working primarily in English, itself a daily and ever-changing amalgam of many languages and histories, or working as a multilingual writer through English language instruments at this moment in time. Students will also focus at a micro scale on what is called in creative studies the "given and the made," a look into the balance of safety and risk that the field of creativity depends upon deeply in any developing individual project or collective.

Assessment: 100% Coursework, including group discussion seminars

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#### **ENGL7512. Constructing and Staging Creative Perspective (12 credits)**

Reading and observing widely is essential to framing the array of choices that a creative perspective demands. Creative perspectives may be said, more accurately, to be drawn from design: active "watching" and "directing" the construction of creative *staging*. Therefore, in this unique design studio, students will begin to articulate and study their own creative perspectives on an ongoing and selected project, brought forward from work or personal development. This course will also build toward each student's submission in the Happiness Project of Semester 2. The course will therefore explore advanced elements of creative craft and articulation in monolingual and multilingual contexts.

Assessment: 100% Coursework, including small group practice

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#### **ENGL7514. The History of Practice (9 credits)**

This is a two-semester course. The History of Practice course, rooted in the history of and directed by the HKU Guild & HKU Black Box, foregrounds students' own creativity, hands-

on practice and production in the environment of an ongoing and successful project or programme: offering intense studies of creativity, communications, discourse and expertise for top production to artists, directors, app designers, and many more, already at work on creative content but ready for next steps of development, publication, competition and presentation.

The History of Practice course thus responds to a 21<sup>st</sup> century growing demand for every individual to explore creativity and reinvent a first-rate profile for top competitive positions and collaborative leadership, locally and internationally.

The History of Practice course brings together a 21<sup>st</sup> century interdisciplinary vision and design from around the world, offering students a contemporary and fertile environment of knowledge acquisition, skill-based experiential learning, and networking with potential colleagues and employers in their chosen field of creative communications and writing.

Further, as proven through the longstanding experiences at the HKU Black Box & Guild: top designers, writers, CEOs and professional leaders, across the boards, recognize the 21<sup>st</sup> century key of Creativity, including flexibility and interdisciplinary imagination, to their own success stories.

Assessment: 100% coursework (graded on a distinction/pass/fail basis)

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## Semester 2

### **ENGL7509. Creative Life Stories: Narrating the Life Story of a Project, Person or Dream (9 credits)**

In this course, students will study, and frame with increasing accuracy, their own creative signatures of history, practice, and voice within their chosen field. In particular, students will focus on the history and practice of creatively “telling” the life story of a project, person, or dream that pertains to exploring the life of their own projects. In this course of creative communications and “authorship,” whether authoring a novel, a project, class materials, a film or presentation, students will learn how to cast creative light on what is otherwise left unseen and unfelt without their illumination. Students will study the discipline of creative impact in telling and constructing a life narrative, especially in relation to the creator’s own decisions for “what is at stake” on creative perspective. The course therefore can also pave the way, for exploring, generation to generation, what constitutes an ‘experimental’ work, from both individual and intercultural perspectives.

Assessment: 100% Coursework, including group discussion seminars

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### **ENGL7510. Workshopping Your Creative Vision (9 credits)**

This studio course in the Black Box will open the frames of creative communications to wider and communal contexts of practice and reception. It will explore the many “built environments” of creative communications: forging new communities and building excitement around staging powerful new creative perspectives on a growing personal or

professional project. In innovative and direct practice and study, students will be given opportunities communally to stage and share excerpts from their own new creative perspectives on a developing project, guided in workshop by creative professionals. No matter what the project or genre, students will receive mentorship *in-house* at the Black Box Studio with creative professionals to help understand the totality of a creative “environment.”

Assessment: 100% Coursework, including small group practice

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### **ENGL7995. Capstone Experience: The Happiness Project (12 credits)**

Maya Angelou writes, “I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.” Creative communications positions as foundational that any project, whether of writing, video, architecture, teaching materials or rhetorical presentation, needs a deep understanding and infusion of creative values, rooted in creative studies, to let it move its audience into an unforgettable and powerful emotional impact. Creative communications, after all, does not take for granted the beauty -- and thus, the urgent study and practice -- of connecting with those we do not know, across cultures and languages, ages and tastes, and even connecting better with those we do know well.

Drawing from ENGL7512, this course takes a special angle of connection, construction, and creative communications as an act of creative “happiness.” Happiness offers a 21st century field of inquiry; new interdisciplinary approaches are important for studying closely and at length how our creative projects become communicatively “memorable,” that is, of lasting and felt impact for our audiences.

This course will culminate in the production of a powerful and creative perspective in communications and narration for the life story of your own project or design, through small guided tutorial and workshop groups. Students will learn to build a higher register of “happiness” in audiences, across languages and cultures. This capstone course, therefore, will bring your own project new frames of creative communications and development, exploring questions of ideals, rituals, and play with regard to human relationships and societies. In the capstone process, students are invited to explore their personal vulnerability or resistance to certain “master plots” and conventions of their field, to challenge familiar and often unchallenged ideologies, and to become powerful players in their own acts of building and constructing creative communication that lasts through time.

Assessment: 100% Coursework, including small group workshop

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## **ENGLISH STUDIES**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of English Studies curriculum in the academic year 2024-25 and thereafter.*

The MA in the field of English Studies has a cross-cultural focus and this unique curriculum is designed to take advantage of Hong Kong’s historical, geographical and political position. Each course considers different aspects of theories, languages and literatures of cross-cultural

exchange especially with respect to East-West, post-colonial and global situations.

The main objective of the curriculum in English Studies is to interrogate, challenge and develop theories of language and literature as critical insight into the contemporary world, and to give expression to this understanding in oral and written assignments, culminating in a capstone experience. To this end, each course involves an appreciation of relevant theories and approaches and armed with these, encourages critical responses to cultural practice in its various representational and linguistic forms, which may include fiction, poetry, film, advertising, travel writing, spoken, written and multimodal discourse. This involves not only an understanding of how English might be used in different linguistic communities, but also an understanding of important contemporary debates concerning culture, politics, ideology and language.

The MA in the field of English Studies consists of two introductory courses (9 credits each), one course on Academic Research Practices (3 credits), four seminar courses (6 credits each), and a capstone experience (15 credits) in the form of a final research project and a conference paper. The MA can be studied in full-time or in part-time mode. Part-time candidates will normally take two parallel courses per semester over the first three semesters and complete the capstone course in the fourth semester. They can complete the Academic Research Practices course in any of the four semesters of study. Full-time candidates will take five courses in the first semester, and an additional two courses in the second semester, along with the capstone experience. Full-time students may choose to take all their seminar courses in one stream if they wish to specialise in either Linguistics or Literature. While part-time students normally follow a fixed curriculum with half of their courses in Literature and half in Linguistics, they can apply for special approval to take seminar courses in either Linguistics or Literature stream. With at least three courses and the capstone successfully completed in one stream, those students' transcripts will indicate the respective specialisation ('MA - English Studies [Literature]', 'MA - English Studies [Linguistics]'). For students who do not specialize in one stream, their transcripts will indicate 'MA - English Studies'. Courses for part-time students will be offered in the evenings, while full-time students will take courses during the day and in the evenings. In order to allow more flexibility, part-time students may also apply for special approval and take electives offered during the day in either literature and linguistics in lieu of the course(s) offered in the evenings after they have taken the mandatory introductory classes in literature and linguistics. Each session may consist of a lecture, workshop, students' presentations, or other form of in-class learning. Student participation in all courses is required.

Not all elective courses listed below will necessarily be offered each year. Full-time and part-time students are allowed to take up to a total of two elective seminar courses online (i.e., up to 12 out of 60 credits, equivalent to 20% of the total curriculum load) throughout their studies. Up to two elective seminar courses may be offered online in an academic year. Priority to enroll in online courses will be given to part-time students.

### *1. Core Courses*

#### **ENGL6073. Introduction to Literature and Cross-cultural Theory (9 credits)**

The theme of cross-cultural study is implicit in all of the courses in the MA in the field of

English Studies. This foundation course prepares students by introducing them to the historical development of literature by studying different authors and genres within diverse cultural contexts. Traditional, western literature will be read alongside other 'national' and world literatures from post-colonial and global contexts to examine the sense of interconnectedness between various genres, movements and time periods. The primary texts will be supported by the work of critics who have tried to formalize cross-cultural relations through particular historical, ethnographic, literary and linguistic studies of cultural interaction. This might include work by Benedict Anderson, Homi Bhabha, Frantz Fanon, Mary Louise Pratt, Edward Said, and others.

Assessment: 100% coursework

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### **ENGL7101. Introduction to Language and Communication (9 credits)**

This course introduces students to core research areas within the field of language and communication, with a focus on theories, approaches and applications drawn from sociolinguistics. Contemporary issues such as globalisation, language spread, and bi/multilingualism will be discussed. Key themes addressed in the course include: culture, ideology, identity, language policy, varieties of English, World Englishes and global Englishes. To facilitate introduction to these themes, the course will present students with basic knowledge in linguistics and sociolinguistic theory and approaches, as well as empirical examples drawn from the literature. Based on these insights, students will regularly be encouraged to bring along their own examples of linguistic data, to discuss and interpret in class.

Assessment: 100% coursework

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### **ENGL7801. Academic Research Practices (3 credits)**

This core course will provide students with the necessary foundations in academic research practices required for their coursework and capstone projects in both literary studies and linguistics. Students will be introduced to, and assessed on their knowledge and understanding of, the source citation and referencing conventions of both MLA (Modern Languages Association) and APA (American Psychological Association) styles. The course will also cover matters of academic integrity and research ethics, how to locate, evaluate, and responsibly incorporate and engage with sources in academic writing, as well as other essential strategies and skills for conducting independent research at the postgraduate level.

Assessment: 100% coursework

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## ***2. Elective Courses***

### **Linguistics**

#### **ENGL6056. Cultural Semiotics (6 credits)**

This course will examine culture as a complex web of signifying systems and practices. It will look at different concepts of culture and consider their accessibility to semiotic theory and analysis. After an introduction to semiotic terminology, time will be given to the investigation of different spheres of cultural activity, analysing the meanings of images, bodies, objects, spaces, sounds, etc., and the configurations and practices that underpin them. The interdisciplinary nature of cultural semiotics, its relevance to society and its limitations will also be addressed. The course will focus mostly on aspects of contemporary urban culture as it exists in places like Hong Kong, but attention will also be given to cross-cultural comparisons and intercultural relations.

Assessment: 100% coursework

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### **ENGL6075. The Politics of English (6 credits)**

This course examines the contemporary politics of English, looking at debates over local and regional cultural identities, English as the language of modernity and social mobility, English as a “killer language” within linguistic imperialism, cross-cultural discourse and globalization. The historical roots of the rise of English will be traced, and its current world-wide profile analyzed, with special reference to the sharply divergent attitudes found in socio-political debate. Special reference will be made to English in Hong Kong.

Assessment: 100% coursework

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### **ENGL7102. Global Englishes (6 credits)**

At the turn of the century, the globalisation of world trade and culture has led to the global spread of English. While the social, political and economic complexities brought about by globalisation have established the contemporary place of English as the world’s primary international language, there are some crucial and controversial issues that need critical analysis, particularly as regards the persistent exonormative model of Standard English, non-standard variations in New Englishes or postcolonial Englishes, the emergent variant forms of ‘glocal’ Englishes in the so-called Expanding Circle, i.e. what is commonly referred to as English as a Lingua Franca (EFL), and ‘Translingua Franca English’ (TFE) as the fluid social processes that includes all global uses of English. Students in this course will critically examine this polycentric development of English today and the current academic debate on the ideology of Standard English, the discourses of postcolonialism, the relationship between language and power, the attitudes to and the linguistic rights of non-native speakers of English, and the future of English.

Assessment: 100% coursework

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### **ENGL7103. New Media and Discourse (6 credits)**

This course offers a contemporary approach to key concepts in mediated communication within the field of language and new media, with a focus on media as language use. With a strong emphasis on the anthropological and social dimensions of mass communication, the

course encourages students to consider the ways in which media discourse is different from everyday face-to-face interactions and critically reflect upon the ways in which media technologies extend human language capabilities. Key themes addressed in the course include: the discursive practices and performances that are taking place within the new media environments, the uneven distribution of technology across the globe, ideologies and semiotic resources deployed in (re)producing certain discourses by different social groups, the exploration of the ways in which new media are localised into everyday practices and performances of social actors in their diverse geographical localities. To facilitate introduction to these themes, the course will present students with a series of theories and approaches drawn from language and media studies. So as to also develop their analytical skills, students will be encouraged to carry out their own investigations, i.e. to complete a personal media and communications audit, then to reflect on what new media mean for them and for accomplishing artful/playful discursive practices and performances.

Assessment: 100% coursework

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### **ENGL7105. Intercultural Communication (6 credits)**

The forces of globalization have impacted the social, cultural, political and linguistic aspects of communities around the world. Their effects can be seen in the complexity of communications taking place between speakers from diverse linguistic and cultural backgrounds. This course presents an overview of relevant concepts, theories and approaches to intercultural communication. We will survey the interdisciplinary sources of inquiry into culture and cultural difference, compare models and approaches to the study of intercultural encounters, and analyze specific examples of intercultural communication using research from diverse, multilingual contexts. The course draws on concepts from a range of disciplines, including communications, sociolinguistics, anthropology, social psychology and organizational communication.

Assessment: 100% coursework

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### **ENGL7106. The Global History of English (6 credits)**

The English language began as a set of obscure dialects on an island at the edge of the world. Today, it is spoken by almost two billion people, and functions as the lingua franca of a vast global network. But the history of English before the twentieth century is also a global story: one involving international politics, power, religion, technology, commerce, music and literature, the oppressor and the oppressed. This course examines the history of the English from its Proto-Indo-European roots to the nineteenth century as a language shaped and changed by global forces. The course begins at the end, with early nineteenth-century English, and traces the language back through the centuries, and through a range of textual forms and formats. It has a particular focus on the external forces of politics, religion, war and language interaction that influenced English, and on the role played by the imported technologies of writing and printing. How has English changed over the centuries—and what international influences have governed this change?

Assessment: 100% coursework

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**ENGL7109. Language Variation across Society and Speakers (6 credits)**

This course will explore how language use varies within and between societies and speakers. We will examine the effect of social factors, such as social class, age, gender, sexuality and ethnicity, on individual speakers, and on how these speakers cohere into a variety of speech communities, social networks and communities of practice. Our investigation will embrace both the micro-interactional dynamics of speech, including an account of how individuals themselves speak differently according to addressee, setting and purpose, as well as macro-social approaches, such as when governments attempt to plan language use for the countries and speakers they govern. While the focus will be on the English language and English-speaking societies, the course will also consider language contact between English and other languages.

Assessment: 100% coursework

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**ENGL7110. Gender, Discourse and Society (6 credits)**

The field of Language, Gender and Sexuality has seen dynamic changes since the publication of Robin Lakoff's seminal work, *Language and Woman's Place*, in 1975. In this course, we will focus on various discourse-based approaches to the study of language, gender, and sexuality, reviewing both qualitative and quantitative studies in the field. Discussions and course assessments will challenge students to apply concepts to their own experiences within their own sociocultural contexts. We will also consider gender as one of many social categories that interact with other categories such as age, race, class, ethnicity, profession, sexuality, and others.

In addition, we will explore how language and the way we talk about social categories shape the values we share as a society. What roles do language and discourse play in the empowerment or marginalization of certain groups in society? Our focus on how gender and sexuality both shape and reflect the ideologies of a society will encourage students to question the role of language in creating gender and sexual identities. We also examine the role of discourse in constructing gender and sexuality as relevant social categories and how we can move away from essentialist views of these categories. Readings from a wide range of research contexts and student reflections on their own societies will serve as integral aspects of the course.

Assessment: 100% coursework

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**ENGL7111. Worlds of Discourse: Metaphor, Metonymy, and Interpretation (6 credits)**

The course takes as its point of departure two analytical terms which are important both for literary studies and linguistics: metaphor and metonymy. Metaphor is defined by Lakoff and Johnson as "understanding and experiencing one kind of thing in terms of another", as when we use animal characteristics to characterise human beings ("pig-headed", "lion-hearted"). By contrast, metonymy is a relationship of substitution or association, where for example



“the White House” is used to stand for the US presidency. In the first half of the course some fundamental analytical concepts are explained, in particular the distinction between literal and figurative meaning, and accounts of metaphor and metonymy from linguistics, literary theory, and philosophy are introduced. The second half of the course looks at specific domains in which important social, cultural (including cross-cultural), or political issues arise, and where interpretative controversies involve the rhetorical deployment of metaphor and metonymy. These domains may include: literary texts; religious language; ecology, including “Gaia theory”; cyberspace; politics; law; illness, disease and the body. Texts are drawn from global English-language literature, international media, popular culture (e.g. music lyrics), and social media.

Assessment: 100% coursework

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### **ENGL7115. Analysing Speech (6 credits)**

This course investigates a range of theoretical and practical issues in phonetics, covering both the articulatory and acoustic aspects of segments (vowels and consonants) and prosody (stress, tone, voice quality, etc). Students will learn how to transcribe speech using the International Phonetic Alphabet, and analyse the physics of sound using a free computer program Praat. Along the way, we will explore how knowledge of phonetics can be applied to various areas of inquiry such as speech perception, accent variation and bias, sociophonetics, and second language speech learning across a variety of contexts and cultures. Whilst this course will use Standard Southern British English (also called BBC English/Modern Received Pronunciation) as a reference point, other English varieties/languages will also be discussed whenever appropriate to offer students global and cross-cultural perspectives on the subject.

Assessment: 100% coursework

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## **Literature**

### **ENGL6079. World Modernisms (6 credits)**

‘Modernism’, as a movement in literature and the other arts, is traditionally studied in national or regional contexts, predominantly from a Eurocentric perspective. This course will pursue the idea of a “world modernism”, by looking at selected works of fiction and visual culture from around the world, between (roughly) 1900 and 1950, written in English or translated into English. How differently do these works respond to modernity, and how do they relate to each other -- by influence, and shared or contrasted preoccupations or procedures -- in the network of “world modernisms”?

Assessment: 100% coursework

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### **ENGL6080. Travel Writing and Culture (6 credits)**

Cross-cultural or intercultural issues are necessarily central to most travel writing. This course explores such issues in a wide range of travel narratives by writers from the medieval

period to the present day. The approach is more thematic than historical and themes covered will include travel and imperialism, East-West meetings, mapping self and nation, mobilization of knowledge, postcolonial journeys and travels in globality.

Assessment: 100% coursework

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### **ENGL6081. Global Fictions (6 credits)**

Since its inception, the novel has maintained a close relationship with nation. A cohesive time-space can be identified where the narrator's point of view and that of an implied reader coincide with the interests of an identifiable country or region. But after cross-cultural journeys and globalization, how strong is the idea of the nation in the public imagination? To what extent is the idea of national belonging weakened, and what kind of transnational affinities are being engendered? Where are the power lines of this transnationalism? Should we be worried about losing the protection of the nation state? What new possibilities arise for cultural production?

This course explores some of these questions through fictions that emphasise the transnational, moving beyond socio-geographical boundaries of nation. While we will consider how postcolonial, postmodern and world literatures might give rise to global fictions, we will also see if there is evidence of a newly emerging cultural form.

Assessment: 100% coursework

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### **ENGL6083. Postcolonial Representations (6 credits)**

This course will examine a fundamental issue in postcolonial studies: Representation. This issue will be examined through its various forms, including Gender, Race, Culture, from the perspective of critical, fictional and visual texts.

Assessment: 100% coursework

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### **ENGL7104. Global Shakespeare (6 credits)**

The course seeks to introduce students to Shakespeare's plays and their many afterlives across the globe. It examines how and why Shakespeare has become a global phenomenon, performed and studied from Asia to Africa, the Pacific to the Balkans. What is it about the plays that inspires such global interest? What aspects of Shakespeare have been emphasised in different times and contexts? And how have the language and emotions of early modern England been translated into distant cultures?

Assessment: 100% coursework

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### **ENGL7107. Race in America: The Novels of William Faulkner and Toni Morrison (6 credits)**

In this course, we will examine the works of two Nobel Prize-winning American authors and examine their explorations of American identity, American culture, in particular racial conflict in America. Reading several novels by William Faulkner and Toni Morrison, we will attempt to construct a conversation between the works of these very different authors, who nonetheless share many of the same concerns and narrative strategies. Active class participation, close readings of the primary texts and various critical readings, an oral presentation, and a final research essay will be required.

Assessment: 100% coursework

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### **ENGL7108. Imagining Asia (6 credits)**

This course explores a range of Anglophone texts that represent Asia and Asian characters, from Western narratives of Asia in the 19<sup>th</sup> and 20<sup>th</sup> century to modern and contemporary projections of futuristic Asias. The course examines different forms of Orientalism across continents, time periods and genres, and discusses “Asia” in its multiplicity by considering the voices of Asian writers themselves. In addition to reading fictional texts that challenge one another in their perspectives, we will read several post-colonial theorists as a tool for understanding the contested notions of what constitutes the East and the West and the dynamic relationships between them.

Assessment: 100% coursework

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### **ENGL7112. Global Medieval Literatures (6 credits)**

The focus of this course on global medieval literatures is how emotion (particularly love) is culturally constructed. We will focus on the literatures of medieval Japan, Persia and Europe. As we read the texts of the course, we will examine courtly love, erotic love and/as religious experience, the role of women as writers, the function of emotions (especially as a marker of nobility), ideals of masculinity, and the cultural construction of desire, including same-sex desire.

Japanese texts will include a range of women’s writings: poems of waka poet Ono no Komachi (c.825-900) and Izumi Shikibu (b.c.976), the abridged version of Murasaki Shikibu’s *The Tale of Genji* (early 1000s), and extracts from Sei Shonagon’s *Pillow Book* (c.990-1010). Persian texts will include extracts from the *Rubaiyat* of Omar Khayyam (1048–1131), Nizami Ganjavi’s *Leyli o Majnun* (1141-1209) and poems by Rumi (1207-1273) and Hafez (1315-1390). European texts will include the *Lai de Lanval* of Marie de France (fl. c. 1160-1215), selections from Arthurian literature, and an extract from Geoffrey Chaucer’s *Canterbury Tales* (fl. c. 1380-1400). All readings will be in modern English translation.

As we read these literary works, we will contextualise them historically by reading short extracts from additional primary sources (such as love manuals and conduct books), and consider their critical reception by reading selections from secondary sources.

Assessment: 100% coursework

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**ENGL7113. The Cosmopolitan Stage in the Eighteenth Century (6 credits)**

This course will take students to the professional London theatres of the 18th century. The Eighteenth Century London theatres were dynamic and volatile spaces, especially interested in foreign locales, from the Inca Empire in Peru, to a Muslim-occupied Jerusalem, to Beijing under Manchurian rule. We will examine how popular drama from one of the largest cities in Europe recreated a global world for English consumption. We will focus our attention on the themes of Cosmopolitanism and Enlightenment, and look at how popular theatre in London circulated and interrogated arguments for cultural toleration, diversity, and universalism. Through close, dramaturgical readings of popular dramatic texts that feature cross cultural contact, we will study the ways in which popular entertainment used the exotic and the foreign to encourage its audiences to think differently and experimentally about issues to do with sexuality, religion, and politics. Deploying a History of Emotions approach to our analysis of the 18th century theatre, this course will encourage students to think about how theatre attempts to solicit and manipulate collective emotions, and the role these emotions play in public life.

Assessment: 100% coursework

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**ENGL7116. Planetary Futures and Imaginaries (6 credits)**

This course introduces the planetary as a relatively new paradigm in literary and cultural studies. Emerging from, and in critical dialogue with, world literature, postcolonialism and globalization, the planetary invites scholars and students of literary studies to actively and responsibly reconfigure our understanding of, relationship with, influence onto the environment, nature, and the Earth, and to more aptly address and respond to such prevalent and urgent issues on the planetary scale such as climate change, global warming, pollution, energy crisis, biodiversity loss, the Anthropocene, the threat of nuclear power and weapons, environmental and humanitarian disaster, pandemic and world health, food waste and global hunger, massive displacements and refugee movements etc.

In this course, we will study a wide range of literary works, together with a few graphic novels and/or cinematic examples, that touch upon and call for attention and reflection on urgent matters of the planetary. A selection of texts will be future-oriented and/or address the Anthropocene, such as dystopian fiction, petrofiction (oil fiction) and cli-fi, (climate fiction) that imagine different versions of planetary crises and apocalypses. It will allow us to develop meaningful enquiries and discussions upon the speculative “what-if” and address issues such as exploitation and overconsumption, our collective inadequacies and unpreparedness, and what Garrett Hardin calls “the tragedy of the commons” (1968). Alongside these primary texts, students will encounter a range of critical and secondary materials that prepare us with vocabulary, theories and methods to discuss and approach urgent issues and ongoing debates regarding the planetary.

We will read the works of leading scholars from various disciplines in the humanities such as Amitav Ghosh, Dipesh Chakrabarty, Ian Baucom, Bruno Latour, Donna Haraway and Kathryn Yusoff among others. We will explore questions such as follows: what entails the

planetary as a new paradigm in literary and cultural studies? In what ways can literature and literary studies provide new insights and imaginations in the wake of climate change, energy crisis, and planetary challenges? Is the novel genre an impediment to our imaginations of planetary futures? How does the planetary respond to postcolonialism and globalization theories, and importantly, expose the inadequacies thereof? Is the Anthropocene singular (for Yusoff, it is plural as in the title of her 2016 monograph *A Billion Black Anthropocenes or None*)? What are the new challenges contemporary artists of storytelling (such as novelists and filmmakers) must confront at the time of climate crisis and the Anthropocene, in which the main actors and agents who bring forth changes and destructions are impersonal, such as nature, the environment and the Earth (Latour raises a similar question in his 2014 article “Agency at the Time of the Anthropocene”)? From a legal perspective, in dialogue with Christopher D. Stone’s question “should trees have standing?” (1996), we explore the question of who should have legal standing in environmental matters.

Assessment: 100% coursework

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### **ENGL7117. Global Perspectives in (Auto)biographies (6 credits)**

This course enables students to understand and critique impactful (auto)biographies from diverse cultural contexts, while also collecting, composing and performing biographical narratives from their communities. The global, published (auto)biographies will be examined through close readings and adaptations in other media forms, where relevant. The students’ unpublished life writing pieces will be created and presented in a bilingual page-to-stage event at the end of the semester.

In addition to appreciating and writing biographical texts, this course will investigate concepts of memory and storytelling, questions of revelation, suppression and representation of identity. Overall, this course seeks to embed students within the process of contemplating, critiquing, and creating memoirs.

Assessment: 100% coursework

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### **3. Capstone Experience**

#### **ENGL7994. Capstone Experience: Final Research Project (15 credits)**

Each student will develop and present a final research project on a literary or linguistic topic as part of the fulfilment of the requirements for the MA degree. Students will have the opportunity to pursue their own research interests under the supervision of a teacher who will utilise class-time to a) provide in-depth instructions surrounding the capstone experience; b) provide core knowledge surrounding the production of the final research project (e.g., templates for writing extended essays, guidelines on formulating aims and research questions); and c) provide individual guidance to students so as to help them to formulate a topic and scope the research, to suggest reading, and to review plans and drafts. Class time will thus consist of discussions on research methods, theoretical considerations, and presentation skills. A project proposal must be submitted for approval before Reading Week of the second semester for full-time MA students, and before Reading Week of the fourth

semester for part-time MA students. Students are expected to spend much of their time on independent research and writing. The Capstone Experience will culminate in three major research outputs: 1) a research essay on their project; 2) a creative output on their project (e.g., poster, film, website); and 3) the presentation of their research and findings at a conference. Full-time students who select to specialise in either linguistics or literature, need to complete the capstone final project in their respective area of specialisation. Full-time and part-time students with a CGPA of 3.6 or higher, who are on track to receive a Distinction before the capstone experience can also apply to do an extended final essay.

Assessment: 100% coursework

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## Assessment

Each course is examined through coursework assessment based on class participation, presentations and written assignments

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## HONG KONG HISTORY

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Hong Kong History in the academic year 2023-24 and thereafter.*

The MA in the field of Hong Kong History is taught by the Department of History and provides advanced training in the skills and methodologies of academic history. This MA focuses upon the modern history of Hong Kong as a part of global history. One required course introduces skills and methods in historical research and writing. One required course provides students with an overview of Hong Kong history. Elective courses provide students with the ability to explore a variety of aspects of Hong Kong's history in greater depth. Students must also complete a capstone course in a specialist, original area of research under the guidance of expert supervisors. They may either write an MA dissertation or complete a public history project intended for wider dissemination.

The MA curriculum comprises six semester-long courses and a dissertation, distributed in the following way:

- 2 required core courses (9 credits each = 18 credits total)
- 4 elective MA courses (9 credits each = 36 credits total)
- 1 MA capstone course (12 credits)

All instruction is in English and assessment is 100% coursework, which may include discussion, oral presentations, research essays, and various kinds of short writing assignments.

Not all of the elective courses listed below will be offered each year.

## REQUIRED CORE COURSES

**HIST7008. Doing Hong Kong History: Methods, Debates, and Sources (9 credits)**

This core course examines a range of themes, problems, and issues in Hong Kong's history. The goals of the course are to familiarize students with the ways scholars have approached Hong Kong history; assess how theories based on other historical experiences can be used to understand Hong Kong history; and introduce primary sources for studying Hong Kong history. Students will develop the skills necessary for writing about Hong Kong history at an advanced level; acquire the knowledge required to pursue independent research and draft an effective dissertation research proposal; and learn to use scholarly citations properly and in accordance with disciplinary standards and conventions.

Assessment: 100% coursework

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**HIST7018. Hong Kong in History (9 credits)**

This course introduces students to key events, developments, and debates in Hong Kong history from the early 1800s to recent times. It explores Hong Kong's history from several angles: Chinese history, British imperial history, world history, and as a place with its own identity. Students will engage with key primary and secondary readings to foster an understanding of political, social, economic, and cultural trends in Hong Kong history. The goals of the course are to familiarize students with the history of Hong Kong, introduce the ways historians have approached this history, and explore how Hong Kong's past has shaped its present.

Assessment: 100% coursework

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**MA ELECTIVES**

(Students choose four courses)

**HIST7009. Health and Medicine in Hong Kong (9 credits)**

In this course we explore health and medicine in Hong Kong from the First Opium War to the present. Adopting a chronological and cross-cutting thematic approach, we consider the evolution of the state and its institutions in relation to a number of health challenges: from malaria and plague in the nineteenth century to novel zoonotic infections, such as SARS and COVID-19, in the twenty-first century; from the health impacts of mass-migration to cancer and super-ageing today. To what extent did Western medicine serve as an instrument of colonial power? Conversely, how did the expansion of health services in the twentieth century contribute to Hong Kong's social transformation? And finally, how have race, gender, and class influenced health priorities? In addressing these questions, we consider developments in Hong Kong in relation to broader interregional and global phenomena: from war and revolution to financial crisis and climate change.

Assessment: 100% coursework

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**HIST7010. Histories of Childhood in Colonial Hong Kong (9 credits)**

What difference did colonial conditions make to being a ‘child,’ an ‘adolescent,’ or a young person in Hong Kong? This course considers these questions and explores youth as a social group, along with the different kinds of social, symbolic and political roles that adults ascribed to children and youth in colonial-era Hong Kong. Over the last two centuries modernizers redefined childhood and youth as a matter of public importance, and established notion of their ‘best interest’ and ideal social roles. Linking Hong Kong with the wider British Empire and other imperial and colonial contexts this course engages with the issue of how adult society understood – or misunderstood – those who were young, and how interpretations and representations of youth and childhood impacted upon those thus defined. Ultimately, the course argues for the need to think critically about what we think we know about childhood and youth, and how age intersected with race, class, gender and other categories in colonial contexts.

Assessment: 100% coursework

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**HIST7011. Laws of Hong Kong in Global History (9 credits)**

This course studies how important global moments matter to the legal history of Hong Kong. It teaches students to see Hong Kong legal system and its “rule of law” not only as an institution to address local needs but as a response to global changes/trends in norms, values, and geopolitical relationship. It will demonstrate how Hong Kong laws responded to and were impacted by global colonialism, regional revolutionary activities, communism, Cold War, decolonization and the rise of China. Students do not need to have prior legal knowledge to attend this course.

Assessment: 100% coursework

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**HIST7012. Hong Kong: Uncertain(city) (9 credits)**

Hong Kong is a city built on speculation. This course examines Hong Kong’s history of instability, anxiety, contingency, and panic through a study of its built environment. Through a series of readings, intensive in-course discussions, and student presentations, we will trace the various impacts of uncertainty as they have become inscribed within the city’s architecture and urban form over the last 180 years. Through an engagement with both primary and secondary sources, we will explore the historical range of influences that have shaped Hong Kong’s physical development, including the city’s identity as a port, its population density, its cosmopolitanism, transnational flows of goods, money, and people, the effects of both colonial and post-colonial governing systems, contagion and disease, as well as climate, among others. Students will be expected to actively engage, react to, and build upon these themes in in-class discussions and the completion of a research project of their own choosing.

Assessment: 100% coursework

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**HIST7013. Planning and Building Hong Kong (9 credits)**

This course investigates the histories of urbanism in Hong Kong and the different urban processes that have shaped and continue to shape the city's built environment. By tracing the advent of new planning and building projects initiated in different periods, students are invited to consider not only how buildings, streets, infrastructure and urban spaces were designed and put to use, but also why. Discussions throughout the course will engage with questions related to contemporary urbanization and consider how historical knowledge may impart a better understanding of the environmental challenges we are facing in the 21<sup>st</sup> century.

Assessment: 100% coursework

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**HIST7014. Gender and Sexuality in Hong Kong (9 credits)**

Using gender as a category of historical analysis and drawing on a wide range of sources, this course provides an introduction to gender and sexuality in Hong Kong. Topics to be discussed include: marriage and divorce; family and parenthood; concubinage and female servitude; land and inheritance; patriarchy and colonial rule; gender hierarchies and sexual norms; education, sport, and work. Students will learn to apply concepts, theories, and methodologies in the history of gender and sexuality to the case of Hong Kong; analyse historical events that shaped gender roles and stereotypes; evaluate the impacts of sexual and reproductive health campaigns by government, philanthropical, and religious groups; and examine how individuals in Hong Kong conformed to and resisted the state's intervention into their sexual and reproductive experience at different historical points.

Assessment: 100% coursework

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**HIST7015. The History of Business in Hong Kong (9 credits)**

This course will introduce students to the historical development of business in Hong Kong from 1841 to the present day and provide them with an understanding of how Hong Kong became the business hub it is today. The course consists of a series of seminars that will cover both thematic readings and more focused case studies of Western and Chinese businesses in Hong Kong. Through these seminars, students will learn about the early role of Hong Kong businesses in the China trade, the role both Chinese and Western multinational companies in Hong Kong played in connecting Hong Kong and mainland China to the global economy in the 19<sup>th</sup> and 20<sup>th</sup> centuries, the growth of Hong Kong into an industrial hub starting in the 1950s, and the contribution of Hong Kong entrepreneurs to China's rapid economic growth since the 1970s. In addition, individual tutorials and independent research assignments will develop the students' ability to conduct historical research with a focus on Hong Kong business history.

Assessment: 100% coursework

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**HIST7016. City on the Move: Transport and Mobility in Hong Kong History**

**(9 credits)**

Hong Kong is often described as a place where “East meets West,” a place where the population is transient, and a place which facilitates the movement of people, goods and capital. This course explores the history of this mobility in Hong Kong. The various land, water, and air transport networks in Hong Kong have shaped the city. Using both primary and secondary sources, students will gain an appreciation of how the development of transport in Hong Kong has historically shaped Hong Kong society. This course approaches the issue of transport from multiple perspectives, such as its physical development, the technology used, and its social impact. It also considers Hong Kong transport outside of the city, such as through how it facilitates links between Hong Kong and the world, and how global events can have local and regional effects. Through readings and in-class discussions, students will be invited to reconsider their own interactions with these transport networks.

Assessment: 100% coursework

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**HIST7017. Education in Hong Kong History (9 credits)**

Located at the edge of the Chinese and British empires, schools in colonial Hong Kong served as a breeding ground for bilingual, bicultural elites. Using a thematic approach, this course will explore the dynamics of various social, cultural and political actors that shaped the faces of education in (post-) colonial Hong Kong. We will look at how education was used as a tool to consolidate colonial rule, and how Chinese elites and philanthropists actively expanded their influence through the provision of education. Despite the institutionalization of mass education in 1978, Hong Kong society remains highly stratified today. By highlighting different colonial legacies in education, including meritocracy and the cultural hegemony of the English language, the course aims to shed light on how education inequalities have been exemplified in the face of global challenges.

Assessment: 100% coursework

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**HIST7019. Cinema and Hong Kong History (9 credits)**

This course explores connections between Hong Kong history and Hong Kong cinema. It also considers how Hong Kong has been a regional and global cinematic crossroads from the beginning of the 20th century until today. Hong Kong films tell stories about wars (hot and cold), ancient and modern times, colonialism, communism, capitalism, Confucianism, cross-cultural encounters of various types, migration, crime and shadow economies, and social, economic, and political change. Throughout the semester we will analyze a number of films, paying attention to portrayals of Hong Kong people and society in different historical eras. While films generally flatten historical complexity and distort the past for a range of commercial, ideological, or political reasons, filmmakers nonetheless wield power and influence as they make use of different types of historical evidence, technologies, affects, and narrative styles. For all of their shortcomings, films can recuperate hidden histories, shape public memory, and inspire audiences to dig more deeply into the study of the past. Today, thanks to greater connectivity via social media and streaming platforms, and a re-kindled

interest in Hong Kong among audiences across the world, Hong Kong history is, literally, everywhere on screens large and small.

Assessment: 100% coursework

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### **HIST7020. Religion in Hong Kong History (9 credits)**

Nearly half the schools and colleges in Hong Kong are Christian, yet only 10% of the population claims to be Christian, while 3 out of 5 Chief Executives have professed Catholic faith. According to a 2010 survey conducted by the Hong Kong Taoist Association, 1 in 7 identify with Taoism, yet the abundance of altars dedicated to earth deities in shop fronts exceeds this ratio. Such anomalies invite us to ask: how and why did religion develop across Hong Kong history? What is its meaning and use in both past and present? This course examines the many entanglements of religion in Hong Kong history, from missionary schools to Buddhist philanthropy, from Taoist tourism to everyday popular religion. Through lectures, discussions, assignments, and a field trip, students will come away from this course with a broader understanding of ‘religion’ as well as its undeniable and enduring relationship with Hong Kong’s social, economic, cultural, and political landscape.

Assessment: 100% coursework

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### **HIST7021. Special Topics in Hong Kong History (9 credits)**

This course will focus on an area of Hong Kong history, as organized by the course instructor. Throughout the course, students will be encouraged to engage critically with primary and secondary sources, to develop their research and analytical skills, and to think creatively about how to apply historical knowledge to contemporary issues. Students will be encouraged to engage with the history and historiography of a particular sub-field of Hong Kong history.

Assessment: 100% coursework

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### **HIST7022. Sports and Leisure in Hong Kong History (9 credits)**

This course explores the history of Hong Kong’s sports and leisure culture and practices, delving into how these activities have reflected the broader history of Hong Kong, from colonial period to contemporary time. Through investigating the myriad ways in which Hong Kong’s distinctive Chinese culture with a colonial past, its shifting social dynamics, increasing commercialisation and the political changes have influenced and been influenced by the realm of sports and leisure, students will gain insights into the complex interplay between global influences and indigenous responses. The course uses a thematic approach to consider how sporting events and recreational practices have acted as catalysts for community building and platforms for various discourses. By examining historical events, policy changes, and cultural shifts, students will understand the social, economic and political context of sports and leisure in Hong Kong and how they have served as mirrors reflecting broader societal concerns.

Assessment: 100% coursework

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## **CAPSTONE COURSES**

(Students choose one course)

### **HIST7998. Capstone Experience: Public History Project (12 credits)**

This communication-intensive capstone course offers students the opportunity to produce an original piece of research in Hong Kong history with a focus on disseminating findings to the general public. In addition to receiving training in research and writing, this course is designed to equip students with professional skills that will be relevant to jobs outside of academia. The first few weeks will consist of introductory lectures on the goals, scope, and ethics of Public History. Students will then work either individually or in groups of up to three on their public history project. After conducting an extensive literature review and formulating their research question using coursework from HIST7008, students will gather then critically evaluate historical evidence relating to their project. In the later part of the course, students will deliver their findings in a written report and in one alternative method of their choosing that focuses on one sector of the general public. From the third week onwards, the class will meet every other week in workshops. During workshops, groups will share progress updates, provide constructive criticism to one another, and receive guidance from the course instructor. Research findings should be completed and presented in the penultimate week. The final week will involve a reflection on the entire process and the historical profession more generally.

Assessment: 100% coursework

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### **HIST7999. Capstone Experience: MA Dissertation in Hong Kong History (12 credits)**

Students in this course will produce a written dissertation (10,000 words) based on research into a selected topic in Hong Kong history. They will apply advanced methods of scholarly research to this topic; demonstrate knowledge of historical theory and methodology; show original thinking in presenting a scholarly argument about their topic; and master professional practices and standards of historical writing, use of sources, and presentation.

Assessment: 100% coursework

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## **LINGUISTICS**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Linguistics curriculum in the academic year 2024-25 and thereafter.*

The objectives of the curriculum are:

1. To engage students in the field of linguistics, including its scientific, social and human aspects.

2. To offer postgraduate level education to those who wish to engage as professionals in the study of languages, bilingualism and multilingualism.
3. To train postgraduate students to conduct research on human language, its theories, empirical methods and applications.

## **Courses**

Candidates must take 2 core courses, 5 elective courses and the capstone experience during the course of study. The candidates must pass the core courses during the period of study.

Not all of the elective courses listed below will be offered each year.

### *1. Core Courses*

#### **LING7004. Phonetics and Phonology (6 credits)**

This course introduces students to two areas of study of the speech sounds of language, phonetics and phonology. In phonetics, students acquire the knowledge of (i) the articulatory and acoustic properties of the speech sound segments, including consonants, glides, vowels, and diphthongs, and (ii) the prosodic characteristics of the suprasegments, such as duration, pitch and stress, associated with the syllables. Students acquire the skills of (i) IPA transcription and (ii) speech analysis, using instruments. In phonology, students learn about (i) the patterns of speech sound systems and (ii) the phonological properties and linguistic functions of the sound segments and suprasegments. Students are required to analyze phonological data, solve phonological problems, and formulate phonological rules.

Assessment: 100% coursework

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#### **LING7005. Grammar: Theories and Applications (6 credits)**

This course aims at introducing students to the basic concepts in morphology and syntax. Exercises accompany the topics introduced. Example analyses are drawn from various languages. The following topics in morphology and syntax will be covered: wordhood, word classes, constituency, phrase structure, grammatical relations, semantic roles, and sentence types. The course provides a grounding in grammatical concepts useful for further study in grammatical theory, typology and other areas of linguistics.

Assessment: 100% coursework

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### *2. Elective Courses*

#### **LING6014. The History and Structure of Cantonese (6 credits)**

This course offers a wide-ranging account of Cantonese in all of its major facets: its origins, historical development, phonology, morphology, syntax, and lexis, as well as dialectal and social variation. Recent advances in research on Cantonese will also be discussed and reviewed.

Assessment: 100% coursework

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### **LING6017. Language Development and Language Behavior (6 credits)**

The aims of this course are to introduce students to some research methods employed in the study of language acquisition and language behavior, and to assess the significance of research results in these fields. The main topics to be covered include: stages of language development, reading acquisition, second language learning, language and reading disorders, and the influences of writing systems on language processing.

Assessment: 100% coursework

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### **LING6019. Grammar and Interaction (6 credits)**

This course introduces students to the recent advances in the study of the interface between linguistic structure (grammar) and human interaction (spontaneous communication). It focuses on issues of the identity of basic interactional units and how syntax, prosody, semantics and conversational structure shape one another in naturally occurring talk. Topics include: Syntax of sentences in progress, Adverbial clauses in conversation, Repair and syntax, Conversational turns and their extension.

Assessment: 100% coursework

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### **LING6020. Advanced Topics in Psycholinguistics (6 credits)**

This course will examine issues concerning how language is acquired and processed in the mind. Advanced research topics to be covered in this course are as follows: brain and language development, language and thought, mental systems for words, word segmentation in Chinese and English, dyslexia, language disorders. There will also be practical laboratory classes.

Assessment: 100% coursework

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### **LING6021. Language Types and Universals (6 credits)**

This course introduces linguistic typology as an approach to language structure based inductively on investigation of a wide range of languages. It does not require prior knowledge of many languages, although some knowledge of a language such as German or Japanese is a useful asset. The course includes applications of typology in the field of language acquisition.

Assessment: 100% coursework

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**LING6022. Reading Acquisition and Developmental Dyslexia (6 credits)**

This course aims to provide a theoretical understanding of reading development and reading disorders in different writing systems, with a specific focus on alphabetic (English) and logographic (Chinese) writing systems. Through attending the course, students will be able to understand how different cognitive processes contribute to the development of skilled word reading and text comprehension and what problems children may encounter during the course of reading development. Effective treatment and instruction approaches will also be discussed.

Assessment: 100% coursework

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**LING6023. Researching Language in Hong Kong (6 credits)**

This course introduces students to contemporary research on languages issues with special reference to the study of language and linguistics in Hong Kong. This course will survey recent research on the languages of the HKSAR, and discuss how language research may be critically read and interpreted, with particular attention to research design and methodology. The central aim of the course is to help students to understand the techniques of quantitative and qualitative research, with case studies relevant to Hong Kong. It will be of special interest to students intending to carry out locally-based research for their dissertation.

Assessment: 100% coursework

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**LING6028. Topics in Language Acquisition (6 credits)**

The course introduces current linguistic approaches to language acquisition in bilingual and multilingual contexts. Topics will include the acquisition of Cantonese and English by bilingual children; acquisition of English as second language by Chinese speakers, and vice versa; and the acquisition of a third or additional language by bilinguals. The course is particularly suitable for those with some experience of language teaching.

Assessment: 100% coursework

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**LING6029. Current Issues in Linguistics (6 credits)**

In this course current issues in different sub-fields of linguistics are discussed, with an emphasis on new approaches, methodologies and findings. The topics may vary from year to year but will include a selection from such major fields of research as linguistic theory, sociolinguistics and psycholinguistics.

Assessment: 100% coursework

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**LING6031. Multilingualism (6 credits)**

This course provides a broad overview of issues pertinent to multilingualism, with an emphasis on the linguistic, social and cultural diversity of multilingual societies. Theories and approaches to the study of multilingualism will be illustrated by different multilingual settings around the world, covering Hong Kong and Asia among other contexts. Topics related to the linguistic consequences of multilingualism include code-switching, language change, as well as language contact and creolization. We also look at educational issues involving multilingualism and how they are resolved.

Assessment: 100% coursework

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### **LING6032. Semantics (6 credits)**

This course introduces students to the linguistic study of meaning. It focuses on the meaning of signs and the relation between signifiers and what they stand for. Topics to be examined include both traditional and current approaches to lexical and sentence meaning. The role of semantics in the language system will be addressed. Central problems and theoretical concepts of Semantics will be discussed, with illustration from a variety of languages.

Assessment: 100% coursework

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### **LING7006. Readings in Linguistics (6 credits)**

In this course students read a selection of current works in an area of interest to the student under direction from a supervisor. The course is suitable for those who have a specific research area which they wish to explore. Students are expected to write critical reviews of works they have read, and/or to compile a literature review. The work is intended to prepare the ground for a dissertation in the chosen area.

Assessment: 100% coursework

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### **LING7007. The Sound Patterns of Language: Phonological Theory and Analysis (6 credits)**

Why is English so hard for a Cantonese speaker to pronounce? The sounds of each language are organized by different principles: English allows consonant clusters at word edges (as in strengths) while Cantonese does not. Each human language has its own phonology, a set of principles for organizing its sounds into a unique signature for that language. This course addresses phonological systems from a variety of perspectives. Objectives include teaching the following:

- a. an overview of common types of phonological phenomena;
- b. analytic tools for determining the phonological patterns found in a given language;
- c. theoretical grounding in order to interpret the results of an analysis;
- d. argumentation logic to evaluate the validity of analyses;
- e. presentation skills for both oral and written professional presentations.



Thus, the primary focus is on analytic, argumentation, and presentation skills, set against the backdrop of phonological systems.

Assessment: 100% coursework

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**LING7008. Language and Speech Sounds: Acoustic and Articulatory Phonetics (6 credits)**

When speaking, people tend not to actively think about the sounds that make up their language. The task of listening to and producing speech sounds seems so effortless and automatic for native speakers of a language that it can often be one of the most challenging obstacles for the non-native learner to overcome. Contemporary inquiry into the nature of human speech sounds, however, reveals a complex system of phonetic knowledge that language users must use to navigate their linguistic environment. This course introduces students to the nature of speech production and perception and to the properties of the acoustic signal that is transmitted from speaker to listener. Goals of this course are:

- a. To understand fundamental principles of phonetic theory and phonetic representation. We will look at current theories of the complicated tasks accomplished by speakers and listeners and arrive at a representation of speech sounds in terms of their articulatory, acoustic and perceptual properties.
- b. To introduce students to techniques of phonetic experimentation and modeling. Small-scale experiments will provide training in physiologic measurement, acoustic analysis, and perceptual-data analysis, and reinforce theoretical principles by serving as empirical tests of claims made by such theories.
- c. To reflect on the relationship between the physical instantiation of speech and its representation in the mind. Our exploration of this issue will serve as a bridge between phonetics and phonology.
- d. To provide practical experience in hearing, producing, and transcribing sounds of the world's languages. Such experience can prepare students for field research on poorly documented or under-described languages or for work involving populations who speak different languages.

Assessment: 100% coursework

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**LING7009. Language Structure for Teaching and Learning Languages (6 credits)**

Learning a foreign language can be daunting; teaching a foreign language to bewildered students can be frustrating. This course is for the teacher and learner alike; we will look at general properties of how language is structured -- both generically and through specific examples -- starting with the sounds that make up languages and moving to how those sounds form word, how those words form sentences, and how those sentences are interpreted to have both specific and contextual meanings.

Assessment: 100% coursework

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**LING7010. Introduction to Speech Prosody (6 credits)**

This course is designed to introduce students to the field of speech prosody, i.e. aspects of speech above vowels and consonants. We will explore topics such as: tone, rhythm, question and emotion with a particular focus on English, Mandarin and Cantonese. The course will consist of lectures and hands on lab experience, with an aim to increase students' theoretical and practical knowledge of prosody and its applications for further research, teaching and beyond.

Pre-requisite: LING7004 Phonetics and Phonology

Assessment: 100% coursework

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**LING7011. Introduction to Cognitive Linguistics (6 credits)**

This course looks at language as a window into the mind. We want to know how language can be understood as a crossroads or interaction between the world and our minds. Our theme is meaning. Instead of focusing on a single theoretical framework aimed at encapsulating every aspect of language, like Optimality Theory or Generative Grammar, this course focuses on Cognitive Linguistics, a less rigid approach, which allows us to explore the myriad strategies to create and convey meaning in language, such as metaphor, imitation, categorization, extrapolation and so on.

Assessment: 100% coursework

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**LING7012. Introduction to Data Science for Linguists (6 credits)**

This course offers students a detailed introduction to data science and its application to linguistic issues. It covers both theoretical aspects and methods, and assumes no strong background in mathematics or computer science. Following an introduction to data science, a number of statistical concepts and tools will be introduced and applied to linguistic data. Simple natural language processing (NLP) techniques will also be covered. Topics include: sampling, descriptive and inferential statistics, basic parametric and non-parametric statistical tests, regular expressions, morphosyntactic processing, lemmatization etc. Jamovi will be used for statistics and homemade tools for NLP.

Assessment: 100% coursework

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**LING7013. Language Emergence and Language Change (6 credits)**

This course covers the field of evolutionary linguistics, i.e. how language developed in the past and how languages evolve through time. To this end, it surveys a number of complementary perspectives and disciplines which address the topics of language emergence and language change: cognitive paleoanthropology, comparative psychology, historical linguistics, sociolinguistics, computational linguistics or yet experimental semiotics. Students will overall build a better understanding of language as a cognitive and social device, and

investigate evolutionary processes at different time scales, from the remote roots of the faculty of language to the birth of modern languages and contemporary mechanisms of language change.

Assessment: 100% coursework

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#### **LING7014. Language Structure in Context (6 credits)**

This course introduces students to a specific language or group of languages on which the teacher concerned has conducted linguistic field work, laboratory or theoretical research. Topics cover the main areas of grammar and phonology of the language chosen for the course. The study of linguistic structure may be complemented with aspects of comparative linguistics, areal typology, language contact, socio-cultural, historical and geographical context. Course work may also cover aspects of the collection, analysis and interpretation of qualitative and quantitative linguistic data on a language. The course therefore provides a unique opportunity for students to apply and expand linguistic knowledge acquired during undergraduate studies and the current Masters programme in a holistic way.

Assessment: 100% coursework

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#### **LING7015. Pragmatics (6 credits)**

The course introduces students to linguistic and extralinguistic approaches to language use and the making of meaning, where the roles of language users, their interlocutors, and the contexts in and through which they act and use language are considered paramount. As a contextually-driven perspective on meaning, Pragmatics contrasts with Semantics which tends to focus on instances of language – linguistic expressions – that are abstracted from their real-world contexts of use. Topics to be explored include both canonical and current approaches to meaning with a focus on real-world issues rather than rehearsal of traditional concepts. The role of Pragmatics as a perspective on rather than a component of the language system will be addressed. Central issues and theoretical concepts of Pragmatics will be discussed, with illustration from a variety of languages and cultures.

Assessment: 100% coursework

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#### **LING7016. Linguistic Diversity in China (6 credits)**

This course introduces linguistic diversity across modern China, with a focus on structural variation in terms of sound systems, word forms, and grammatical structure. The course takes a descriptive approach to linguistic features with little theoretical or technical linguistic knowledge necessary. Topics covered include the main typological regions in Sinitic and their relationships to each other, the Altaic areal region, the Mainland Southeast Asian region, the Highland region, and approaches to quantifying linguistic diversity.

Assessment: 100% coursework

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**LING7017. Sociolinguistics (6 credits)**

Linguistic practices are inherently social. To understand what language is, we also need to understand how and why it is used. This course offers an introduction to the field of sociolinguistics, the study of the relationship between language and society. We explore how language use is shaped by different social factors such as identities, media, and language attitudes. The course draws on a range of social contexts, exploring sociolinguistic landscapes around the world.

Assessment: 100% coursework

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*3. Capstone Experience***LING7996. Capstone Experience: Research Project in Linguistics (18 credits)**

The capstone experience is a compulsory and unique component of our Programme. Students will have an opportunity to work with a linguist on a research topic to produce outputs which contribute to the knowledge of the field. To fulfill the requirements of the Programme, students must present their research in both written reports and oral presentations. The written reports should normally be between 3,000 and 5,000 words in length. Each report will be examined by one examiner. The capstone experience must be completed by the deadline prescribed by the Programme.

Assessment: 100% coursework

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**LING7997. Capstone Experience: Dissertation (18 credits)**

Students will conduct independent research and produce an extended written dissertation under the guidance of their supervisors. They will acquire in-depth knowledge about their research topic, participating in critical discussions and debates in the area, and staying abreast of the latest research developments in the field. They will develop the necessary skills to conduct rigorous and ethical research, including literature review, research design, data collection and analysis, and scholarly writing. Students who present an original research topic, submit a well-developed research proposal, and exhibit strong academic writing skills will be invited to write a dissertation. The dissertation should normally be between 10,000 and 15,000 words in length. Each dissertation will be examined by one examiner. The dissertation must be completed by the deadline prescribed by the Programme.

Assessment: 100% coursework

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**Assessment**

Courses are assessed by 100% coursework. Coursework assessment is based on essays, term papers, projects, oral presentations, quizzes, and other kinds of oral or written work as prescribed by the course instructors.

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## LITERARY AND CULTURAL STUDIES

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Literary and Cultural Studies curriculum in the academic year 2024-25.*

The MA in Literary and Cultural Studies (MALCS) introduces students to a wide range of theoretical, literary and filmic texts, exploring historical and contemporary issues within modernity and globalization. The curriculum consists of 7 courses and a capstone experience in the form of a dissertation or an equivalent project, and will be offered in a full-time (1-year) and part-time (2-year) mode. The maximum period of registration for full-time and part-time students is 2 academic years and 3 academic years respectively, which is subject to the approval of the Board of the Faculty on recommendation of the MALCS Programme Chairperson.

An interdisciplinary approach will be adopted in the curriculum. All our courses are largely shaped by critical and cultural theory, and look at texts, for example film and literature, through the perspectives of post-structuralism, deconstruction, psychoanalysis, feminism and Marxist and post-colonial criticism. Teaching will be in English.

The objectives of the MA in Literary and Cultural Studies are:

1. To broaden and deepen students' knowledge of cultural theories and different approaches in literature, film and cultural studies.
2. To cultivate critical thinking through engagement with the key debates in literary, film and cultural studies.
3. To encourage appreciation of diverse cultural practices and contexts within a global frame, with emphasis on but not limited to those of Hong Kong, modern Chinese, and Asian cultures.
4. To develop skills in critical analysis necessary to carry out independent research in the field of literary, film, and cultural studies.
5. To provide the knowledge and enhance the skills required for advanced degrees and/or enhancement in arts, cultural writing and other creative practices.

Coursework teaching conforms to the undergraduate teaching year. For full-time students, the capstone experience must be completed by the prescribed deadline in the academic year of study and its title should be submitted for approval by **March 1** of that year. For part-time students, the capstone experience must be submitted by the prescribed deadline in the second academic year of the study, and its title should be submitted for approval by **March 1** of that year.

The semester courses offered by the curriculum may vary from time to time.

Students are encouraged to pursue either a LITERARY AND CULTURAL STUDIES stream, or a FILM AND MEDIA STUDIES stream within the Programme. Students are also allowed to not pursue any specific streams.

LITERARY AND CULTURAL STUDIES stream elective courses:

Students are encouraged to select any 3 from the following: CLIT7006, CLIT7007, CLIT7008, CLIT7009, CLIT7010, CLIT7011, CLIT7013, CLIT7016, CLIT7018, CLIT7020, CLIT7023, CLIT7024, CLIT7027, CLIT7028, CLIT7029.

FILM AND MEDIA STUDIES stream elective courses:

Students are encouraged to select any 3 from the following: CLIT7007, CLIT7014, CLIT7016, CLIT7019, CLIT7020, CLIT7021, CLIT7022, CLIT7023, CLIT7027, CLIT7028, CLIT7029.

Students are required to declare their choice of streams (or not declaring) in the first semester of their academic study. Any request for subsequent change in stream after declaration shall be approved by the Programme Chairperson. The streams will not be displayed in the academic transcripts but a confirmation letter from the Department can be obtained to indicate the students' academic pursuit.

The MA curriculum comprises one 9-credit core course, six 6-credit elective courses and a 15-credit capstone experience.

Creative Practices and Experiential Learning Courses are optional 3-credit courses. Students can only choose one of the 3-credit courses on top of their regular study load. These courses are designed to encourage students to engage with the city of Hong Kong, to bridge the knowledge they learn in class with experience outside of the classrooms.

For full-time students, one core course and three electives will be taken in the first semester, and three electives will be taken in the second semester of the academic year of study. For part-time students, one core course and three electives will be taken in the first year of the study and three electives in the second year. Courses are assessed by 100% coursework. Currently these courses are as follows but not all of them will be offered each year:

Students shall take no fewer than 60 credits in the manner specified in the regulations and syllabuses and complete satisfactorily all specified work as required.

## **CORE COURSE**

### **CLIT7005. Approaches to Literary and Cultural Studies (9 credits)**

This course aims to examine the changing notion of culture and the paradigmatic shifts in literary and cultural theory over the past few decades. Informed by Western Marxism, structuralism, postmodernism, feminism, postcolonialism and psychoanalysis, it maps out a landscape of critical perspectives on culture within the context of modernity and globalization. It assesses the potentialities and constraints of the cultures of capitalism in a global context. It seeks out innovative ways of articulating the intricate relations among the idea of popularity, counter culture, and the public sphere. With key concepts such as “hegemony” and “structures of feeling”, it examines how culture can be perceived as a lived, active and transformative process. As popular artifacts straddle between art and industry, this course questions the strict division between high and low cultures, center and periphery, the mainstream and the independent/alternative. Drawing on literary and cultural texts produced and circulated within the deterritorialized, global space, this course focuses on the ways in

which creativity, acts of resistance, and contestation of opinion enact processes of negotiation, struggle, challenge, and transformation. Topics for discussion may include film adaptation, the interfusion of high and low culture, technology and the democratization of culture, film genre, cultural myth and ideology, the global circulation of culture, and the notion of the public sphere.

Assessment: 100% coursework

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## **ELECTIVE COURSES**

### **CLIT7006. Fabrications of Identity (6 credits)**

This course explores the formations of identity in literature, visual culture and theoretical discourse. It examines the politics and ethics of representing identity and difference, especially sexual difference and cultural difference in various local, national, and global settings. Drawing upon theoretical writings of feminism, deconstruction, race studies, performance theory, queer theory, and theory of simulation among others, the course engages literary and visual texts as creative and dialogic acts staging interconnected identities that demand close reading and inter-textual referencing. Topics may include: identity and hegemony; femininities and masculinities in contexts; visual pleasure and spectatorship; masquerade and performance; colonialism and hybridity; the politics of sex and race, and identities in cyberspace. Selective texts will be studied for their imaginative, innovative, and progressive staging of alternatives that speak to and counteract the given identities of monocultures and essentialisms.

Assessment: 100% coursework

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### **CLIT7007. The Art and Politics of Narrative (6 credits)**

If narrative is to do with storytelling, this course focuses on the art and politics of storytelling. What underpins the central focus of the course is the complex relation among representations of identity, ideology, history, and human agency. The course examines a variety of narratives across a range of cultures, genres, and media including poems, short stories, plays and films, and it introduces ways of reading them from theoretical, philosophical and cultural perspectives. Students will learn to read narratives within their historical and cultural context with the help of Marxism, poststructuralism, postcolonialism, psychoanalysis, and feminism. They will study how narratives function to contest, challenge and transcend various forms of cultural identity constructed by nationalism, state ideology, patriarchy, orientalism, occidentalism, capitalism and urbanism. Selections of narratives may range from the realist modes to surrealism and fantasy. With the former, fundamental issues such as mimesis, reality and alienation effects, as well as the political unconscious will be tackled whereas in the latter, innovative ways of contestation are produced when imagination goes on exile.

Assessment: 100% coursework

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### **CLIT7008. From Colonialism to Globalization (6 credits)**

This course addresses the cultural, intellectual and historical effects of what is arguably the dominant story of the last several hundred years: the emergence of, resistance to and eventual transformation of the modern, global system of colonialism. By the 1930s, 85 percent of the world was at one point a colony or ex-colony; this is to say that the world, from the “local” places of the South and East to the metropolises of the West, has been un-formed and re-formed by the experience and structures of colonialism and its afterlives. This course uncovers some of this history and complexity by examining foundational texts, concepts and ongoing debates within the study of colonialism, decolonization, and what is often thought of as the “new” era of globalization or unimpeded capitalism. Readings can range from classic colonial literature to prototypical postcolonial films, but will also include some of the key statements from the leading critics of colonialism and capitalism. Key terms might include but are not limited to: nationalism, colonial discourse, hegemony, Third World, orientalism, subalternity, hybridity, imperialism, difference, sovereignty, neoliberalism.

Assessment: 100% coursework

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### **CLIT7009. Modernity and its Paths (6 credits)**

The course will look at the different ways in which modernism was defined, from the late 19<sup>th</sup> to the mid 20<sup>th</sup> century, in Europe, America, China and Japan. The purpose of the course is to reflect on the fact that modernism, as defined by its leading proponents, was quite often less an assertive, iconoclastic, avant-garde attack on tradition, than an ambiguous reflection on the place of literature and film in a more democratic, disenchanted age. Drawing on theoretical and critical texts by philosophers and scholars which highlight the ambiguity or dialectics of modernity, it will nonetheless mainly seek to engage with the configuration of modernity in individual fictional works and films. How is modernism related to the autonomy of literature, the emancipation of the individual, visuality, and memory? Does modernity signify a utopian liberation from all norms or does it recreate new forms of submission and hierarchy? How has the modern apparatus of cinema shaped ways of looking and engaging time and space, besides illuminating the shocks and of modern life?

At the same time as it seeks to deconstruct the simple opposition between tradition and modernity, the course will also question the meaning of literary and film modernism in the Chinese and Japanese context as an “iconoclastic” break with tradition in favor of “Westernization”, including localizing Western forms. Asian modernists demonstrate a similarly complex understanding of literature’s and film’s role in modern times. The difficulties in defining a “modernist canon” may in this sense reflect inseparable aspirations to the new and nostalgia for the old.

Assessment: 100% coursework

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### **CLIT7010. Questioning Sexual Difference (6 credits)**

This course continues the interrogation of gender and sexual difference initiated in *CLIT7006 Fabrications of Identity*. Drawing on theorists who have built on Freud’s understanding of human sexuality through the Greek myth of Oedipus as well as those who have actively



countered Freudian psychoanalysis, this class explores a range of perspectives that challenges our commonsense understanding of sex and gender. Topics may include the history of sexuality, sexual revolutions, sexual subcultures, alternative or “dissident” sexualities, socialism and sexuality, feminist critiques of consumerism and domesticity, postmodern bodies, the politics of sexual orientation, transvestitism and transsexuality, queer identity and desire.

Assessment: 100% coursework

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### **CLIT7011. Hong Kong and Beyond (6 credits)**

This course explores Hong Kong culture in various local, national and global contexts in comparison with cities in China and other parts of the world. Through analyzing selected socio-cultural phenomena, literary, filmic and other cultural texts and sites, we examine how the forces of modernization, nationalism, colonialism and globalization have affected the shifts in cultural and political dynamics, and have prompted the changes in the imagination and re-imagination of urban cultural politics. We may draw from theoretical approaches and critical concepts of various disciplines and persuasions. Topics covered may include the questions of history and agency; the cultural tropes of crisis, hybridity, transition and transgression; personal, collective memories and urban affectivities; critical cultural policy and the politics of urban space; the spectacles of urban renewal, tourism, consumption and popular culture; and, everyday life politics, local cultural resistance and decolonizing alternatives.

Assessment: 100% coursework

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### **CLIT7012. Dissertation Seminar (6 credits)**

*Students who opt for dissertation-writing must take this course.*

This seminar supports students as they face the challenges of doing independent literary, film, and cultural studies scholarship as they prepare to write their dissertations. In order to help students in the initial stages of their dissertation research, this course begins with an overview of critical methods currently in use that can be applied to the analysis of a variety of cultural texts. Taking the text, textual strategies, intertextuality, and discourse as starting points, discussion will move from the definition of an object of study to practical critique within the theoretical parameters of literary and cultural studies. The course revolves around student-led presentations, workshops, debates, panel presentations, and lectures arising from issues and concerns generated by the students’ research. Students will analyze key concepts arising from their exploration of the scholarly literature on their dissertation topics, compare the strengths and weaknesses of various research methodologies, and embark on the research for their own project.

Assessment: 100% coursework

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### **CLIT7013. Postmodernism (6 credits)**

This course will explore a wide variety of phenomena characteristic of late 20<sup>th</sup> century culture. Notions such as fragmentation, irony, pastiche, playfulness, kitsch & camp, etc. will be examined. Making use of the city as guiding image, we will ask how postmodernism inflects questions of the stability of knowledge, the meaning of the subject, and the spectacle of the postmodern world. We will ask questions about the nature of global flow of goods, media, money, design, and concepts as they move between east, west, north, and south. Literature, film, theory, visual arts, architecture, music, TV shows and others will be discussed in the attempt of gaining a decently comprehensive understanding of what has been going on recently in world culture, and of how we are determined by these phenomena. The dynamics of a constantly reshaped connection between knowledge, sensation, language and the social contexts of the body will be closely examined.

Assessment: 100% coursework

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#### **CLIT7014. Film and Popular Culture (6 credits)**

This course aims to examine the intricate relation between cinema and popular culture. Through the analysis of examples from the cinema of the Euro-American and Asian traditions, issues in connection with the interfusion of high and low culture, class structure and the popular arts, authorship, stars, and film genre, cultural myth and ideology, the global circulation of film, and audience and the cinematic public sphere will be discussed. With the specific emphasis on the multifaceted relation between cinema and popular culture, the course will explore how in some instances popular cinema is always in a dialectical relationship with what we might call “counter/art/independent” cinema while in other occasions, the popular and the independent cannot be easily separated.

Assessment: 100% coursework

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#### **CLIT7016. Topics in Contemporary Chinese Literature and Culture (6 credits)**

This course will examine contemporary literary and filmic texts from Mainland China, Taiwan, Hong Kong and the Chinese diaspora. Students will read representative essays, literary and filmic works, and critical cultural texts from the Post-Mao period to the present. Texts will introduce students to major intellectual currents and literary and film movements of this period, including socialist and critical realism, modernism, postmodernism, and nativism. This course will also explore how forces of colonialism, urbanization, and globalization have drastically changed these Chinese societies. Students are expected to use literary, cultural and various interpretive theories to examine the historical changes taking place in Chinese societies over the past few decades, to understand the social problems and cultural aspirations that the Chinese have been preoccupied with, the patterns of urban life associated with various forms of consumption, and to approach those changes from both a historical and global perspective.

Assessment: 100% coursework

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#### **CLIT7018. Realism/Surrealism (6 credits)**

Through a selection of literary and visual narratives, the course explores the intricate relation between realism and surrealism in culture and the arts. One part of the course explores some fundamental issues in the debates surrounding realism: mimesis, documentarism, reality and alienation effects. The other part turns to literary and filmic genres which are normally not grouped under the rubric of realism. Focus shifts to the fairy tale, fantastic literature, ghost story, docu-drama, mockumentary, and science fiction film. With these two parts, the course seeks to reflect upon the ways in which realist and surrealistic narratives relate to actuality, and upon issues related to defamiliarization, madness and death, the architectural uncanny, and crisis consciousness.

Assessment: 100% coursework

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### **CLIT7019. World Cinema (6 credits)**

This course explores the meaning of “world cinema” within an increasingly complex circulation of motion pictures as part of a globalized cultural economy. A range of films from around the world that serve as cultural artifacts will be closely examined to tease out their aesthetic contribution to global film culture. Questions will also be raised regarding the impact of global capitalism, and the effects of cultural hegemony on “independent” national cinemas, “art” cinema, “festival” films, and the transnational cinematic aesthetics that characterizes these developments. Selected films from the 20<sup>th</sup> and 21<sup>st</sup> centuries are studied with a view to historicize world cinema, attend to cultural specificities, examine the notion of film authorship, and explore relevant theories and trends in cinema studies.

Assessment: 100% coursework

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### **CLIT7020. Introduction to Research Methods (6 credits)**

This is a course to introduce master-level students to theory-informed research methods in literary, film, and cultural studies. It gives a survey of the key concepts, methods, debates, and authors as they pertain to the research and analysis of texts, contexts, and world. Questions for inquiry include: How do scholars engage theory and method to examine narratives, discourse, form, genre, ideology, subjectivity, and imaginary? How do analyses of texts, practices, reception, production contexts engage cultural economy, power, politics, and/or historiography? Research methods covered in the course include: narrative analysis, formal analysis, authorship studies, genre studies, discourse analysis, ideological analysis, and ecocritical analysis.

Assessment: 100% coursework

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### **CLIT7021. Approaches to Cinematic Arts (6 credits)**

This course introduces theoretical and critical approaches to the study of film in an international and interdisciplinary frame. It acquaints students with selections from classical, contemporary, and postcolonial theories of film and cinema, with emphasis on the revisions

and interventions informed by feminisms, Third Cinema, postcolonialism, postmodernism, queer theory, and digital culture. Beginning with readings on visibility and critical visions, the course introduces different theories and positions on the questions of medium specificity, film's relation with the other parts, concepts used in film criticism, theories and practices of cinema, and cinematic arts in digital humanities.

Assessment: 100% coursework

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### **CLIT7022. Screen Documentaries (6 credits)**

The politics, modes, ethics, and practices of screen documentaries will be introduced in international and interdisciplinary frames. Beginning with readings on non-fictional storytelling, authenticity and authority, ethics and politics of documentary on screen, students will examine the role of the documentarian, the documentary subjects, issues of gender and ethnicity, globalization, and modes of documentary including observational, expository, participatory, poetic, reflective, performative, and hybrid approaches. Lectures, viewings, and discussions will emphasize intellectual and critical understanding of documentary film and video texts, as well as their historical and cultural contexts. Students will do analytical and reflective writing, undertake research and participatory observations, and investigate documentary practices and ethics. Students will complete a still photo-text project for the mid-term and a group digital documentary with their own equipment (5-7 minutes) for the final project. Students will write commentaries and do reflective writing on the group project.

Assessment: 100% coursework

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### **CLIT7023. Ecological Imaginations in Literary and Visual narratives (6 credits)**

This course will examine the significant ideas, concepts, debates, and questions around ecocriticism, environmental studies, animal studies, and posthumanism by studying a selection of contemporary literary and visual narratives. The ways in which nature, animals, and humans are situated and represented in these narratives carry environmental, ethical, political and philosophical ramifications. The course will also examine models of critique and change as responses to historical and critical contexts and global ecological conditions. Students will apply appropriate key ecocritical concepts such as deep ecology, ecofeminism, queer ecocriticism, and green activism to analyze literary and visual narratives.

Assessment: 100% coursework

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### **CLIT7024. Advanced Cultural Studies: Context, Culture, Critique (6 credits)**

This course serves as an advanced introduction to Cultural Studies. Cultural studies is an *inter-disciplinary* mode of scholarship that seeks to produce critical but useful knowledge. It is based first of all in a radical *contextualization* that presumes an ability to situate texts, people, and problems within a certain historical and social framework that draws on various forms of 'theory' or ways of seeing. As a mode of inquiry it foregrounds not a particular genre or medium or discipline like literature or film or, say, sociology, but particular

problems and issues that matter or have mattered in history. What matters, and to whom, is a large and open question that must be addressed. But within cultural studies there is a commitment to culture as “ordinary” and “common” as opposed to merely esoteric or aesthetic or privileged or individualized. Cultural studies draws on the textual and semiotic skills from literary, film, and media studies but it does not confine itself to texts. It seeks instead to ground itself in something variously called “culture,” everyday life, lived experience, social reality, political or group struggle, the historical present, and so on: these too are all terms that must be scrutinized; but they also point to the essentially social and ‘real’ world that cultural studies seeks to understand and intervene in.

This course will introduce the above template for doing cultural studies, through both theoretical and practical readings. It will read theoretical or methodological texts. It will also offer one or several case studies or examples, classic or contemporary, of ‘achieved’ or actual cultural studies. Cultural studies is in fact not easy to do but is or should always be worthwhile or useful to someone or something. Literary or cinematic or other texts may also be used to illustrate the problems and methods of cultural studies.

Pre-requisite: CLIT7005 Approaches to Literary and Cultural Studies

Assessment: 100% coursework

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### **CLIT7026. Special Topics in Eco-criticism (COIL) (6 credits)**

In our times, places like the Netherlands/the Rhine Delta, and Hong Kong/the Pearl River Delta, reveal the crises of the contemporary in very different ways. Located at the opposite sides of the Eurasian continent, formed by very different (geological, meteorological, humanistic) powers, their realities show many differences, but also unexpected similarities. Doing scientific and artistic research at both locations, this course aims to help students to be familiar with the complexities of these 21<sup>st</sup> century crises, how they are reflected in social, political and environmental uncertainties, and how they lead to civic action. It engages issues such as: how to negotiate on what challenges the current state of academic knowledge and call upon all of our creative and speculative capacities to imagine society differently, to question its Modernist or Capitalist systems of production and consumption. It is important to stress that all of this will be done by placing centre not the human being, but the entire Delta with its multiple networks: its human *and* non-human inhabitants, the elements, and all of the powers engaged in its complexity. Teaming up with a series of technological and artistic initiatives in both sites, it engages with local communities and stakeholders, and searches for ways to involve them actively in the research that we undertake. This course is a unique transdisciplinary, transnational and inclusive program, firmly rooted in the urgent matters of today.

Assessment: 100% coursework

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### **CLIT7027. Participatory Media and Cultural Studies (6 credits)**

This course explores the rise of participatory culture and its impact on media and cultural studies. This course examines the ways in which digital technologies and the internet have enabled individuals to participate in the creation, distribution, and consumption of media content, and the implications of this for cultural production and consumption. Through a

range of theoretical and practical approaches, students will explore topics such as fan and remix culture, online communities, social media, digital storytelling and global media activism, among others. Rather than “reading” a particular type of institutionalized media form, this course focuses on exploring a wide range of knowledge products (e.g. Textual inscriptions, community-produced films, video art, photographs, audios, exhibitions, interactive media products, digital stories etc.). Throughout the course, students will acquire the skills to navigate the question of authorship, positionality, audience, and circulation as they engage with challenging subjects of representation — such as sensorial experiences, taboos, memories of violence and trauma, mental health and politically charged cross-cultural dialogues.

Assessment: 100% coursework

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### **CLIT7028.      Adaptation and Remakes Across Cultures (6 credits)**

The course introduces the aesthetic and ideological dynamics in film remakes across different genres, media, and cultures. Starting with readings from classic studies and theorizations of film and literature, students will explore the complexity of creativity in film remakes to appreciate the nuanced originality in the transference of one medium to another, be it from page to screen or from screen to screen, which go beyond fidelity. Students will examine the differences in such seemingly identical repetitions that reveal the paradoxical tension in the transference of ideas from one culture to another in the increasingly divided globalized world. Students will critique a wide spectrum of film remakes to reveal what is spatial-temporally particular in the universal human condition. The selection of film remakes spans across diverse genres and cultures to reveal the aesthetic in the ideological, and the ideological in the aesthetic. Students will also discover that film remakes are not only a unidirectional transference from one film to another. Film remakes are also discursive on a grander scale of transnational allusion and translation of genre elements, the conjuring of which have come to define the careers of many auteurs. Students will engage in discussion, write short in-class response paper, give group presentation, and complete a semester-end paper on a selected set of film remakes.

Assessment: 100% coursework

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### **CLIT7029.      Special Topics in Creative Writing (6 credits)**

This course is designed to offer ways to develop students’ writing skills within a challenging, flexible and advanced scheme of study invigorated by current research. This course aims to extend students’ knowledge and critical/contextual understanding of the study and practice of creative writing. It is unique in combining creative and life writing in a stimulating and enriching course. Taught by experienced writers of major profile, this course provides teaching on a range of genres including but not limited to fiction, short story, poetry, drama, screenwriting and creative non-fiction.

This course will examine relevant literary and cultural theory as well as the politics and practicalities of language and writing. The textual analysis will provide a springboard for developing writing skills, and forming the usual method of critiquing both published works

and the writing of class members. Through a combination of structured creative writing exercises and independent assignments, students will develop powers of imagination and self-criticism.

This course will consist of student-led discussions, creative-writing exercises, group feedback and creative-writing workshops.

Assessment: 100% coursework

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### **CLIT7030. Critique and Criticism (6 credits)**

‘Critique’ and ‘criticism’ are usually words associated with complaints and fault-finding, but the history of critique is much more generous and capacious than this. Criticism can include book reviews, film reviews, literary analysis, and analyses of popular culture. Critique, relatedly, is a practice that seeks to understand its object of study entirely within its own terms, and to make sense of the world that a text or practice imagines for itself. Consequently, a critic is neither an author (auteur) nor a reader (viewer), but a curious figure somewhere in between.

This course introduces students to the long traditions of criticism and critique across the world with a focus on critical writing in the twentieth and twenty-first century. The course will take a global approach to understanding the practices of criticism as they emerge and circulate. This includes (among others) German thinkers who founded the Frankfurt School; French thinkers engaged in debates about poststructuralism; American thinkers interested in popular culture, race, and gender; Chinese thinkers who were a part of the May Fourth Movement; Arab writers committed to the renaissance of Arabic literature (*Nahda*); and Caribbean thinkers determined to reimagine poetry. The writers associated with these various movements/collectives produced criticism – of literature, of art, of film, of music, etc. – that interrogated the very task of critique itself. They also sought to define, and redefine, what it meant to be a critic.

Throughout the course, our guiding questions will be: What is criticism? What is critique? What does it mean to ‘do’ criticism? What does it mean to be a critic? What is the purpose of criticism? Who is criticism for? Students in the course will be asked to interrogate their own position as critics (of literature, of film, of music, of popular culture, etc.), and to cultivate their own approach to critical writing. For this reason, the course is both an introduction to critical theory/cultural criticism as well as a writing workshop.

Assessment: 100% coursework

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## **CAPSTONE EXPERIENCE**

**CLIT7997. Capstone Experience: Dissertation (15 credits)**

**CLIT7996. Capstone Experience: Portfolio/Individual Project (15 credits)**

Students who have received a B+ grade or above in 4 or more courses, and with the approval by the MALCS Programme Chairperson, may choose to do 1) a dissertation of approximately 10,000 words or 2) an individual project – an approved creative work under supervision and a written report of around 5,000 words as partial fulfilment of the requirements for the MA degree. Students who opt for dissertation writing must take the elective “CLIT7012 Dissertation Seminar”. Students who opt for portfolio and individual project must attend special sessions and/or workshops.

All students have the option to compile a portfolio of coursework for the MA curriculum. Students choosing the Portfolio option are required to revise at least two previous MALCS papers into a final paper of approximately 10,000 words. Students who opt for portfolio/individual project must take another elective course in lieu of CLIT7012.

Dissertation involves 360 hours of learning activities which include research, writing workshops, dissertation writing as well as regular supervision, emails and feedback on draft materials. Portfolio/Individual Project involves 300 hours of learning activities which include mini-lectures, research, library workshop, writing workshops as well as regular supervision, emails and feedback on draft materials.

For full-time students, the capstone experience must be completed by the prescribed deadline in the academic year of study and its title should be submitted for approval by **March 1** of that year.

For part-time students, the capstone experience must be completed by the prescribed deadline in the second academic year of the study and its title should be submitted for approval by **March 1** of that year.

Assessment: 100% coursework

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## **CREATIVE PRACTICES AND EXPERIENTIAL LEARNING**

*Students can only choose one from the following list with prior approval.*

### **CLIT7801. Creative Cinematic Practice: Experiential Learning in Museum and Film Festival (3 credits)**

This course aims to integrate classroom critical study of cinematic art with on-site experiential learning in museum and festivals. Students are challenged to synthesize the knowledge and understanding from reading, lectures, screenings, master classes into an informed, exhibition-conscious, and reflective approach to the art of cinema and the moving images. This will be achieved through writing journal reports on the experiential learning process, and the completing of a 10-minute video essay on an approved topic of cinematic art at the end of the course. Through this experiential learning course, students can demonstrate analysis of cinematic arts that attends to its aesthetic, intellectual, social, technical, institutional, and exhibition-reception aspects. Students acquire skills to creatively translate the knowledge acquired and digested in the learning activities into written and visual presentation that includes journal reports and a video essay with moving images and texts.

Assessment: 100% coursework (graded on a distinction/pass/fail basis)



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**CLIT7802. Creative Cultural Practice: Experiential Learning in Museum and Literary Festival (3 credits)**

This course aims to integrate classroom critical study of literary art and culture with on-site experiential learning in museum and festivals. Students are challenged to synthesize the knowledge and understanding from reading, lectures, interviews, and master classes into an informed, exhibition-conscious, and reflective approach to the art of writing scripts or literature. This will be achieved through writing journal reports on the experiential learning process, and the completing of a literary work / creative cultural essay on an approved topic at the end of the course. Through this experiential learning course, students can demonstrate analysis of literature and scripts that attends to its aesthetic, intellectual, social, historical, institutional, and exhibition-reception aspects. Students acquire skills to creatively translate the knowledge acquired and digested in the learning activities into written and oral presentation that includes journal reports and a piece of literature / script.

Assessment: 100% coursework (graded on a distinction/pass/fail basis)

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**CLIT7803. Experiential Learning: Internship (3 credits)**

This course aims to integrate classroom critical study of cultural knowledge with on-site experiential learning in varied arts and cultural organizations. Students can apply their knowledge and gain professional experience. These internships are designed to equip students to develop a focus to further specialize in the future. Students hone skills to creatively translate the knowledge acquired in the classrooms into a workplace environment. Students write and submit logbooks documenting their work processes and learning outcomes.

Assessment: 100% coursework (graded on a distinction/pass/fail basis)

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**CLIT7804. Creative Practice: Intensive Summer Course (3 credits)**

This course aims to prepare students to explore global issues under the guidance and supervision of internationally renowned scholars. Students will acquire research skills and presentation skills intensively. This will be achieved through discussions, textual analyses, and the completion of a creative project at the end of the course. Through this intensive and experiential learning course, students can develop systematic knowledge of approaching global issues with cutting-edge theoretical paradigms that will prepare them for future research work both within and beyond the course. This course also helps students master skills to creatively translate the knowledge acquired and digested in the learning activities into creative projects.

Assessment: 100% coursework (graded on a distinction/pass/fail basis)

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***These Syllabuses apply to candidates admitted to the Master of Arts in the field of Museum Studies in the academic year 2023-24 and thereafter.***

The MA in the field of Museum Studies is supported by the University Museum and Art Gallery, and it provides advanced training in the skills and methodologies of academic professional curating and interpretation. This MA focuses on the historic and future development of museums and the academic development of exhibitions and public education programmes, as well as the professional acquisition, care and management of collections. One core course introduces the *historical development, ongoing purpose and ever-developing functions of museums*. Elective courses provide students with the ability to explore a variety of aspects of museum curation and collection management, etc.. The MA dissertation is a capstone course in which students develop a specialist area of research under the guidance of expert supervisors. Students may elect to do a professional work placement or one additional cross listed course.

The MA curriculum comprises five semester-long courses, a dissertation, and an internship or a cross listed elective course distributed in the following way:

- 1 required core course (9 credits)
- 4 elective MA courses (9 credits each)
- 1 MA dissertation (9 credits)
- 1 Professional Internship (6 credits) or 1 cross listed elective course (6 credits)

All instruction is in English and assessment is 100% coursework, which may include discussion, oral presentations, research essays, and various kinds of short writing assignments.

## COURSES

(1) *All students are required to take the following core course.*

### **MUSE7001. Studying Museums: Historical Developments, Ongoing Purposes and Emerging Functions (9 credits)**

This core course examines a range of themes and issues critical to contemporary museum practice. The goals of the course are to familiarize students with how scholars and practitioners have worked to develop both individual collections and entire museums; how they have brought purpose to public institutions; and how they have served functions that advance the vision and fulfil the evolving missions of cultural institutions. Students will come to understand the organizational structure of museums and the roles within. They also will become familiar with the characteristics of different cultural institutions and how they work together and benefit one another.

Assessment: 100% coursework

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(2) *Students choose four MA electives from the following list.*

### **MUSE7002. Museums and Curatorial Strategies (9 credits)**

This course offers a thorough introduction and critical analysis of diverse curatorial philosophies and artistic and academic developments that are used to create museum displays—both in permanent galleries and temporary exhibitions. It delivers fundamental knowledge of different project types, along with their development and purpose, to gain confidence in initiating and researching exhibition topics by collaborating with artists or by studying museum collections. The sources of display material and its cultural context are crucial for practicing visual and oral communication techniques that respect established legal and ethical standards. This ensures that the exhibit is educational, accessible, and beneficial to the community it serves.

Assessment: 100% coursework

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### **MUSE7003. Languages of an Exhibition: Curatorial Practices and Exhibition Design (9 credits)**

In this course, the individual elements of an exhibition are presented, from research to the first draft, from planning, calculation, production to the process, documentation and follow-up. How can important contemporary issues be transferred to exhibitions? Which languages of the exhibition (associative, explorative, narrative, etc.) are used? Which media should be used and what is conveyed and how? The curatorial strategies, the design and the concepts of the communication of the exhibition are analyzed and discussed on the basis of historical case studies and some visits to exhibitions in art institutions in Hong Kong. The interaction between artists, curators and collectors, the art market and auction houses is also discussed. The participants of the course no longer get to know exhibitions from the point of view of consumers, but from the point of view of curators, producers and designers.

Assessment: 100% coursework

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### **MUSE7004. Museum Education and Community Engagement (9 credits)**

Building upon the previous two courses, this class offers insights into the importance of public education and community engagement. Essential to any public cultural institution is its outreach programme and the varied strategies employed to cater to the needs, imagination and educational practices used to entertain, educate and stimulate academic thinking, social behaviour and – in museums – historical and scientific learning. The course introduces different forms of engagement, mass and specialised programmes and the philosophies that connect and enrich individual cultural events. Although taught with museums in mind, the learning outcomes include enhance interpretation and communication skills, and community-centred think about inclusivity and equality.

Assessment: 100% coursework

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### **MUSE7005. Collections Acquisitions, Management and Care (9 credits)**

The focus of this course is the professional development and care of collections. On the one

hand, the focus is on analysing collections, understanding their historic and future purpose and to envision a plan for anticipated growth both of the collections themselves and the engagement with them. On the other hand, the course teaches systematic practical skills, including the management of collections, care and storage-related tasks and preventive conservation. Although no specific emphasis is put on conservation, this course will be a class connecting this Museum Studies programme with a future conservation programme. A pedagogical aim of this course is to help prepare students for a specific professional field: those who do not wish to continue in art, history, archaeology, etc., will have the opportunity to learn concrete management skills.

Assessment: 100% coursework

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### **MUSE7006. Provenance Research and Ethics: Recognising the Cultural Origins and Legal Titles of Art in Museums (9 credits)**

This course highlights the relationship between art history, the history of collecting, and provenance research. It focuses on the need for clarity concerning the ownership history of collection items and the related legal and ethical issues, including the fair and unbiased communication of an object's origin, and the sensible handling, preservation, and presentation of indigenous and religious items. Lectures will introduce international and local government regulations and the ongoing practices concerning the restitution and repatriation of art. Various circumstances under which objects were acquired will be analysed, along with the diverse and often contrasting opinions that guide present-day cultural institutions and their dealings with cultural heritage.

Assessment: 100% coursework

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### **MUSE7007. Digital Media for Collecting, Archiving and Exhibiting (9 credits)**

The course provides a basic introduction to how digital technologies are used for the diverse tasks of museums. This concerns registration and inventory through collection / museum management systems as it is done in museum informatics and for building digital collections. Furthermore, information is given on long-term archiving of digital and digitised data and the different media used by artists for their works of art (Video Art, Media Art etc.). Another part of the course deals with the conception, design and production of interactive media (offline and online) for the field of education and in exhibitions. Here, a review of important multimedia applications (CD-ROMs as predecessors of apps as well as interactive stories for webdocs), gesture-based computing, immersive spaces and augmented/virtual reality will be presented.

Assessment: 100% coursework

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### **MUSE7008. The Art of Storytelling (9 credits)**

This course explores cultural aspects of visual narrative imagery from China to the Mediterranean world. Using cross-cultural comparisons across time and in different cultural

contexts, we will explore how pictorial narrative scenes were produced, presented and received by their audiences. Topics range from the animal-combat scenes at Persepolis to the fantastic beasts on the Shang and Zhou ritual bronzes, from the first emperor's terra cotta warriors to the royal hunt on the Sassanian Silver, from the Greek beech-nut gold jewelry to Venetian glass and its modern legacy. In the exercise of creating and writing exhibits that do more than just present information, we will explore issues of representation, narrative, space, gender, monumentality, ideology and politics as well as technology and materials, and develop an argument about word and image.

Assessment: 100% coursework

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### **MUSE7009. The Art Market (9 credits)**

The Art Market is designed as a block seminar and takes place in preparation for and alongside the art fairs, auctions, and gallery weekends in Hong Kong. The aim of this block seminar is to get to know the functions of the key players in the art market. How does the interaction between them work? What is the difference between the primary market and the secondary market? Where do collectors stand? And what roles do museums and curators play in the art business? In order to understand how the mechanisms, work and how the key players act, art fairs (Fine Art Asia, Art Basel Hong Kong), auctions and openings will be visited and examined.

Assessment: 100% coursework

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### **MUSE7010. Out of the Ordinary: Contemporary Events shaping the Cultural Sector (9 credits)**

This course will be closely connected to the other course in this programme and present each week different hot topics related to the voluntary and involuntary evolution of the cultural sector and current affairs influencing both the internal work and outward-facing presentation at art, archaeological and related cultural institutions.

Assessment: 100% coursework

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### **MUSE7011. Market, Message, Money: Marketing and Fundraising in the Museum Sector (9 credits)**

This course will focus on the intertwined connections between curatorial and educational contents, audiences and financial backing. It will introduce fundraising strategies and explain how retail shops and other commercial activities support the overall missions of cultural institutions.

Assessment: 100% coursework

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### **MUSE7012. Public History and Museums (9 credits)**

This course will focus on the important tasks, opportunities and challenges museums have to research, define, display and teach history. As highly trusted public institutions, museums are confided to represent a true and balanced analysis of the historical facts and a fair perception of the past and present importance of the cultures they explain and exhibit. With political and societal change, museums have been seen as authorities displaying in just statements and yet, they can be challenged to adapt to changing regimes and perceptions.

Assessment: 100% coursework

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### **MUSE7013. Techniques, Styles and Meanings: Insights into Collection Research (9 credits)**

This course offers various approaches to object-based research from an interdisciplinary perspective, including materiality and object biography, scientific investigation, and contextual analysis. The University Museum's art collection will be used to carry out object-based cultural studies that inform the display and communication of displays both in formal gallery settings and research-based publications. Students will use archival sources, physical examination, and scientific research to investigate the materials and techniques related to individual artefacts and collections. Class lectures will introduce a variety of methods to decode the physical making and cultural significance of artworks in museum collections.

Assessment: 100% coursework

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### **MUSE7014. The Future of Museums (9 credits)**

This course presents a historical review and discusses current issues concerning the future development of museums. Since the 1970s, numerous symposia discussed the future of the museums. These events reflect on the past, evaluate the current situation, and explore perspectives and present visions. Symposia proceedings record a spectrum of possible ways for museums to develop as well as the factual reality. Some perspectives were realised, others remained fictitious speculations. In the 21st century, museums are facing major social, economic and climatological challenges. Questions related to postcolonialism, racism and restitution influence collection policies and exhibition topics. The impact and dependency of media technology has ultimately changed and will change the tasks and workflow in a museum and the relationship with visitors. The emancipation towards the more participatory visitor has had an impact on the way museums communicate and exhibit their content. In the 21st century, museums will also become keyplayers in Digital Humanities and act as competence centres, content providers, and information brokers. Forward-looking, resource-conserving and sustainable planning is becoming increasingly important.

Assessment: 100% coursework

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### **MUSE7015. Sustainable Collections Care in Museums (9 credits)**

This course will explore the role of science and engineering in museum collections care, an area of practice and research known as preventative conservation. As a starting point, we will discuss the material makeup of cultural objects as a launching point to address material degradation mechanisms, assess the state of object preservation, and explore various strategies to evaluate and mitigate change in artworks. Topics will range from understanding the museum environment (temperature, relative humidity, and light) to the impact of vibrations on the transport of artworks.

Assessment: 100% coursework

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### **MUSE7016. Theory and Ethics of Conservation (9 credits)**

The understanding that art conservation is solely a practical profession, with a narrow focus on acquiring just the information necessary to treat an object, is an outdated perception of the field. More akin to the history of art— which concerns itself with contextualizing art, for example, with more immaterial concepts of iconography, audience, and economics— conservation has evolved into a complex and conceptual field, while still rooted in craft traditions. In this class, we explore how conservation can be further opened to theoretical lines of inquiry about what, for instance, differentiates an artwork from other kinds of things. How does one establish the cultural value of an artifact? Or what is the nature of permanence when considering treatment? We will strongly emphasize the intended purpose of an artifact and how that core functionality may, and often will, change over time, highlighting the dynamic social life of objects and how this impacts their care.

Assessment: 100% coursework

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### **MUSE7017. Introduction to Chinese Archaeology: An Overview of Prehistoric China (9 credits)**

This course provides an overview of the archaeology of prehistoric China from the Neolithic to Early Bronze Age China (10000–3500 BP). It covers a diverse range of topics, including the history and practice of archaeology, climate and environmental settings, hunter-gatherer activities, the beginning of agriculture, domestication of animals and plants, subsistence practices, craft production and usage, social inequality, urbanisation, the formation of early states, developmental trajectories of prehistoric settlements and the origin of “Chinese civilisation”. The course explores these topics and debates in chronological order, accompanied by the presentation of archaeological evidence and case studies.

Assessment: 100% coursework

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### **MUSE7018. Urban Heritage and Sustainability in Line with the UNESCO Framework (9 credits)**

This course is designed to guide students to explore the symbiotic and dynamic relationship between urban heritage and sustainability from design and planning as well as policy and management perspectives. The exploration will be conducted within global-local and

historical contexts. Utilising the Urban Heritage Atlas and the World Heritage Cities Programme developed by UNESCO, the course will showcase the importance of urban heritage for sustainable development on both global and local levels. Highlighting some of the key milestones and tracing trajectories in the development of urban heritage in different regions, the course will also show the historical process through which diverse strands of urban heritage emerged and evolved. It will also examine how urban heritage has been under threat due to urbanisation, physical deterioration and societal changes, armed conflicts and socio-political unrest, and environmental and climate changes. A major emphasis of the course will be devoted to urban heritage conservation and regeneration.

Assessment: 100% coursework

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(3) *Students choose the professional internship or one cross listed elective from the following list. Students will not be permitted to re-enrol in the undergraduate elective if they previously enrolled in it whilst studying for any undergraduate degree at HKU.*

#### Professional Internship

##### **MUSE7998. Professional Internship (6 credits)**

The Professional Internship provides students with a 4-6 week work placement opportunity at UMAG or one of our partner institutions/organisations, through which they can apply their knowledge and gain professional experience. These internships are designed as ‘first jobs’ or as study periods in which students can develop a certain focus or project to further specialise in their professional development. Participants write and submit log books documenting their work processes and learning outcomes.

Assessment: 100% coursework

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#### Cross listed electives

##### **HIST3065. Workshop in historical research (6 credits)**

The research skills and methodologies used by historians are based on the critical analysis of primary and secondary sources. Competency in these skills and an acquaintance with the various methodologies of the historian are central to advanced studies in the historical discipline, but these skills and methodologies are also highly transferable to the workplace. In this course, students will work in small groups on a research project. Learning will be through directed group discussions and coordinated individual research tasks. The course will introduce students to a wide range of historical sources, equip them with the skills to analyze and interpret those sources, and will also encourage students to develop leadership and team-work roles in solving real historical problems.

Assessment: 100% coursework

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##### **HIST4033. Museums and history (6 credits)**



Museums have become one of the most popular ways of telling history. Many scholars argue that museums are not neutral places; rather, they are often used for a wide range of strategic purposes: regulating social behavior, building citizenship and national identity, and expanding state power. But museums also face a variety of constraints and challenges: culture, money, politics, physical space, locating and selecting appropriate artifacts, and forming narratives. This course considers these issues by looking at history museums and heritage preservation in Hong Kong. The goals of the course are to familiarize students with a range of theoretical approaches to museum studies; explore the ways in which museums and heritage preservation can be used to further certain political, cultural, and commercial agendas; and help students learn to write an analytical research essay based on readings and museum fieldwork.

Assessment: 100% coursework

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### **MLIM6203. Digital collection (6 credits)**

This course introduces the goals for digital collection and curation of cultural objects, such as physical or born-digital books, documents, or artworks, within cultural heritage institutions like galleries, libraries, archives, and museums. Various issues of digital collection development like digitisation, 7 object types and digital formats, access strategies and interfaces, metadata and interoperability, public engagement and outreach, ethical issues, economic and social policies, and collections management and online exhibit systems evaluation are examined.

Assessment: 100% coursework

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### **MLIM6206. Leading and managing in the workplace (6 credits)**

This course uses a case method approach to explore a range of established and emerging management and leadership concepts. Adopting an organisational behaviour approach, participants will be challenged to compare the suitability of their own management styles in a range of different situations. Experiential learning exercises engage the participants in managerial activities such as team building and decision-making.

Assessment: 100% coursework

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### **MLIM6210. Preservation of information in a digital age (6 credits)**

This course examines the physical nature of materials and the causes of deterioration. Techniques for promoting longevity; environmental control; storage and handling practices including data warehousing; and reformatting are explored and valued. Preservation planning, disaster planning and recovery is addressed. Students are introduced to the conservation and preservation of archive materials in an online age, digitisation program management and digitisation technologies.

Assessment: 100% coursework

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### **MLIM6212. Knowledge management (6 credits)**

This course provides an overview of the concepts, theories, and practices of Knowledge Management (KM) and Innovation Management (IM) in organisations and communities. Students will examine basic issues and approaches about knowledge creation, identifying, capturing, storage, sharing and application. Techniques and tools for building a knowledge sharing culture and system are introduced. KM and IM case studies will illustrate the implementation and development of a knowledge sharing culture and innovation management in organisations. A special focus will be placed on the development of KM programs in practical situations.

Assessment: 100% coursework

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### **MLIM6311. E-learning strategies and management (6 credits)**

In recent years, we have witnessed an explosive growth in the use of e-learning. But how do we actually design e-learning courses that can engage learners? This course will explore important issues relevant to the design and management of e-learning in both school and organisational learning contexts. Participants will be introduced to six specific types of learning: (a) factual knowledge, (b) conceptual knowledge, (c) critical thinking ability, (d) problem solving, (e) procedural learning, and (f) attitude change. This course will investigate the various instructional strategies that can promote the mastery of each aforementioned six types of learning. Strategies to motivate students in e-learning contexts will also be discussed.

Assessment: 100% coursework

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### **MNPM7003. Managing nonprofit organisations: issues, tools and challenges (6 credits)**

A major challenge facing the nonprofit sector today is to attain effective management in a complex, rapidly changing environment. This course provides an overview of the broad range of management tools, principles and practices on which nonprofit organisations rely as they seek to meet mission objectives, frame messages to attract public support, motivate volunteers, plan effectively, develop strong board leadership, connect with the other sectors, and set and meet performance objectives. The course also looks toward future trends and developments in the management of nonprofit organisations. Topics covered range from developing organisational capacity to leveraging stakeholder and community engagement.

Assessment: 100% coursework

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### **MNPM7005. Strategic management of nonprofit organisations (6 credits)**

This course focuses on leadership and management of nonprofit organisations in the current context of resource scarcity and the blurring of boundaries between the private, public and

nonprofit sectors. As there is increasing emphasis on corporate social responsibilities and collective share holding in for-profit businesses, case studies of effective businesses and witnessing transformation of corporations will empower students to appreciate Change Management in an ever changing socio-economic environment. The course aims to provide the necessary perspectives and tools for executing high-impact strategy, including the conceptual frameworks for understanding high-impact organisations and the role of strategic leadership; analytical tools for developing and evaluating strategy; issues around succession planning; risk assessment; systems thinking and sustainability; approaches to working with stakeholders to mobilise commitment; and methods for leading change and achieving goals.

Assessment: 100% coursework

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### **MNPM7011. Social entrepreneurship and innovation (6 credits)**

Social entrepreneurship is about advancing long-term social change through technological innovative solutions and is a rapidly developing and changing field that constitutes different activities and goals depending on whether one is from the private, nonprofit or public sector. This course analyses the strengths and limitations of social entrepreneurship and social businesses, from a comparative perspective, as a tool for achieving significant lasting social change within nonprofit organisations. It explores the different theories, concepts, frameworks, guidelines and measurement tools, such as impact investing and SORI for effective social entrepreneurship and innovation with an eye towards sustainability of such solutions.

Assessment: 100% coursework

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(4) *All students are required to complete the following MA dissertation.*

### **MUSE 7999. Capstone Experience: MA Dissertation in Museum Studies (9 credits)**

Students in this course will produce a written dissertation (8,000 - 10,000 words) based on research into a selected topic in Museum studies. They will apply advanced methods of scholarly research to this topic; demonstrate knowledge of theory and methodology; show original thinking in presenting a scholarly argument about their topic; and master professional practices and standards of analytical writing, use of sources, and presentation. Students are advised to start their dissertations during the semester and they are given 8 weeks (in May and June) to complete this course.

Assessment: 100% coursework

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## **MUSIC STUDIES**

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Music Studies in the academic year 2024-25 and thereafter.*

The MA in the field of Music Studies is taught by the Department of Music and provides advanced training in the scholarly study of music. One required course introduces core skills and methods in research and writing, while the elective courses provide students the opportunity to explore a range of issues, topics, and approaches in music scholarship. The programme requires students to complete a capstone project, which would be either an MA dissertation, an individual project, or a portfolio project under the supervision of an expert.

The MA curriculum comprises six semester-long courses as well as the capstone project:

- 1 required core course (9 credits)
- 5 elective MA courses (9 credits each)
- 1 MA capstone (12 credits)

All instruction is in English. The assessment is 100% coursework.

Not all of the elective courses listed below will be offered each year.

## COURSES

*(1) All MA students are required to take the following core course.*

### **MUSI7101. Music Research: Skills and Methodologies (9 credits)**

This core course provides an overview of the theories and methods of musicological research, including historical, ethnographic, analytical and critical approaches. Students will learn about current debates and issues in music scholarship and practice, as well as the different disciplinary tendencies and fields within music studies today. The course will also emphasize professional development. Some of the topics covered include research design, conference preparation, bibliographic skills, as well as learning how to write according to academic standards.

Assessment: 100% coursework

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*(2) Students choose five MA electives from the following list.*

### **MUSI7102. Topics in Western Art Music (9 credits)**

This course will focus on key topics and issues in the study of Western art music. Topics may include historiography, performance, aesthetics, sociocultural approaches, among others issues. The focus of the course may change from year to year, and students will have the opportunity to explore their own research interests in relation to the issues and topics discussed in weekly meetings.

Assessment: 100% coursework

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**MUSI7103. Composition and Sound Art Workshop (9 credits)**

This course will introduce practical and theoretical issues in music composition, sound art, and other experimental forms. A goal of the course will be to familiarise students with key trends in music composition, for which students will learn about the history, theory, and practice of compositional technique and sound-based experimentalism from the postwar to the present. Students will also undertake compositional exercises, which will be tailored to suit student's interests and skill level.

Assessment: 100% coursework

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**MUSI7104. Global Perspectives in Music: Ethnographic Approaches (9 credits)**

This course explores the theories and methods of ethnomusicology. Students will learn about the history of the discipline, as well as current debates and issues within the field. A key thematic focus will be on the idea of music as a "global" phenomenon, for which we will discuss such topics as world music, cultural appropriation, musical regionalisms, and the transnational movement of music in the 20<sup>th</sup> and 21<sup>st</sup> centuries, among other related subjects.

Assessment: 100% coursework

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**MUSI7105. Topics in Asian Music (9 credits)**

Asia is home to an immense variety of musical practices and traditions. This course does not endeavour to survey Asia's many music cultures, but rather will focus on a set of issues and topics that are relevant to studying music within the Asia-Pacific region. Topics may include the long history of musical and cultural exchange in East Asia, European imperialism and the rise of musical modernities in China and Japan, the transnational flow of popular culture in Asia, as well as the role that music plays in national, regional, and local imaginaries of belonging and identity. The focus of the course may vary from year to year in terms of its geographic and musical areas of emphases, but a central goal will be to critically rethink the epistemological and methodological stakes of studying music within regional and national frameworks of analysis and interpretation.

Assessment: 100% coursework

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**MUSI7106. Playing with Theory: Perspectives on Music Analysis (9 credits)**

This course offers a broad survey of the different methods and approaches to analysing music. Students will be introduced to key readings in music theory, which will enable students to hone their skills at analysing a variety of music styles, genres, and forms. The course will also introduce students to key problems and debates in the field of music theory.

Assessment: 100% coursework

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**MUSI7107. Mastering Sound Technologies (9 credits)**

The aim of the course is to develop student's fluency in basic audio technologies, including recording, remixing, live coding, and other new media tools and methods. Students will have hands-on experience working with sound media, for which they will be encouraged to develop projects related to their individual research interests or their creative and artistic pursuits. The course is open to all students regardless of background and experience.

Assessment: 100% coursework

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**MUSI7108. Perspectives in Music Performance (9 credits)**

All music is fundamentally performative, and yet ideas about performance can range widely across cultures and contexts. The act of performing music variously concerns knowledge of the body, the sociocultural context, ideals and values about music, as well as myriad other aspects of musical life that come together in the performance event. This course explores a range of topics, issues, and concepts in music performance, drawing broadly from the literature with the goal of leading us to a more holistic understanding of performance as practice. One goal of the course will be to bridge the theoretical and conceptual aspects of performance with the more practical questions and concerns that are relevant to performers in the 21st century. The course will aim to introduce students to non-traditional forms of performance, including site-specific performances, sound installations, online platforms, and community-based projects. There will also be opportunities to explore course materials through performance workshops and ensembles. All students regardless of background and experience are welcome to join.

Assessment: 100% coursework

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**MUSI7109. Time and Temporality in Music (9 credits)**

Rhythm is foundational to all music in so far as music is a temporal medium. This course understands rhythm in the broadest sense to include all aspects of how musical time is organised, especially at the micro and meso levels of temporality. This includes such concepts as repetition, timing, pulse, groove, and other related terms that help us make sense of how music is patterned in time. Some topics this course may explore include psychological and cognitive aspects of rhythm, the role of the body in movement, methods of rhythmic analysis, as well as other issues and topics drawn broadly from a wide diversity of musical genres and practices. Students will also have the opportunity to engage in hands-on practical learning through workshops and ensemble playing.

Assessment: 100% coursework

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**MUSI7110. Music Performance as Practice-Based Research (9 credits)**

In this course, students will conduct practice-based research through music performance. Practice-based research refers to a methodological approach wherein the creative process

forms the basis of one's research methods and goals. Students will be required to participate in ensemble work over the course of the fall and spring semesters, for which students will develop individual research projects based on this methodology. This course will be limited to students with advanced music performance experience.

Assessment: 100% coursework

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*(3) All MA students are required to complete a Capstone Experience under the supervision of an advisor. Students will complete one of the following:*

**MUSI7997. Capstone Experience: Individual Project (12 credits)**

Students will pursue an individual project, which may be a supervised creative work or a performance lecture-demonstration. Students will submit a written report of around 5,000 words. Students who opt for this capstone are required to submit a formal proposal by the middle of the second semester, for which final approval is subject to the discretion of the MA Programme Coordinator.

Assessment: 100% coursework

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**MUSI7998. Capstone Experience: Portfolio (12 credits)**

Students are required to revise at least two previous MA papers into a final paper of approximately 10,000 words. The portfolio piece will allow students to develop their skills of argumentation, writing, evaluating data, and to develop fluency in the conventions of academic form.

Assessment: 100% coursework

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**MUSI7999. Capstone Experience: MA Dissertation in Music (12 credits)**

Students will produce a written dissertation of approximately 10,000 words on an original topic. The dissertation will demonstrate the ability to conduct individual research at an advanced level, as well as mastery of the conventions of academic writing and form. Only students who have maintained a grade average of an "A-" or higher in three or more courses in the MA programme are eligible, and students are required to submit a formal proposal by the middle of the second semester, for which final approval is subject to the discretion of the MA Programme Coordinator.

Assessment: 100% coursework

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**PHILOSOPHY, POLITICS AND ECONOMICS**

*These syllabuses apply to candidates admitted to the Master of Arts in the field of Philosophy, Politics and Economics in the academic year 2024-25 and thereafter.*

The MA in Philosophy, Politics and Economics (PPE) is taught by the Department of Philosophy and provides advanced training in the skills and methodologies for the field of PPE. The MA focuses upon the nature and ethics of social, political and economic systems, from an interdisciplinary and comparative perspective. Three core courses provide a comprehensive foundation in the field of PPE. Elective courses provide students with the opportunity to explore a variety of more specialized topics. The programme requires students to complete a capstone experience in the form of a portfolio project under the supervision of an expert supervisor.

The MA consists of six semester long courses and a portfolio project, distributed as follows:

- 3 required core courses (27 credits)
- 3 elective MA courses (18 credits)
- 1 MA portfolio project (15 credits)

All instruction is in English and assessment is 100% coursework, which may include discussion, participation, oral presentations, tests, research essays, problem sets, group work, written reports, community outreach projects, industry outreach or internship projects, empirical work, surveys, field trips and other experiential learning activities.

Not all elective courses listed below will be offered each year.

## **COURSES**

*(1) All MA students are required to take the following 3 core courses.*

### **PHIL7101. Foundations of PPE: Reasons and Methods (9 credits)**

This course will consolidate the theoretical and formal foundations of PPE, with a special focus on mastery of the overlapping and complementary conceptual toolkit and reasoning methods employed by all three constituent disciplines (philosophy, politics, and economics). Conceptual areas with special emphasis include decision theory and rational choice (analysis of how agents do or should choose between competing outcomes under uncertainty) game theory (analysis of agents' behaviours in strategic interactive situations and various equilibria concepts), statistics, logic (the formal representation of proof in sentential logic, and the informal representation of – better and worse – reasoning in, e.g., argument-mapping), as well as the substantive tools and reasoning required to make comparative claims and assessments.

Assessment: 100% coursework

### **PHIL7102. Foundations of PPE: Theory and Practice of Politics (9 credits)**

This course will delve into the intersection of politics and philosophy, through consideration of the philosophical and ethical dimensions of politics, but also the different dimensions of empirical political science and their normative implications. The theory-centred components of this course offer students an in-depth understanding of how to interpret, justify, and draw



predictions concerning political phenomena and institutions, in addition to philosophical and methodological reflections on questions such as, ‘What makes politics special?’, ‘How should we define ‘the political?’ and ‘What are the connections between ideal and non-ideal political theories?’. The empirically rooted and applied dimensions of this course, on the other hand, survey fields including international relations, political sociology, and comparative government. Throughout, the course will incorporate comparative dimensions and discussions.

Assessment: 100% coursework

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### **PHIL7103. Foundations of PPE: Ethics and Economics (9 credits)**

This course provides a comprehensive exploration of the intersection between ethics and economics within the framework of PPE. By examining the ethical dimensions of economic systems and policies, students will develop a nuanced understanding of how ethical considerations shape economic decision-making and outcomes. The course begins by introducing students to the fundamental theories and concepts in ethics and economics. Students will explore ethical theories such as utilitarianism, deontology, and virtue ethics, and understand how these theories can inform economic analysis and decision-making. Building on this foundation, students will investigate the nature of (basic) moral value, the purported justification of the market and market freedoms, the relationship between autonomy and interpersonal exchange, and the ethical dimensions of consumer behaviours. The course, then, delves into various ethical issues that arise within economic systems, including income inequality, poverty, resource allocation, environmental sustainability, sanctions, and corporate social responsibility. Through case studies and real-world examples, students will critically analyze the ethical dimensions of economic policies and practices, and assess their impact on individuals, communities, and the global society. Furthermore, the course examines the ethical implications of economic theories and models, such as market efficiency, rational choice theory, and behavioural economics. Students will evaluate the ethical implications of economic assumptions and explore alternative approaches that incorporate ethical considerations into economic analysis. In addition to ethics, the course explores the role of economics in shaping ethical frameworks and moral decision-making. Students will examine how economic incentives and constraints influence individual and collective behavior, and assess the ethical implications of economic systems on human flourishing and social justice. By the end of the course, students will have developed a robust toolkit for analyzing and addressing ethical issues within economic contexts, and be equipped to contribute to informed and ethical decision-making. Throughout, the course will incorporate comparative perspectives.

Assessment: 100% coursework

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*(2) Students choose 3 MA electives from the following list.*

### **PHIL7104. Intellectual History (6 credits)**

Contemporary ideas about the nature, scope, and ethics of political institutions, markets, and societies rely on particular historical foundations. For instance: Contemporary East Asian

views about rights and litigation emerge from Confucian and Legalist debates about virtue and punishment, and the idea of cosmopolitanism was indeed deeply influenced by the Stoic school during the Hellenistic period. Quite apart from these examples, the modern understanding of the relationship between citizens in a polity and in communities is shaped by a range of historical ideas and thinkers. The aim of this course is to introduce students to some of these historical foundations by a close study of the texts and commentators that gave rise to them. By the end of this course, students will be able to explicate the relationship between modern ideas of virtue, justice, fairness, etc. and historical traditions of the same.

Assessment: 100% coursework

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### **PHIL7105. Comparative Political Philosophy (6 credits)**

This course is an introduction to the study of political philosophy across Western and other traditions. Questions include the nature and authority of political institutions, the normative relationship between citizens and government, tensions between coercive and more virtue-conducive methods of governance, democracy and meritocracy, the nature of property, human rights, how just laws are designed and enforced, what makes a government “legitimate”, and how political institutions may govern economic institutions. Other topics may include questions about the theoretical arguments for particular political arrangements (e.g., appeals to the state of nature, Rawls’s Original Position), and the nature of political change.

Assessment: 100% coursework

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### **PHIL7106. Philosophy of Law/Jurisprudence (6 credits)**

This course will explore a range of philosophical issues about law and legal institutions in contemporary societies. It will address questions concerning the nature of law and its relation to other social, political and economic institutions and values. Questions to be pursued include the following: What *is* law? Does law have any *necessary* form or content in order to qualify as law at all? Or is law just the organized exercise of political power? What role does and should law play in recognising and sustaining other values such as liberty, dignity, equality, and justice (including in theories of punishment)? What is the Rule of Law? Is it necessary in fostering economic development? Is its meaning culturally specific? What is the potential for law in addressing the most pressing problems of our time such as global warming or the regulation of artificial intelligence? Alternatively, are there any limits to what law can – and should – do? Questions like these, and more, will be addressed through readings drawn from historical and contemporary sources as well judgements from cases from leading courts.

Assessment: 100% coursework

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### **PHIL7107. Institutional Economics (6 credits)**

This course is a close study of the theoretical philosophical assumptions in, and foundations of, economic institutions. A core component of this course revolves around the significance and value of institutions – how do they shape economic development and growth, and to what extent are institutions dependent upon or able to contribute towards the evolution of social norms? This course will also encourage students to reflect upon the more philosophical aspects of institutional theory, such as the evaluative ranking of different economic outcomes (for instance: outcomes with differing amounts of economic inequality), the nature of various economic institutions and artifacts (for instance: the nature of money and markets), and a range of other normative or ethical issues that arise from the governance and management of institutions.

Assessment: 100% coursework

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### **PHIL7108. Social and Political Epistemology (6 credits)**

Social institutions, organizations, and practices raise a host of epistemic issues and concerns. For example: It's commonplace to think that groups, or institutions, can know things. For instance: The FDA knows that the COVID-19 vaccines are safe. But how can institutions (such as the FDA) *know* anything at all -- they don't, after all, have minds! Does the knowledge of a group, or institution, decompose to the knowledge of its members? For another example: sometimes, various political decision making practices are defended on epistemic grounds, such as that they're most likely to lead to the correct result. Yet is this a good defense of a way of making decisions, let alone political institutions? What would have to be true of the decisions made by groups in order for those decisions to be defensible from an epistemic point of view? How should we appropriately respond to disagreement among members of a community? How can we deal with the spread of misinformation, conspiracy theories, and other epistemic problems? This course will explore these and other (related) issues in political epistemology.

Assessment: 100% coursework

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### **PHIL7109. Public Policymaking (6 credits)**

Philosophy, politics, and economics are not just theoretical disciplines: they have real-world consequences, they make predictions about the way the world will actually turn out, and they are testable on the basis of those claims. In other words, they are also *applied* disciplines. In this course, students will be exposed to a particular applied issue (or applied issue set) about which politics, philosophy, and economics make predictions or claims, and will evaluate the different theoretical tools each discipline provides for thinking about these issues. The aim of this course is to provide students an opportunity to apply abstract methods to concrete policy issues. Examples of policy issues potentially discussed include market failure, public education, food and drug policies, inequality, climate change, artificial intelligence, housing, elderly care, etc. Where applicable, the course will be supplemented with units in empirical methods, statistics, survey or risk assessments, etc.

Assessment: 100% coursework

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**PHIL7112. PPE Workshop (6 credits)**

In this course students will be required to attend an academic or professional workshop whose topic is relevant to PPE. Preparation for the workshop will include (i) reading the relevant research to be discussed at the workshop, (ii) discussion of the material in advance of the workshop to prepare for the discussion (including collaborating with peers to develop questions and issues to address with the other participants of the workshop). At the workshop students will take notes and participate in a discussion of the workshop presentations. After the workshop students will prepare research reports on the issues discussed at the workshop, including outlines of plans for future work on the topics. Students enrolled in this course will be supervised by the seminar teacher throughout their preparation, attendance, and after-workshop activities. Seminar sessions will be conducted by the seminar teacher to facilitate planning, student coordination and sharing, peer-feedback, and joint discussion of relevant research, experiences, and culminating reports.

Assessment: 100% coursework

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**PHIL7113. Asian Geoeconomics (6 credits)**

Many say this is the Asian century. Yet what exactly does this entail? This course unpacks the substantive contents, variations, and nuances undergirding Asia - through perspectives intersecting both geopolitics and economics. Geopolitical insights, drawing from international relations theories to ancient Chinese philosophy, will prove illuminating when it comes to enabling students to understand how countries view and relate with one another. Economic analysis, both quantitative and qualitative, will empower students to examine the material and resource elements of regional dynamics - including the distribution of resources and supply chains, as well as the role played by multilateral organisations such as the Regional Comprehensive Economic Partnership and ASEAN in shaping the most populous continent on Earth. The aim of this course is to demonstrate how philosophy, politics, and economics can and should be applied effectively to interpret and prescribe policies for countries in relative proximity - geographical and cultural - to us.

Assessment: 100% coursework

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**PHIL7114. Business and Society (6 credits)**

This course provides students with a comprehensive understanding of the complex relationship between business organizations and the broader society in which they operate. The course explores the social, ethical, and environmental impacts of business activities, as well as the responsibilities and roles businesses have in addressing societal challenges. Throughout the course, students will critically examine the key issues, dilemmas, and controversies that arise when business interests intersect with societal needs and expectations. They will develop a deeper understanding of the ethical frameworks and theories that guide responsible business practices and explore the role of business in shaping and influencing social, economic, and environmental outcomes.

Assessment: 100% coursework

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### **PHIL7115. Comparative Ethics (6 credits)**

Morality and ethics are hugely relevant in our everyday lives, and should be approached in a methodical manner. This course explores the complexities and nuances of ethically complex and challenging puzzles. Drawing upon Chinese, Western, and other accounts on the subject, this course engages in thought-provoking discussions and case studies reflective of pressing contemporary dilemmas. Areas that will be surveyed include bioethics, environmental ethics, business ethics, and digital ethics, with special attention given to the complexities surrounding individual identity, the concept of personhood, relational ethics, and the ethical implications of autonomy in end-of-life decisions and reproductive rights. Students will develop critical thinking skills and the ability to apply ethical reasoning to complex real life situations, preparing them to confront ethical and policy challenges with confidence and integrity.

Assessment: 100% coursework

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### **PHIL7116. Foreign Policy and Politics of Contemporary China (6 credits)**

Making sense of China - especially its domestic politics and foreign policy - can be an incredibly difficult process. Engaging with a mixture of contemporary and historical sources and dimensions concerning China's rise, this course provides students the opportunity to engage with the political institutions, cultures, and intricacies and idiosyncrasies within its bureaucracy, which would equip them the skills to understand China as it is today, relative to both its past and future. What are the primary drivers and determinants of China's foreign policy? What will the relationship between China and the Global South and the economically developed world look like, going forward? Where do academics, businesses, intellectuals, and citizens fit into the picture? These are but some of the questions that the course will address. Students will also be encouraged to understand Chinese politics through drawing upon perspectives in the sociological and philosophical traditions.

Assessment: 100% coursework

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### **PHIL7117. Future of Humanity (6 credits)**

This course will explore the future of humanity, discussing the challenges and opportunities that lie ahead. The course will begin by examining the current state of humanity, including the global population, the environment, and the economy, and then explore some of the major trends that are likely to shape the future of humanity, such as advances in technology, demographic changes, climate change, existential threats, and major crises. Throughout the course, students will examine the ethical and moral implications of these trends and explore potential solutions to the challenges they pose. The course will also cover the role of government and international organizations in shaping the future of humanity, as well as the responsibilities of individuals and communities; and key principles, strategies, and best practices required to navigate and mitigate various types of risks and crises. By the end of the

course, students will have a deeper understanding of the major challenges and opportunities facing humanity in the coming decades. They will be equipped with the knowledge and skills necessary to think critically about the future and to contribute to positive change in their communities and beyond.

Assessment: 100% coursework

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### **PHIL7118. Language and Politics (6 credits)**

This course offers a comprehensive exploration of how language influences and shapes political discourse and decision-making processes. The course will explore how politicians, political activists, and other political actors use language to frame issues, build coalitions, and persuade others. We will also consider how language can be used to exclude, marginalize, and silence certain groups of people. Students will delve into the intricate relationship between language and politics, examining various theoretical perspectives, case studies, and practical examples. In addition, the course will include further topics, such as: how messages spread online, fake news, misinformation, conceptual change and engineering, political disagreement, public discourse, and journalistic practice.

Assessment: 100% coursework

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### **PHIL7119. Political Language and Essential Contestability (6 credits)**

The course provides an introduction to the idea that some concepts are essentially contestable. We first explore different ways of understanding this essential contestability (from Gallie until today), different theoretical frameworks, and some objections to those frameworks. We then discuss a series of examples: Justice, Democracy, and Freedom. We ask how their essential contestability affects political discourse and political decision making. In the final sessions, we focus on how these concepts affect the ability of China and the West to have constructive political conversations.

Assessment: 100% coursework

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### **PHIL7120. Science and Society (6 credits)**

This course explores the dynamic relationship between science and society. Students will examine the ways in which science has influenced and been influenced by social, political, economic, and cultural contexts throughout history. Topics covered may include: the fundamental principles and methodologies that underpin scientific inquiry (e.g., philosophical debates on objectivity, scientific realism, and the social dimensions of scientific knowledge), the role of science in public policy (i.e., how scientific knowledge is integrated into political decision-making processes), how policy choices influence scientific research agendas. the ethical dimensions and competing stakeholder interests of scientific research and technological innovation, the moral and economic implications of scientific advancements, the impact of science on society, and the communication of scientific information to the public. Through discussions, readings, and case studies, students will gain a deeper

understanding of the complex interplay between science and society. No prior scientific or technical knowledge is required.

Assessment: 100% coursework

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### **PHIL7121. Critical Thinking in Finance (6 credits)**

At the core of modern financial economic theory is a price mechanism developed with the assumptions of rationality, utility maximization, and atomistic self-interest. Arbitrage—the self-interested profit-seeking trading of individual risk-averse actors—results in market prices that preclude excess returns. Modern financial economics builds upon this price mechanism, and the principles of utility theory, to understand and assess the financial world around us: from financial innovations such as derivatives and crypto currencies to distribution outcomes.

The critiques of neoclassical price theory focus on its main postulates and assumptions: (1) frictionless arbitrage, (2) rationality (primarily from cognitive psychology), and (3) atomistic actors (primarily from economic sociology). For example, behavioral economists have demonstrated experimentally non-rational preferences, while economic sociologists have expanded the constraints important for pricing beyond pecuniary resources to social structural resources. Divergence from neoclassical theory allows for price anomalies: market prices that certain actors can exploit for excess returns. The critique of atomistic utility maximization also highlights the consequentialist bias of neoclassical normative prescriptions.

This course reviews the main theoretical alternatives to rational risk-based price theory in order to properly assess the equitability of financial outcomes such as wealth inequality.

Assessment: 100% coursework

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### **PHIL7122. Inequality: Economic, Philosophical, and Policy Perspectives (6 credits)**

This course provides a rigorous and multidisciplinary examination of inequality, a topic of central concern to economists, philosophers, and political theorists. We will delve into the historical trends and contemporary manifestations of inequality, critically evaluating different metrics for measurement. The course will analyze the complex interplay of economic, social, and political forces that drive inequality, exploring its potential causes and consequences.

A key focus will be the normative dimensions of inequality. We will engage with diverse philosophical perspectives on the ethical implications of inequality, addressing questions of fairness, justice, and the (dis)value of different forms of inequality. This ethical framework will inform our analysis of policy responses to inequality. We will critically assess a range of policy proposals aimed at mitigating objectionable forms of inequality, considering their potential effectiveness, limitations, and ethical implications.

Assessment: 100% coursework

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**PHIL7123. Law, Science, Economics, and Innovation Policy (6 credits)**

This course provides students with an interdisciplinary understanding of the intersections between law, science and innovation. Students will explore the ways in which legal and innovation policy promotes and regulates science and innovation, and how non-legal policy mechanisms that may serve as complements or substitutes. Students will also consider how science and innovation may shape the future development of policy, including but not limited to the relevant impact of artificial intelligence and machine learning.

Assessment: 100% coursework

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**PHIL7124. Normative Issues in Global Political Economy (6 credits)**

This course introduces students to the cutting-edge normative debates in global political economy. It covers some of the major ethical and moral issues given rise to by today's global basic structure, characterised by a globalised neoliberal economy, a state-centred international governance model, and deep value pluralism. The first part of the course focuses on the metaethical discussions about the proper normative framework and foundation for assessing global political economy issues. It covers topics such as the debate between cosmopolitans and particularists over the scope of justice, the challenge of cultural pluralism, and the significance of national identity. After acquainting students with the metaethical debates, the second part of the course dives into some major normative debates in global political economy. It discusses questions such as: should cross-border financial movement be restricted to protect democracy? Is economically decoupling with authoritarian regimes a moral obligation? What is the injustice (if any) of tax avoidance? Does environmentalism require "degrowth"? Is it justified for states to tax emigrants? At the end of the course, students will be equipped with the knowledge to make and assess normative judgments on different global political economy issues.

Assessment: 100% coursework

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*(3) All MA students are required to complete the following MA portfolio project.*

**PHIL7998. Capstone Experience: MA Portfolio Project in PPE (15 credits)**

Students in this course will produce a portfolio of written work (~12,000-18,000 words). This written work can take one of two basic forms: (i) academic writing targeted at and appropriate for engaged though not necessarily well-informed academic audiences and (ii) non-academic but nevertheless rigorously researched and carefully argued writing targeted at and appropriate for policy-makers, decision-makers, and other stakeholders. Examples of (i) include academic article-length papers addressed to some particular issue in PPE. Examples of (ii) include reports and policy papers (including executive summaries) addressed to a practical question touching PPE. These approaches are not mutually exclusive, and students are encouraged to diversify their portfolio throughout its development. Whichever combination of approaches is taken, students' work will be based on assignments and research conducted during their course work, which will then be elaborated through independent research, peer



review, and expert supervision. Students will apply the advanced methods, skills, and knowledge they've acquired throughout the programme to improve their portfolio projects and bring them to the standards of either academic or professional writing, sourcing, and presentation. In addition to supervision meetings, students will be required to attend a pro-seminar where they will present their work-in-progress and receive peer-feedback on their portfolio throughout its development.

Assessment: 100% coursework

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## TRANSLATION

*These Syllabuses apply to candidates admitted to the Master of Arts in the field of Translation curriculum in the academic year 2024-25 and thereafter.*

### PURPOSE

The MA in the field of Translation programme aims at providing students with intensive training in translation and interpreting practice in different domains. It also broadens students' theoretical perspectives and equips them with essential research skills for Translation and Interpreting Studies. This programme places an emphasis on professional translation and interpreting and promotes interdisciplinarity by involving the teachers from different Schools and Departments in the supervision of capstone projects.

### CURRICULUM STRUCTURE

The curriculum consists of three modules, with seventeen courses in Modules 1 to 2 and a capstone experience in Module 3. Modules 1 to 2 comprise three and fourteen courses respectively.

Students are required to take all the core courses in Module 1. Module 2 offers elective courses divided into two categories: Translation and Interpreting. The arrangement that students are required to take all courses in Module 1 guarantees that they receive training in both Translation and Interpreting and will become more competitive in the workplace after graduation.

The fourteen Translation courses are conducted in the form of lectures, while the three Interpreting courses are taught in the form of workshops, seminars or practical sessions. All the courses are designed to equip students with the knowledge and skills for the pursuit of a career in Translation or Interpreting in various domains, especially the legal, commercial, government and media sectors.

Module 3 is a capstone experience in the form of a translation/interpreting project. The translation project requires students to render an English text into Chinese or vice versa, and to write a critical introduction in the target language to their own translations, under the supervision of a teacher. If students choose to undertake an interpreting project, they must analyse a video or audio recording of an interpreted meeting conducted from English to Chinese or vice versa, under the supervision of a teacher. For part-time students, this is a whole-year project which they start in the third semester and complete by the end of the

fourth semester. For full-time students, they start their project in the second semester, and are expected to complete it by mid-July in the same year of study.

Students in this curriculum are required to complete nine courses (three cores and six electives) and a capstone translation/interpreting project as a culminating academic experience. Each Translation course will be conducted weekly for two hours in a semester, while Interpreting workshops will normally be divided into two groups with two time slots for students' choice, depending on the size of individual classes. The capstone course requires part-time students to meet with their supervisors individually for discussions for four hours in total during the last two semesters of the programme, and the period of supervision may continue after the end of the last semester till early July in the same year. This regulation applies also to full-time students, except that their period of supervision starts in the second semester of the programme, and continues after the end of the semester till mid-July in the same year.

Students need to take a total of 66 credits to graduate: 18 credits for Module 1, 36 credits for Module 2, and 12 credits for Module 3.

### **Module One: Core Courses**

#### **CHIN7201. Advanced Translation Studies (6 credits)**

This course aims at training learners to critically engage with the idea of equivalence in practical translation. Learners will acquire a range of strategies and techniques for achieving equivalence between English and Chinese across different units of language from the level of the word through the level of discourse. The course will also familiarize learners with the important idea of formal equivalence vs. dynamic equivalence, which learners will apply through in-class practice. Topics discussed include translation shifts, direct/oblique translation procedures, dynamic equivalence, and hypotaxis vs. parataxis.

Assessment: 100% coursework

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#### **CHIN7202. Approaches to Translation (6 credits)**

This course equips students with fundamental knowledge of translation and basic skills required to be a translator of written materials. It explores how as a communicative activity translation is essentially cross-cultural in its concern. Students will be introduced to a variety of strategies in translating between Chinese and English, through appreciation of example passages and guided exercises. To introduce students to current trends in translation, the course will examine major theoretical and cultural issues of translation in Hong Kong. Coursework assessment will be based on classwork assignments.

Assessment: 100% coursework

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#### **CHIN7203. Introduction to Interpreting (6 credits)**

This course provides students with the fundamental knowledge of interpreting and the basic

skills required, combining three introductory lectures and nine workshops. The lectures introduce students to various interpretation settings, interpretation assessment criteria, interpreters' code of ethics and discuss potential dilemmas and challenges in real-time interlingual communication. The lectures also inform students of the trends in interpreting studies. The workshops conducted in small groups allow students to have hands-on practice in interpreting in different modes and on a variety of topics. Students also learn to take notes for consecutive interpreting and acquire crisis management skills for different interpreting settings.

Assessment: 100% coursework

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## **Module Two: Elective Courses**

### **CHIN7204. Language Contrast for Translators (6 credits)**

This course examines fundamental differences between English and Chinese from the perspective of contrastive linguistics, with an emphasis on grammar, syntax and discourse pragmatics. It introduces students to an array of techniques that can be used to negotiate these structural differences in translation. Throughout the course, students will be trained to reflect critically on the notion that language is an inherent constituent of culture (and, conversely, that culture is embedded within the innate fabric of language), and to appreciate how knowledge of contrastive linguistics contributes to our understanding of different cognitive systems and discourse orientations across cultures. The implications of all of this for intercultural communication will also be explored.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7205. Culture and Translation (6 credits)**

The course addresses the dynamic relationship between culture and translation in both conceptual and practical terms and thus seeks to deepen students' understanding of translation as a cross-cultural dialogue. The course serves two purposes. First, it introduces theories and notions on the role played by culture in production and reception of translation and aims to cultivate among the students the cultural sensitivity that is needed for a professional translator. Second, it focuses on the cultural dimension of various types of translation and aims to enhance students' ability in dealing with culture-bound texts of different genres in both English to Chinese and Chinese to English translation practices.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7206. Translation of Government and Commercial Texts (6 credits)**

This course facilitates a better understanding of the provision of professional translation service in Hong Kong, especially in the public sector. Texts commonly requiring translation will be covered and their translations examined critically for effectiveness. Students will be able to hone their language and translation skills and to sharpen their translation acumen through various translation assignments and evaluative discussions.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7207. Legal Translation (6 credits)**

This course is designed for students interested in a career in legal translation. It develops and strengthens their analytical and linguistic skills required for translating legal texts between English and Chinese. Students will be introduced to some basic legal concepts, terminology and discourse characteristics of bilingual legal documents. A special focus is placed on legal research skills, translation strategies, and pragmatic decision-making of legal translators. Students will embark on a journey towards professional competence as they learn through translation practice and critical analysis of translated legal texts.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7208. Mass Media Translation (6 credits)**

This course introduces students to the nature and practice of mass media translation, discussing a variety of texts including news and magazine articles, press releases, political speeches, gazette notices, and advertisements. It also covers the translation of subtitles of films and TV programmes. The uniqueness of the nature of mass media translation as well as the commonalities it shares with other kinds of translation will be addressed. The translation techniques of mass media texts are discussed under different themes, mainly concerning the skills to deal with genre-specific stylistic features. In addition to learning the approaches of translating mass media texts, students should be able to discern how mass media translation aligns with the traditional conception of translation as a matter of faithful transference of meaning; at the same time, they should also notice how mass media translation deviates from such traditional conception with elements of rewriting and manipulation on the part of the translator, reflecting perspectives and ideologies different from those of the source culture.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7209. English-Chinese Conference Interpreting (SI) (6 credits)**

This workshop-based course exposes students to the wide-ranging settings and topics for

which simultaneous interpretation is required. It prepares students for handling myriad tasks by broadening their knowledge base, enhancing their language skills and providing feedback for their in-class performance. Students may choose Cantonese or Putonghua as one of the working languages, to interpret from and to English.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7210. English-Cantonese Legal Interpreting (6 credits)**

This workshop-based course provides students with intensive training in consecutive and simultaneous interpreting as well as sight translation. Students will learn courtroom protocols, characteristics of legal language and skills of interpreting in a legal setting. Training will focus on witness examination, counsel speeches, jury instructions and court judgments. Authentic recordings of court proceedings and video-recorded simulated court trials will be utilized as the course material to enhance students' learning experience.

Assessment: 100% coursework

(Open to part-time students only; enrolment of full-time students subject to approval)

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### **CHIN7212. Translation of Music Writings and Lyrics (6 credits)**

Translators of books, academic papers and journalistic articles that deal with musical subjects must tackle the complicated meanings and connotations of musical terms. This course, designed for students who do not have any music background, will demonstrate the basic concepts of music via audio-visual materials provided by YouTube. Part I of this course examines the English/Chinese translation of music writings on Western classical music and traditional Chinese music, focusing on the meanings and connotations of technical terms in the practical and theoretic context. Part II deals with the English/Chinese translation of song lyrics of selected English and Chinese vocal works, taking into consideration the poetic, musical and creative features of these two music traditions.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7213. Financial Translation (6 credits)**

This course introduces the fundamental issues, techniques and professional practices relating to Chinese to English/English to Chinese financial translation for specific readers and purposes, with particular focus on the discorsal and stylistic features of a variety of financial genres, including news and commentaries, annual reports, prospectuses, corporate announcements, fund reports, and credit agreements. It also examines advanced bilingual writing and post-editing skills, in addition to pragmatic translation theories and principles,

pertinent to the production of sophisticated financial texts. Critical textual analysis and practical translation exercises are designed to sharpen students' bilingual and bicultural sensitivity, mastery of key financial concepts and terminology, understanding of basic market operations, and overall translation competence and knowledge base. There will also be a brief introduction to background research references and skills, as well as state-of-the-art computer-aided translation (CAT) tools, including electronic dictionaries, concordancers, translation memory, and terminology databases, that are useful for modern-day translation professionals.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7214. Subtitling in Film, Television and Beyond (6 credits)**

Subtitling fulfils linguistic and textual mediation in audiovisual content for the comprehension of diverse audiences. Translators who are working in this convergent mediasphere not only engage with the interlingual, intralingual and intersemiotic domains of translation but also collaborate with a wide variety of talents and professionals to complete designated subtitling projects. This course consists of two parts, aiming to provide the students with essential skills for subtitling project management and cutting-edge theories and methodologies advanced in Audiovisual Translation (AVT) Studies. Part I introduces industrial ecosystems where professional subtitlers are essential workers in the accelerating media globalisation. Part II maps the informal and less-regulated domains of non-professional subtitling where everyday audiences and media fans disrupt the industrial apparatus and bring forward new agendas of translation and distribution. Ultimately, this course deals with subtitling at advanced levels of practice and research, equipping the students with new and vital knowledge to the new media translatorship and research expertise in facing the omnipresence of screens.

Assessment: 100% coursework

(Open to both full-time and part-time students)

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### **CHIN7215. Translation of Social Science Writing (6 credits)**

Social science texts cover a wide range of topics on socio-cultural issues. This course concerns the translation skills of texts in the social sciences from Chinese to English and vice versa. Social science texts are known to be quite distinct from natural science/technical texts and literary works, while sharing with them some linguistic and stylistic features. This course will introduce students to some of the basic concepts in social science studies, the stylistic features of different kinds of social science texts, and the translation strategies taking into account such features and the need of the target readership. Various examples of social science writing from the media and academia will be discussed in-class. The specific topics covered include human rights, discrimination, poverty, globalisation, gender issues, and popular culture. While the discussion of translation skills at the tertiary level is bound to be theory-based one way or another, and subject-matter knowledge is considered essential for

offering the right perspective in translation, this course also puts its focus on the discussion of practical translation skills based on the linguistic differences between Chinese and English and the rules of rhetoric.

Assessment: 100% coursework

(Open to full-time students only; enrolment of part-time students subject to approval)

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### **CHIN7216. Literary Translation: Chinese to English (6 credits)**

Designed for students who are interested in translating Chinese literature into English for a variety of professional settings and publication venues, this course will develop students' expertise in conveying in English ideas first expressed in Chinese. Through close study, students will not only be further taught to analyze the linguistic, stylistic, and cultural features of the source text, but also challenged to present innovative solutions for a variety of translation problems. The texts chosen to be analyzed for this course include classical and contemporary Chinese poems, as well as contemporary Hong Kong/Chinese prose and novels.

Assessment: 100% coursework

(Open to full-time students only; enrolment of part-time students subject to approval)

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### **CHIN7217. Literary Translation: English to Chinese (6 credits)**

This course introduces students to the practice and theory of literary translation, with a focus on the core knowledge and skills required of a professional translator in the field. It equips students with the practical and intellectual capacity for translating literary texts and critically assessing translation choice and strategy. Students will be familiarised with the principles of literary translation, the main ideas and debates surrounding the discipline, and the essential techniques of "reading for translation" through linguistic, stylistic, and textual analysis. This course will appeal to students seeking enhanced skills for analysing advanced texts of literary merits and interested in pursuing a career in the literary and creative industries.

Assessment: 100% coursework

(Open to full-time students only; enrolment of part-time students subject to approval)

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### **CHIN7218. Translation Criticism (E-C & C-E) (6 credits)**

This course introduces students to the principles and methods in the critique of translated texts in both Chinese and English. A wide variety of published translations from different literary, linguistic and pragmatic categories will be sampled. Through extensive practice in text analysis, the relationship between translation theory and translation practice will be explored. Special attention will be paid to the way in which social and cultural background affects translation practice.

Assessment: 100% coursework

(Open to full-time students only; enrolment of part-time students subject to approval)

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### **Module Three: Capstone Experience**

#### **CHIN7996. Capstone Experience: Translation / Interpreting Project (12 credits)**

This capstone project serves as a culminating academic experience for students and enables them to put into practice what they have learned in the various theoretical and practical translation and interpreting courses of the MA programme. Students can choose to undertake either a Translation or an Interpreting project to fulfil this capstone requirement.

The Translation project requires students to render a text selected from a list of Chinese and English books recommended by teachers of the Programme as early as the beginning of the third semester (for part-time students), or the beginning of the second semester (for full-time students). All students work under the supervision of a teacher assigned by the Programme Coordinator. Students can choose to work on a text from Chinese to English or vice versa, and the length of the text should be about 7,000 characters for Chinese or 4,500 words for English. Students are required to submit their translations by three instalments and to meet with their supervisors individually for follow-up discussions. The final version of their work should be submitted with an introduction of 3,200-4,000 characters in Chinese or 2,000-2,500 words in English written in the target language of their project. In the introduction, students are expected to describe and explain the distinctive features of the source text, their translation goals, strategies and target readers, and to critically evaluate their own work by citing examples from it and relevant theories as appropriate.

Students undertaking an Interpreting project have to analyse a video or audio recording of an interpreted meeting. The interpretation should be conducted from English to Chinese or vice versa, and the length of the meeting should be about 20 minutes. The recording, both the original and the interpretation, has to be transcribed, if no transcripts are available. Students are required to produce an essay in either Chinese or English (5,000 words in English; 8,000 characters in Chinese), excluding the transcripts. Students can focus their analysis on omissions or additions in interpretation, semantic or pragmatic equivalence, as well as the overall quality of the interpretation. Students are expected to cite Translation or Interpreting theories in their analysis where appropriate. In the process of writing, students are required to meet with their supervisors individually on a regular basis to discuss their work and progress.

Assessment: 100% coursework

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### **Assessment**

Students' performance is assessed by coursework as specified in the descriptions of individual courses. Coursework assessment is based on essays, term papers, projects, tests, or other kinds of oral or written work as prescribed by the course teachers.

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**Medium of Instruction**

Courses will be conducted in English, Cantonese or Putonghua as the teacher sees fit.

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