Subject to change

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 2026-27 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; East Asian Studies; English Studies; European Studies; Hong Kong History; Hong Kong Cultural Studies; 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.

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[1];
(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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[1] In addition to the admission requirement specified in General Regulation G 2, the Faculty also requires:

(a) TOEFL : a Writing score of 25 or above (for tests taken before January 21, 2026) or 5 or above (for tests taken from January 21, 2026 onwards) in the 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 Hong Kong Cultural Studies, a Bachelor's degree with a major in Hong Kong Studies, Chinese Literature and Culture, or a related subject;

(viii) 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;

(ix) 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;

(x) 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;

(xi) 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;

(xii) 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;

(xiii) in respect of the courses of study leading to the degrees of Master of Arts in the field of East Asian Studies and Master of Arts in the field of European Studies, a Bachelor's degree in any discipline related to Global and Area Studies, including, but not limited to Anthropology, Cultural Studies, History, Linguistics, Literature, Media Studies, Politics, and Sociology; and a high degree of language abilities already achieved in one of the target languages (currently, French, German, Spanish, or Russian for Master of Arts in the field of European Studies; or Russian, Japanese, or Korean for Master of Arts in the field of East Asian Studies) at the B2.2 or C1 level in the Common European Framework of Reference for Languages (or an equivalent level in another language system); and

(d) shall satisfy the examiners in a qualifying examination if required.

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.

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;
(c) shall complete the curriculum as prescribed in the syllabuses and satisfy the examiners in accordance with the regulations set out below; and
(d) shall have achieved a Cumulative Grade Point Average of 1.0 or above.

MA 4 Period of study

(a) The curriculum shall normally extend
  (i) in the fields of Art History, Creative Communications, East Asian Studies, European Studies, Linguistics, Museum Studies, Music Studies and Hong Kong Cultural Studies, over one academic year of full-time study, with a maximum period of registration of two academic years of full-time study;
  (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.

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.

MA 6 Capstone experience

Subject to the provisions of Regulation MA 5(c), the title of the capstone experience (dissertation, portfolio, individual project or seminar) 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.

MA 7 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.

MA 8 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 the 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 failed to achieve a Cumulative Grade Point Average of 1.0 or higher for two consecutive semesters with course enrolment; or
(f) have exceeded the maximum period of registration as specified in MA 4(a)

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

MA 9 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 diplomas.

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 2026-27 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

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

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

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

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

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

PHIL7008. Social Media, Digital Platforms, and the Ethics of Information (6 credits)

Social media and digital platforms have become infrastructure. They have reshaped not only how information is produced, disseminated, and consumed, but how we work, shop, socialise, learn, and participate in public life. The integration of AI and algorithmic systems into these platforms has further accelerated this transformation, introducing new capabilities and new risks across a wide range of domains. This course brings together perspectives from philosophy, media and communication studies, engineering, and the social sciences to examine the ethical, epistemological, and socio-political questions that arise from these developments.

The course is organised around two complementary strands. The first is foundational: students will engage with core concepts in epistemology, ethics, and political philosophy as they bear on information and communication technologies, as well as key frameworks from information theory, science and technology studies, and platform governance. The second is applied: students will critically examine challenges that cut across disciplines, including mis- and disinformation, algorithmic curation and recommendation, content moderation and platform regulation, the attention economy, and the deployment of AI in contexts ranging from journalism to public administration.

A central concern of the course is the relationship between platform architecture and human agency: how do the design choices embedded in digital infrastructures shape what we know, what we can do, and how we relate to one another — and who bears responsibility when those systems cause harm? What normative standards should govern the design and regulation of platforms, and how should we adjudicate competing claims about freedom of expression, epistemic autonomy, and public safety? The course is interdisciplinary in both design and expectation: no single disciplinary background is assumed, and students are encouraged to bring their own expertise to bear on shared problems.

Assessment: 100% coursework

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

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

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

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

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

PHIL7014. AI and Entrepreneurship (6 credits)

This hands-on, project-based course provides graduate students with the real-world experience of leveraging AI technologies to ideate, build, and execute on an entrepreneurial venture. Through collaborative group projects, students will apply AI techniques to identify and validate innovative business opportunities. The course rapidly progresses from conceptualizing AI-driven ideas to formulating AI-powered business venture. Students will gain insight into launching startups, from assembling teams to acquiring financing. Additionally, students will develop an understanding of the legal frameworks around entrepreneurship and intellectual property to inform how to protect and commercialize AI innovations. Upon completion, students will possess the practical abilities to advance an AI concept from ideation to real-world impact.

Assessment: 100% coursework

PHIL7015. Applied AI, Ethics and Governance in Industry and Society (6 credits)

This experiential, project-based course provides graduate students with the real-world experience of conducting co-designed legal, regulatory and policy research with industry and non-profit organization partners. This course will allow students to apply the learnings from the core courses on understanding the philosophical import, and ethical, social and political implications of AI and big data. Students will be expected to work in teams in conjunction with their project partners throughout the semester on a publishable quality written and/or visual deliverable as well as at an end-of-semester presentation attended by their project partners who will provide feedback. Students will also be introduced to GenAI tools to be used for their projects.

Assessment: 100% coursework

PHIL7016. AI Policy Design Lab: Compliance and Governance Frameworks for Ethical Design (6 credits)

This hands-on, experiential learning course equips students to critically examine emerging frameworks governing AI technologies and to explore how they can actively shape that governance from within institutions.

Through a comparative study of the regulatory approaches adopted by China, the EU, and the U.S., students will analyze how social values, geopolitical dynamics, and innovation strategies shape AI governance in each jurisdiction. Students will then apply these insights to the corporate domain, exploring the dangers of AI misuse - particularly for populations most at vulnerable to AI harms, including children, women, the elderly, and low-income communities. They will learn and practice how businesses can embed ethical AI practices into corporate strategy, product development, stakeholder reporting, compliance regimes, and broader ESG initiatives.

Upon completion, students will emerge with the skills to evaluate AI development and deployment through both regulatory and business ethics perspectives. They will be positioned to contribute meaningfully to ethical AI development-positioning them to lead in a rapidly evolving world.

Assessment: 100% coursework

PHIL7017. AI & Work (6 credits)

This course examines the philosophical dimensions of work in an age of artificial intelligence. We begin with foundational questions: What is work? Why does it matter for human flourishing? Are there duties or rights to work? We then consider how AI transforms work through automation and augmentation. The course next addresses normative questions about what work should look like, examining workplace domination and debates over redistribution (including UBI and proposals for sharing gains from transformative AI). We conclude by examining possible futures: skeptical views that treat AI as continuous with past technological change, and more radical visions of worlds without work. No previous background in AI or computer science is required.

Assessment: 100% coursework

PHIL7018. AI, Media, and the Ethics of Influence (6 credits)

Contemporary media systems increasingly operate as environments in which artificial intelligence structures how information is produced, distributed, and consumed. This course examines how artificial intelligence is transforming media ecosystems into programmable influence infrastructures, reshaping perception, trust, attention, and public discourse. Through structured, hands-on interaction with contemporary generative media systems and critical analysis of real-world AI deployments, students investigate how generative systems, recommender algorithms, synthetic media, and automated content pipelines function as mechanisms of persuasion, amplification, and behavioral steering at scale. The course covers AI-mediated influence across journalism, strategic communication, entertainment, and digital platforms, with particular attention to journalism as a domain where AI-mediated influence intersects with professional standards, source verification, editorial integrity, and the reliability of information environments. The course integrates production literacy, systems analysis, and governance design to interrogate the ethics of influence in technologically mediated environments.

Assessment: 100% coursework

PHIL7019. Current Topics in Philosophy of AI (6 credits)

This course examines central philosophical questions raised by contemporary AI systems, with a focus on philosophy of mind, philosophy of language, and metaphysics. Can AI systems think, believe, or know things? Do their outputs mean anything? Could they be conscious? Can they perform intentional actions? How should we individuate AI systems? The course engages with recent philosophical work on large language models and other AI systems, applying tools from

analytic philosophy to these questions. Specific topics vary from year to year, but representative topics include: the case for and against AI cognition; metasemantics for AI; the grounding problem for AI content; AI consciousness; and the metaphysics of AI risk. No prior training in philosophy is required, though students should be prepared for close engagement with philosophical argumentation.

Assessment: 100% coursework

PHIL7020. Biological and Silicon Minds (6 credits)

For most of human history, the only minds we knew were biological. Today we engineer systems that perceive, decide, communicate, and learn. This course places human cognition and artificial intelligence side by side—not to decide which is "real" intelligence, but to use the comparison as a lens for understanding both. Co-taught by a philosopher and a computer scientist, each topic is examined through three lenses: biology/cognitive science, silicon/computer science, and philosophy. Two themes run throughout: consciousness and ethics.

Organised around a cognitive loop—Sense → Think → Express → Reflect—the course moves from individual cognition to social systems to human-AI integration. Topics include: biological and artificial perception; memory, reasoning, and their failure modes; social cognition and theory of mind; goals, action, and the alignment problem; language and meaning; ethics and value alignment; the extended mind thesis applied to AI; emotion and embodiment; learning and culture; and the design of responsible human-AI cognitive ecologies. Students engage directly with AI systems through structured dialogue tasks, developing critical literacy in both biological and silicon minds.

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 2026-27 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 seven semester-long courses and a dissertation, distributed in the following way:

3 required core courses (3, 6 or 9 credits each)
2 elective MA courses (9 credits each)
2 elective courses cross-listed with undergraduate courses (6 credits each)
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

ARTH7014. Art history: Materials and exhibitions (6 credits)

This is the second of the MA's three compulsory core courses. Focused on art materials and practices of collecting and display, it introduces students to key institutions, professional practices, and debates within the art world, and to a range of objects, media and techniques that art historians, curators, and researchers are concerned with. Teaching is largely seminar and discussion-based, combined with hands-on experiences and site visits to collections and/or studios. In assessment, emphasis is placed on visual and technical description of artworks, connecting materials and display practices to interpretation and meaning-making, and on acquiring skills related to curation and exhibition.

Assessment: 100% coursework

ARTH7015. Academic writing workshop (3 credits)

This course is a prerequisite for the programme's capstone experience (ARTH7999) and focuses on training students in the fundamentals of academic writing, as well as its standards and ethics. Students will engage in writing and editing exercises, and develop and revise research proposals and bibliographies, in order to thoroughly prepare for the task of writing the MA dissertation, a substantial research essay (10,000 words) that analyzes a specific topic in depth and which must be produced in accordance with professional standards in art history.

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

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

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

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

ARTH7007. Seminar in Western art, 18th to 20th centuries (9 credits)

This seminar course focuses on the history of western art between the 18th and 20th 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

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

ARTH7009. Seminar in art history research and writing (9 credits)

This course develops visual literacy and critical thinking for analyzing and interpreting the arts across diverse cultures and periods, building a rigorous foundation in art historical inquiry, theory, and discipline-specific research and research writing skills. MA students select one undergraduate course in Semester I or II and enroll at the graduate level. In addition to meeting undergraduate course requirements, MA students will participate in advanced-level tutorials and small-group discussions to deeply examine advanced additional content, methodology, and contextual analysis; they will also develop an independent postgraduate-level research project using high-level, field-specific inquiries and approaches.

Assessment: 100% coursework

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 21st century. The course will highlight major artistic movements, common techniques of Western art, and methods for interpreting visual culture. The primary mode of teaching for this course is postgraduate-level tutorial discussions and writing assignments, supplemented by attendance to UG lectures.

Assessment: 100% coursework

ARTH7013. Fundamentals of art history II: Issues in Asian art (9 credits)

This course will introduce major themes in art from early ancient times to the contemporary period and investigate the various forms of art production and cultures across areas within Asia. The module critically engages with key historiographical issues and theoretical frameworks that have shaped Asian art histories. The primary mode of teaching for this course is postgraduate-level tutorial discussions and writing assignments, supplemented by attendance at UG lectures.

Assessment: 100% coursework

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(3) Students choose two undergraduate electives offered by the Department of Art History of the School of Humanities from the list of available courses provided by the Programme Office and, where necessary, with the approval of the Programme Director. Students may only enroll in up to one 2000-level elective; the other elective must be 3000 or 4000-level. 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.

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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: ARTH7015

Assessment: 100% coursework

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 2026-27 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

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

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

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

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 adaptions 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

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

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

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

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

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

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

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-19th to late-20th 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

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

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

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

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

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

CHIN7026. Topical Studies in Chinese History (6 credits)

This seminar course will be undertaken as a series of lectures with topics specified in the field of Chinese history 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 a written report, to 2-3 chosen topics.

Assessment: 100% coursework

CHIN7028. History of Hong Kong Traditional Industries (6 credits)

This course provides an in-depth exploration of Hong Kong's industrialization and modernization from the late 19th to the 20th century, with a specific focus on its traditional industries. Students will analyze the socioeconomic impact of foundational industries, including salt production, mining, ceramics, and lime manufacturing. The course emphasizes micro-historical narratives to illuminate the broader regional dynamics of the Lingnan area, and examines modernity and regional history of Hong Kong. Through detailed case studies and archival analysis, students will gain a nuanced understanding of Hong Kong's distinctive role in China's historical evolution, while honing their skills in historical methodology and contextual interpretation.

Assessment: 100% coursework

CHIN7029. History of Modern Chinese Childhood (6 credits)

In this course, students explore the shifting conceptions and lived experiences of childhood in China from the late Qing dynasty to the People's Republic of China. We consider how to study childhood historically despite the limited written traces left by children themselves, and examine how political, social, and cultural transformations shaped both children's lives and wider understandings of childhood. Marching into the twentieth century, children emerged as potent symbols of national renewal and became the focus of reformers seeking to modernise China. Their symbolic importance intensified during wartime, and their everyday lives were disrupted. Under Mao, children and youth were cultivated as future revolutionaries, culminating in the Red Guard movement during the Cultural Revolution. In the post-Mao era, the One Child Policy transformed family structures and reshaped both ideals and lived realities of childhood. By placing childhood at the center of analysis, this course offers new insights into China's modern history.

Assessment: 100% coursework

B. <u>Culture</u>

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

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

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

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

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

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

CHIN7027. Special Topics in Chinese Culture (6 credits)

Interdisciplinary in nature, this course explores important themes in Chinese culture including topics on various aspects of urban and popular culture, print culture, media, and everyday life. The period of study may stretch from ancient to modern China, focusing on the latest research trends in Chinese. Specific topics will be determined by individual teachers based on their expertise, and students are required to participate in class discussions/presentations as well as produce a term paper that represents individual original work on a relevant course topic.

Assessment: 100% coursework

CHIN7030. Introduction to Hakka History and Culture (6 credits)

This course explores the history and culture of the Hakka people and their roles in the making of modern China from the mid-nineteenth century to the present day. It introduces students to the key debates on Hakka identity, migration, and cultural distinctiveness through major historical events and diverse primary and secondary sources. Across the semester, the course examines the Hakka leadership in the Taiping Rebellion and the 1911 Revolution, Hakka engagements with Christian missionaries, and their involvement in the Communist Revolution and regional politics in Guangdong and British Hong Kong. It also considers colonial and

nationalist narratives about the Hakka, the development of overseas Hakka communities, and contemporary efforts to preserve Hakka heritage.

Assessment: 100% coursework

C. Cross-listed Courses

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

HKGS7127. Hong Kong Culture: An Interdisciplinary Perspective (6 credits)

This course is designed to offer knowledge of Hong Kong culture in a selected topic, for example, popular culture. The course also aims at introducing the students to the theoretical significance and implication of the subject for other studies through studying the original form of Hong Kong culture nurtured in the city's unique historical background. The choice of the topic depends on the expertise of the instructor and the intent of the study aims at developing the student's ability in analysing Hong Kong culture from an interdisciplinary perspective with a theoretical thrust.

Assessment: 100% coursework

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

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

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.

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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version: Apr 10, 2026

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 2026-27 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 , 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

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

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

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

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

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

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

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

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

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

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

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 nihuaben (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

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

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

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

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 additional 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

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*), *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

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

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

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

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 as an assignment.

Assessment: 100% coursework

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

CAPSTONE EXPERIENCE

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

Students will be divided into two groups based on their preferences.

Students in Group A are required to attend lectures that introduce methodologies and skills for conducting academic research in Chinese language and literature, including identifying academic issues, setting topics for discussions, and organizing and presenting findings and personal viewpoints. Students have to submit a dissertation of not less than 7,000 characters in Chinese or 5,600 words in English for assessment. They will then be required to give a presentation on their findings in a seminar held by the programme. Each student will be assigned an adviser who will provide guidance on the preparation of their dissertation and verbal presentation.

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

Assessment: 100% coursework

Medium of Instruction

Courses will be conducted in Putonghua or Cantonese.

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version: May 6, 2026

CREATIVE COMMUNICATIONS

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

Communications in the academic year 2026-27 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.

The programme consists of 60 credits, including two compulsory 9-credit courses, five 6-credit elective courses that cover different areas of creative practice, and a compulsory 12-credit Capstone Experience.

Compulsory Courses

ENGL7507. Creative Foundations: 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

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7512. Constructing and Staging Creative Perspective (9 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 content. 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 aims to equip students with the skills and critical frameworks necessary to develop scripts, storyboards, and creative treatments for various mediums, including film, games, social media content, music, marketing deliverables, exhibitions, and

other art forms. 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

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

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

<u>Elective Courses</u>

ENGL7509. Creative Life Stories: Narrating the Life Story of a Project, Person or Dream (6 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

ENGL7510. Workshopping Your Creative Vision (6 credits)

This course 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 with creative professionals to help understand the totality of a creative "environment."

Assessment: 100% coursework

ENGL7514. Internship: The History of Practice (6 credits)

This course responds to a 21st 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.

This course also offers students an opportunity to engage in experiential learning through self-initiated internships in various fields related to Creative Writing or Creative Communications. Students will have the flexibility to choose their internship host from a curated list of partner organisations or pursue their own options, fostering a personalised learning experience in Hong Kong. Students also have the option to participate in internal internship opportunities offered by the university. The course requires a minimum of 40 contact hours of service, allowing students to immerse themselves fully in a professional environment.

Finally, this course brings together a 21st 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.

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

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7518. Corporate Storytelling (6 credits)

Storytelling is not just a tradition confined to novels — it extends to nearly every facet of human life, including the life of a business. Corporate storytelling is the art of using narrative techniques to bring meaning and vitality to business practices. This course explores effective storytelling as a core element of corporate communications, teaching students how to craft captivating narratives that define and amplify a company's values, essence, and vision. By enriching and extending the life of a company or brand, storytelling becomes a powerful tool for connection and growth. Corporate stories can take many forms — advertisements, business proposals, presentations, and digital content such as blogs or vlogs. Students will engage with these platforms to learn how to frame narratives that breathe life into a company's story and create deeper meaning for its stakeholders.

Assessment: 100% coursework

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7519. Building Characters Across Media (6 credits)

This course delves into the art and craft of creating multidimensional characters that resonate across diverse storytelling platforms, such as novels, short stories, film, social media, video games, and more. Students will explore how to apply characterisation techniques across different mediums by addressing key fundamentals of character such as dialogue, thought, action, memory and body/interactivity.

Through a combination of analysis, comparative studies, collaborative exercises, and project-based work, students will develop the skills needed to craft characters with depth, consistency, and versatility. The course emphasises tailoring characters to suit the unique demands of each medium — whether writing for the screen, the page, or other immersive and interactive environments. By the end of the course, students will have the tools and knowledge to create compelling, fully realised characters that successfully connect with audiences across platforms.

Assessment: 100% coursework

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7523. Hybrid and Digital Writing (6 credits)

This course examines how contemporary creative writers work across multiple creative modes, such as text, image, sound, video, and interactive structures. Students will explore multimodal composition, platform-dependent writing, and emerging digital practices, including the creative use of Generative AI tools. The course emphasises experimentation, process, and reflective practice: students learn how hybrid and digital forms reshape writing and reading. Through guided workshops and multimodal or digital assignments, students develop a portfolio of hybrid and digital works and articulate the aesthetic, technical, and ethical choices behind their creative practice. Generative AI tools are introduced early to support creative experimentation and ethical awareness, while the course as a whole engages accessible

multimodal practices across text, image, sound, digital forms, and other modes of presentation. The specific texts, tools, and examples used in the course will vary in response to each cohort's needs and to the evolving techno-cultural conditions that shape contemporary creative writing.

Assessment: 100% coursework

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7601. Imagining Heritage in New Media Art (6 credits)

This course critically explores the intersection of cultural heritage, identity, and the digital visual arts through contemporary artistic practices. Students will engage in reimagining and redefining heritage by incorporating transmedia and multimedia techniques. Through a combination of personal experiences and broader cultural frameworks, students will employ innovative artistic strategies to reinterpret heritage in the digital age. The course encourages advanced critical thinking and self-reflection, providing an environment for students to challenge traditional views on identity and heritage through the creative arts. Students who complete this course will develop a more critical understanding of the dynamic relationship between heritage studies, curatorial practices, and digital media ecosystems.

Assessment: 100% coursework

ENGL7602. Exhibition Design (6 credits)

This course provides an in-depth exploration of modern curatorial practices within the sphere of exhibition art. The course centres on the dynamic relationship between audience and artwork, with particular emphasis on the interactive media arts. Students will explore and critique innovative exhibition design methods and digital archiving techniques, and develop an understanding of contemporary curatorial methodologies. Through detailed case studies of digital exhibitions, students will gain practical insights into real-world applications. Students will experiment with strategies that merge physical and virtual spaces, and expand the conventional understanding of exhibition environments. Students will also survey theories of curatorship as well as the digital resources relevant to the industry. A key objective of the course is to encourage students to conceive innovative exhibitions that challenge and push the boundaries of traditional viewership. This course aims to inspire a new generation of curators who are equipped to navigate and shape the future of exhibition art.

Assessment: 100% coursework

ENGL7603. Ludic Stories: Writing for Digital Narratives (6 credits)

This course presents students with a detailed primer on writing for digital narratives. The course begins with an overview of the principles of storytelling, exploring traditional narrative structures and how they adapt to digital formats. Students will then gain hands-on experience with various digital tools, learning how to combine text, graphics, audio, and video to create

engaging multimedia narratives. Over the semester, students will learn and develop practical and professional techniques for writing digital narratives through media such as digital games, blogs, podcasts, wikis, interactive web stories, and social media posts. Simultaneously, students will engage with a selection of provocative ludic stories that will challenge their understanding of both traditional and digital writing. Weekly workshopping of coursework will be supplemented with in-class case studies, group discussions, and playful activities. At the conclusion of the course, using software such as Twine or Articy, students will produce their own interactive digital narratives. No programming will be required for the course.

Assessment: 100% coursework

ENGL7604. [Playing with] Digital Media: Navigating the Metaverse (6 credits)

This survey course playfully explores the swiftly developing world of digital media. Given that students will be familiar with many forms of digital media, this course endeavours to challenge the underlying assumptions of our digital media usage and consumption, with the goal of a richer understanding of how to most effectively utilize it in both professional and personal settings. The course will touch upon a number of current digital media topics, including the battle of social media platforms X and BlueSky, the steady decline of platforms such as Facebook, the boom and collapse of the NFT/crypto market, the rise of games and the spread of gaming culture, blogging & memes as new forms of communication, streaming (both to audiences and in isolation), and the onset of AI. Weekly assignments will get students to reevaluate and critique their expectations of digital media and offer new avenues to engage with the digital world, ultimately leading to the final construction of a unique digital portfolio.

Assessment: 100% coursework

ENGL7605. Playful Creation: Meaningful Game Design (6 credits)

This introductory course investigates how we can embody the spirit of meaningful, creative play into the design of games. In the world today, games have become a pervasive part of our lives, not only for leisure but also in the form of "gamified" labour. In this context, what does it mean to design a game that goes beyond entertainment to offer a meaningful, transformative experience for the player? To answer this question, students will embark on a journey encompassing the meticulous crafting of game worlds, the delicate balancing of gameplay systems, and the lively performance of roleplaying sessions, among others. Weekly readings will inform the students' participation in class workshops, leading up to the final production of a game demo. No programming will be needed for the course. No prior experience with games is necessary.

Assessment: 100% coursework

ENGL7606. Interdisciplinary Multimedia Narratives (6 credits)

This course will guide students through the comprehensive process of conceptualizing, developing, and executing multimedia projects. By employing an interdisciplinary approach

and engaging with a diverse range of media, the course places a strong emphasis on both artistic and narrative techniques essential for crafting cohesive and compelling multimedia experiences. Through case studies and a survey through a body of influential multimedia artworks and campaigns, students will develop and execute their own creative project and will acquire both theoretical knowledge and practical insights into the multifaceted domain of multimedia design. This detailed exploration encompasses a variety of disciplines, including filmmaking, music design, performance art, and technology, among others. By the end of this course, students will have cultivated critical frameworks for analysing the interplay between various media forms and their collective impact on narrative storytelling.

Assessment: 100% coursework

ENGL7607. Roleplaying Games: Performance and Practice (6 credits)

This course provides an in-depth examination of non-digital roleplaying games, a genre that has seen a significant surge in popularity over the past decade. Non-digital roleplaying games, which can be conducted around a table with the optional use of miniature figurines or performed as a form of improvisational theatre, have captivated a global audience. From the iconic *Dungeons and Dragons* to the immersive *Werewolf*, individuals worldwide are increasingly participating in collective performative roleplay.

However, what precisely constitutes roleplaying? How is this practice manifested across diverse cultural and communal contexts? Moreover, how can we discern the distinctions and commonalities among various roleplaying communities? This course will address these critical inquiries through a multifaceted approach that will involve students in historical research, comparative case studies, game design, and hands-on experiential learning. By engaging with these methodologies, students will cultivate a comprehensive understanding and appreciation of the transformative potential inherent in contemporary roleplaying. Upon completion of the course, participants will possess a nuanced comprehension of roleplaying as an innovative and creative practice. Additionally, they will gain insights into the development and operationalization of roleplaying games within a spectrum of environments and settings.

Assessment: 100% coursework

ENGL7608. The Ethics of Communication and (Mis)Representation (6 credits)

This course explores into the complex ethical considerations surrounding communication and representation in various contexts, including media, literature, art, and everyday interactions. Students will critically examine the ways in which individuals and groups are portrayed, the impact of these representations on society, and the responsibilities that come with the power of communication. Through discussions, case studies, and practical exercises, students will explore topics such as cultural appropriation, stereotypes, misrepresentation, and the power dynamics inherent in communication. The course will also address issues related to truth-telling, privacy, consent, and the ethical use of language and imagery in different forms of communication. Students who complete this course will have developed a more critical relationship to forms of media consumption and production, as well as be able to engage critically with current debates on the obligations of the creative media to their publics.

Assessment: 100% coursework

ENGL7609. Creative Adaptation (6 credits)

This course explores the art and practice of adaptation in literature, film, theatre, and other forms of media. Students will examine the process of transforming existing texts into new works, considering questions of fidelity, creativity, and interpretation. Through the study of adaptation theory and analysis of specific case studies, students will gain a deeper understanding of the challenges and opportunities inherent in adaptation. Topics covered include adaptation as a form of cultural translation, the role of adaptation in shaping narratives across different mediums, and the ethics of adaptation. Students will engage in hands-on projects to apply adaptation principles to their own creative work, culminating in a final project that demonstrates their understanding of adaptation concepts and techniques.

Assessment: 100% coursework

ENGL7610. Theatre and Performance (6 credits)

This course will introduce students to the conceptual possibilities of the Performing Arts, where they will learn how creative performance intersects with innovative thinking, community enrichment, and technology. Adopting a dramaturgical approach that will combine textual analysis, technological insight, and theories of spectatorship, students will work towards the realisation of a performance or a theatre piece. Through practical project work as well as the development of analytical skills that will focus on the triangulated relationship between dramatic text, image, and action, students will develop a working critical vocabulary that will encompass frameworks derived from the latest developments in scholarship on global theatrical practices, post-colonial theory, and ideas of socially engaged performances. At the end of this course, students will have a well-developed understanding of key dramaturgical concepts and will be able to deploy dramaturgical analysis to evaluate, critique, and participate in spheres of creative performance.

Assessment: 100% coursework

(This course is cross-listed with the Master of Fine Arts in the field of Creative Writing in English programme)

ENGL7611. Artistic Creativity and Narrative in Music Design (6 credits)

This course is dedicated to fostering a creative vision in music design, with a concentrated emphasis on enhancing artistic creativity and exploring the narrative potential of music. By examining various musical genres and their historical contexts, students will develop their own forms of musical expression that will complement forms of narrative art in contemporary creative practice. The course will focus on the dynamic interactions between music and other multimedia art forms, such as film, and students will develop a critical understanding of the strategic role music design plays within these domains. At the core of this course is the exploration of music as a narrative medium. Students will develop their own music design

involving expressing their life stories through musical compositions and or integrating music into their existing multimedia projects.

Assessment: 100% coursework

ENGL7612. Short Film Production (6 credits)

This course explores short film production as a creative and analytical process, integrating theoretical knowledge, film analysis, and practical filmmaking skills. Students will engage with film theory, the history of film production, and critical discussions on aesthetics to analyse the art of short filmmaking while applying this knowledge to their own creative projects. The course emphasizes the importance of narrative structure and character development in short film storytelling, teaching students how to build engaging stories within limited time frames. Group projects will sharpen students' skills in directing, cinematography, sound design, and editing specifically tailored to short film production. Students will also discuss and critique a variety of short films from different genres and styles, fostering their critical analysis skills. The course emphasizes the development of critical thinking, cultural awareness, technical proficiency in filmmaking, and collaborative communication skills.

Assessment: 100% coursework

ENGL7613. Integrated Marketing Communications (6 credits)

This course examines the theory and practice of Integrated Marketing Communications (IMC), focusing on how brands create consistent and impactful messaging across multiple platforms to engage diverse audiences. Designed for aspiring marketing professionals, the curriculum blends theoretical foundations with practical applications, preparing students to create and execute effective integrated marketing campaigns in today's digital-first environment. This course includes interactive sharing sessions with experienced marketing professionals from various specialisations, such as digital marketing, branding, and public relations. Through these sessions, students will have the opportunity to learn directly from industry experts, engage in meaningful discussions, and participate in Q&A segments to gain insights into real-world practices and emerging industry trends.

Assessment: 100% coursework

ENGL7614. Documentary Filmmaking (6 credits)

This course explores the art and craft of documentary filmmaking, focusing on how filmmakers use real-world subjects to tell compelling stories. Students will examine definitions of the documentary film, and engage in critical discussions about the genre's history and evolution in the documentation of realities. The course will survey various documentary styles and techniques, including expository, participatory, observational, and reflexive formats. Through practical workshops and assignments, students will engage with technical skills necessary for documentary production, including research, scripting, camera operation, sound recording, and editing. Students will also examine the ethical considerations of documentary filmmaking and

think critically about the obligations owed by creators to their subjects and communities. Through hands-on projects and critical analysis, students will learn to create their own documentaries that balance creative storytelling with factual accuracy and cultural sensitivity.

Assessment: 100% coursework

ENGL7615. Content Marketing: Strategy, Creation, and Social Media Management (6 credits)

This course focuses on the principles and practices of content marketing, with an emphasis on creating and managing social media accounts to achieve specific objectives for a defined target audience. Students will learn how to develop persuasive content strategies, craft engaging short-form content, and analyse performance metrics to optimize their campaigns. Through hands-on experience, students will create and manage their own social media pages, experiment with various content formats, and refine their storytelling skills to build audience engagement.

Assessment: 100% coursework

ENGL7616. Close Reading Film: Form, Attention, and the Discipline of Watching (6 credits)

This course introduces students to close reading as a foundational method of film criticism, focusing on the detailed analysis of cinematic form: mise-en-scène, camera movement, editing, sound, performance, and narrative structure. Drawing on traditions of film criticism and pedagogies of sustained formal analysis, the course trains students to attend carefully to how films work and to examine how meaning, affect, and ideology emerge from formal choices at the level of the moving image and sound.

The course emphasizes critical judgment grounded in close observation. Students learn to describe precisely what they see and hear, to build arguments from concrete cinematic evidence, and to articulate evaluative claims without relying on plot summary or purely sociological explanation.

By the end of the course, students will be able to conduct sustained close readings of films; develop coherent critical arguments rooted in formal analysis of sound and moving images; and produce analytically rigorous writing that balances attentiveness to detail with conceptual clarity. The course also provides a strong foundation for film practice and creative work. By identifying and articulating how specific formal choices operate within completed films, students acquire a practical vocabulary for reflecting on and justifying their own creative decisions in filmmaking and media content production.

Assessment: 100% coursework

ENGL7617. Special Topics in Film and Screen Cultures (6 credits)

Special Topics in Film and Screen Cultures is an advanced, topic-driven course that explores contemporary screen media within a Communication and creative industries framework. Each iteration of the course focuses on a specific theme, problem, or emerging area of practice, allowing the curriculum to respond to shifts in media technologies, industry trends, and scholarly debate. This flexible structure ensures that the course remains current, research-led, and closely aligned with developments across film, television, streaming, and digital platforms.

Depending on the year and instructor, topics may address areas such as screen authorship and creative leadership, platform economies and content strategy, global screen industries, audience analytics and fan cultures, representation and diversity, genre and branding, documentary and factual media, transmedia storytelling, or the politics of visual communication. The thematic focus provides depth while maintaining openness to innovation and change across the screen sector.

The course combines rigorous critical analysis with sustained attention to industry contexts and communication processes. Students examine how screen texts are conceived, produced, circulated, and received within complex media ecologies. Conceptual frameworks are applied to case studies drawn from contemporary and historical screen culture, enabling students to connect theoretical insight with professional practice and strategic thinking.

Assessment: 100% coursework

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version: Apr 13, 2026

EAST ASIAN STUDIES

These syllabuses apply to candidates admitted to the Master of Arts in the field of East Asian Studies in the academic year 2026-27 and thereafter.

The Master of Arts in the field of East Asian Studies programme will attract outstanding students from Hong Kong, Chinese Mainland, and overseas who want to understand and influence political, economic, cultural, and social phenomena in various regions of the world. It will be intellectually stimulating and impart evident skills for various professional paths and comprehensive personal development that graduates will pursue after completing their studies. The curriculum's signature features are:

1. The *diversity* of courses about specific regions and/or global themes that are transdisciplinary/multidisciplinary/interdisciplinary
2. *Comprehensive immersion* in the cultures and societies of the regions of the world they are studying
3. Distinctive emphasis on *intercultural communication* through interaction with multinational, ethnically heterogeneous, and polyglot teaching staff and fellow students

Every student will be assigned to one of the East Asian target languages (Japanese, Korean, Russian) for the 6-credit courses below, with language-specific tutorials in GLAS7021 and GLAS7041.

The MA consists of the following courses:

- Four compulsory courses (one 9-credit methods course, one 9-credit area studies course, one 6-credit course on international relations, and one 6-credit course on culture) (30 credits)
- Three 6-credit electives, at least two of which must be from East Asian studies (18 credits)
- One 12-credit full-year capstone course (12 credits)

All instruction will be in English (or other languages approved). Assessment is 100% coursework, which may include assignments for reading, writing, speaking and listening in the target language, projects, in-class tests, oral presentations, reflective essays, performance in group and whole class discussions, and independent research work.

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

COURSES

- **Core courses (30 credits):**
  - GLAS7001. Advanced Research Skills (9 credits)
  - GLAS7003. Area Studies: East Asia (9 credits)
  - GLAS7021. Perspectives on International Relations (6 credits)
  - GLAS7041. Making the Nation: Media, Culture and Identity (6 credits)

- **Elective courses (18 credits):**
  Three elective courses selected from the list below, with at least 12 credits under East Asian studies.

  East Asian Studies
  GLAS7064. Language, Ethnicity, and Nationalism in East Asia
  GLAS7068. Understanding Korea in the Age of Globalization
  GLAS7069. Contemporary Korean Society and Globalization
  GLAS7070. Understanding Popular Culture in Japan
  GLAS7071. Contemporary Japanese Society and Culture
  GLAS7072. Contemporary Japanese Literature and the World
  GLAS7073. Critical Readings in Transnational Japanese Studies
  GLAS7074. Literature and Politics in Modern East Asia

  European Studies
  GLAS7061. The Atlantic: Columbus to NATO
  GLAS7077. The EU in a Changing World
  GLAS7078. World War II and "European Values"
  GLAS7079. From Postwar to War (and Back)? Central and Eastern Europe from 1945 to Today
  GLAS7080. Contemporary European Art, Culture, and Society

  Global Studies
  GLAS7062. Cultures and Politics in the Indian Ocean
  GLAS7063. Creative, Criminal, and Clandestine: Illicit Global Economies of Art and Crime
  GLAS7065. Asia Through the History and Literature of Travel
  GLAS7066. Gender, Religion, and Empire

GLAS7067. Microhistory in a Global Age
GLAS7075. Great Power Relations
GLAS7076. Leadership in a Global Age

- **Capstone experience courses (12 credits):**
  One of the following capstone courses:
  - GLAS7990. Capstone Individual Project
  - GLAS7999. Capstone Seminar: East Asia

Core courses

(1) All MA students must take GLAS7001, GLAS7003, GLAS7021 and GLAS7041.

GLAS7001. Advanced Research Skills (9 credits)

This course will be compulsory for all incoming students of this programme. Students will develop and refine their skills in critical analysis, research design, and oral and written communication which they will apply in the other courses required for the programme.

Assessment: 100% coursework

GLAS7003. Area Studies: East Asia (9 credits)

This course will be compulsory for all incoming students pursuing this programme. Students will discuss the origins, major debates, and state of the field, and develop their capstone project proposals in this course.

Assessment: 100% coursework

GLAS7021. Perspectives on International Relations (6 credits)

This course introduces students to how the regions of Europe and Asia interact with each other and other parts of the world, focusing on countries with six major languages (French, German, Japanese, Korean, Russian and Spanish). Topics covered will include international relations based on politics, economics, and sociocultural contact, as well as the discussion of questions such as: How have these countries' geopolitical and economic positions evolved since the end of the Cold War? How have changes in their domestic politics affected their international relations? What roles have ideology, economics, and domestic and international politics played in defining policy goals? In what ways has each been able to determine its place in the world, or has its place been defined by others? This course will be taught in English with separate language-specific tutorials. It will provide students with content-based instruction and the means to engage with complex texts and ideas as they refine their academic and professional language skills.

Assessment: 100% coursework

GLAS7041. Making the Nation: Media, Culture and Identity (6 credits)

This course explores how national identities are constructed around the world by examining contemporary target-language media in various formats (print, broadcast, online) and genres (including but not limited to news, film, television, art and literature). It examines how the world looks different in other languages and the debates and the ideas contributing to constructing other identities in other media. This course engages contemporary cultural and social issues and media analysis. It is taught in English, with separate language-specific tutorials, providing students, through content-based instruction, to engage with complex texts and ideas as they refine their academic and professional language skills.

Assessment: 100% coursework

Elective courses

(2) Students choose three elective courses from the following list, at least two of which under East Asian studies.

GLAS7061. The Atlantic: Columbus to NATO (6 credits)

This course examines the broad outlines of Atlantic history from Christopher Columbus to NATO and the modern day, looking at the history of how connections across the Atlantic have shaped societies, polities, cultures, ecologies, economies and disease regimes on both sides of that ocean. Topics include exploration, empire, exploitation, conversion, disease, and migration during the age of early modern empires (1500-1800); the emergence of North and South American nation-states and mass migration in the 1800s, and the global geopolitics of World War I, World War II, the Cold War and NATO. This course will also consider the debates in the United States about how and whether to engage over the Atlantic, and the critical debates over the bounds of the Atlantic, whether they be geographic or racial.

Assessment: 100% coursework

GLAS7062. Cultures and Politics in the Indian Ocean (6 credits)

The Indian Ocean region has been one of the earliest arenas for global connections. Before the emergence of the modern world, aided by monsoon winds and boat-making technology, people traveled from east to west and west to east. Along with them, ideas and technologies also traveled, creating a deep cultural interconnectivity between the regions and countries adjoining the Indian Ocean, leading to the emergence of cosmopolitanism. The connections witnessed in the Indian Ocean, however, were not only marked by flow and exchange. Empires and states also created deeper impacts as they engaged in controlling and structuring the flow of people and ideas, leading to the emergence of regimes of power. This course provides a broad overview of the cultural and power relations that occurred in the Indian Ocean. In doing so, the course focuses on the emergence and circulation of both material and non-material culture, particularly emphasizing navigation and boat-making technology, the spread of Islam and Islamic culture, trade, and the emergence of cosmopolitan cities. It also details how regimes of power and empires structured the mobility and cultural interaction of people through the

institutionalization of disciplinary structures across the seemingly vast and ungovernable ocean spaces. By taking this course, students are expected to understand the cultural and political history of the Indian Ocean Region. Through this knowledge, they are also expected to develop a historicized and critical perspective on globalization, cosmopolitanism, and cross-cultural exchange.

Assessment: 100% coursework

GLAS7063. Creative, Criminal and Clandestine: Illicit Global Economies of Art and Crime (6 credits)

This class considers the intersection of art and crime from a global perspective. Arranged thematically, each class balances considerations of art crime (the actual crime) with art and crime (creative acts positioning crime as inspiration, subject matter, and performative action). We explore state policies and regulations and the accompanying criminal and creative responses. By way of example, in 2018, the European Union passed the 5th Anti-Money Laundering Directive which pulled the art industry into the regulated sector; in 2021, the United States anti-money laundering regime expanded to include dealers in antiquities. How effective are such mechanisms? And what is one to make of artworks that creatively demonstrate the ease with which one might exploit a seemingly endless set of loopholes? This class explores the monetization of the creative sector and the criminal and creative responses to it; we consider topics ranging from art heists, looting, illicit trade, and vandalism to forensic architecture, forgeries, and (barely legal) projects incorporating NFTs and new technologies.

Assessment: 100% coursework

GLAS7064. Language, Ethnicity, and Nationalism in East Asia (6 credits)

The use of certain languages and the modification of their spoken and written forms have been political and social strategies for establishing and perpetuating ideals of ethnicity and nationalism in 20th-century and 21st-century East Asia. Proponents of language policies argue that official languages, shared languages, and standardized languages are important elements for economic, social, and cultural unity. Critics point out negative consequences like the suppression or extermination of languages, along with corresponding social and cultural identities. This course will examine aspects of language legislation in eight national cases. Each case will be paired with a topic of sociolinguistics such as script reform and incorporation of foreign vocabulary paired with a particular historical concept such as modernity and postcolonialism.

Assessment: 100% coursework

GLAS7065. Asia Through the History and Literature of Travel (6 credits)

This course examines the description and interpretation of "Asia", both individual places and the region as a whole, in the lived experiences and written records of people engaged in travel from the sixteenth century to the present. The travelers featured in the case studies examined

in the course include diplomats and other political officials, missionaries, soldiers, merchants, and scholars of geography, history, and natural sciences. Participants in this course will analyze primary source texts and apply conceptual frameworks from paradigm-setting scholarship about travel and Asian Studies.

Assessment: 100% coursework

GLAS7066. Gender, Religion, and Empire (6 credits)

This course explores the intricate connections between gender, religion, and empire throughout history, offering a critical examination of the ways in which these forces have shaped societies and influenced power dynamics. It will examine historical case studies from different periods and regions, exploring the roles and experiences of people, families, and communities within religious and imperial contexts. We will investigate how religious beliefs and practices have shaped societies and states and how gender norms and expectations have been constructed and contested within these systems. The course will encourage students to engage critically with topics such as colonization, religious conversion, missionization, resistance movements, and the impact of empire on gender and sexuality. By analyzing the intersections of gender, religion, and empire, students will gain a deeper understanding of the complex relationships between individuals, communities, and power structures in the contemporary world. Students will also develop a nuanced understanding of the complexities and power dynamics inherent within these spheres, fostering critical thinking and analytical skills. Ultimately, this course aims to foster a deeper appreciation for the multifaceted ways in which gender, religion, and empire have shaped our world.

Assessment: 100% coursework

GLAS7067. Microhistory in a Global Age (6 credits)

This course offers an in-depth exploration of microhistory as a methodological approach to studying the past in a global context. Microhistory focuses on understanding historical events and phenomena through the detailed examination of specific individuals, communities, or events, providing a lens through which broader historical processes can be understood. In the context of our increasingly interconnected world, this course examines how microhistory can shed light on local experiences and their global implications. Throughout the course, students will engage with a variety of case studies from different regions and time periods, analyzing the lives of individuals, families, and communities to uncover larger historical patterns. By examining personal narratives, cultural practices, and social dynamics on a micro level, students will gain a deeper understanding of the complexities, diversity, and interconnectedness of human experiences across borders. By the end of the course, students will have a nuanced understanding of the significance and potential of microhistory as a tool for exploring global history. They will be equipped with the skills to undertake their own microhistorical research projects and contribute to the ongoing conversations in the field.

Assessment: 100% coursework

GLAS7068. Understanding Korea in the Age of Globalization (6 credits)

This course introduces students to Korea through the study of Korean history, culture, socio-economic and/or political history, as well as other aspects of Korean society, both past and present, in the perspective of globalization.

Assessment: 100% coursework

GLAS7069. Contemporary Korean Society and Globalization (6 credits)

The course introduces students to contemporary Korean society through the study of social changes, economic development and the political system of South Korea, as well as recent major events and issues in South and North Korea.

Assessment: 100% coursework

GLAS7070. Understanding Popular Culture in Japan (6 credits)

This course provides an in-depth exploration of contemporary Japanese popular culture, examining its multifaceted components such as anime, manga, music, and television. Students will engage with various media forms to understand how they reflect and shape societal values and norms in Japan. The course will trace the evolution of popular culture from the Edo period to the present day, emphasizing key historical events that have influenced cultural production. We will analyze different media forms, including anime, manga, and J-pop, to understand their roles in both local and global contexts. Students will investigate how Japanese popular culture represents themes of identity, gender, and social issues, and how these representations resonate with audiences domestically and internationally. Finally, we will discuss the impact of globalization on Japanese culture, including the spread of cultural products beyond Japan and their reception in various cultures.

Assessment: 100% coursework

GLAS7071. Contemporary Japanese Society and Culture (6 credits)

This course engages students in a critical examination of contemporary Japanese society, focusing on pivotal themes such as politics, popular culture, demographic changes, and environmental issues. It aims to provide a nuanced understanding of Japan beyond common stereotypes and media portrayals. The course will delve into Japan's societal evolution post-World War II, with special emphasis on developments since the 2011 earthquake, tsunami, and nuclear disaster. Students will explore critical issues such as Japan's aging population, low fertility rates, immigration policies, and the role of technology in addressing these challenges. The course will also analyze the influence of the Liberal Democratic Party and Japan's position within the East Asian region and the global context.

Assessment: 100% coursework

GLAS7072. Contemporary Japanese Literature and the World (6 credits)

This course explores Japanese literature from the late twentieth century to the present day, emphasizing its global intersections and influences. This course examines works by prominent Japanese authors, delving into themes of modernity, identity, technology, ecology, and cultural exchange. Students will analyze how contemporary Japanese literature reflects and critiques societal changes within Japan while also engaging with global literary trends. Through close readings, critical discussions, and comparative studies, the course aims to provide a comprehensive understanding of the global impact and significance of contemporary Japanese literary contributions.

Assessment: 100% coursework

GLAS7073. Critical Readings in Transnational Japanese Studies (6 credits)

This course critically examines the field of Japanese Studies within the broader context of global academia and internationalization efforts. Since the cultural and reflexive turn in academia, Japanese Studies (and Area Studies) have faced serious scrutiny regarding its political roles and the new significance it has acquired in university education. This course explores how recent research and publications have diversified the subject matter of Japanese Studies, making it increasingly relevant to a global audience and positioning "Japan" more as a case study than a mere object of empirical study. Despite this academic shift, the persistent popularity of Japanese popular culture and the socio-political changes following the 3.11 triple disaster continue to sustain stereotypical narratives of a "unique Japan." Students will engage with critical texts and discussions to unravel these paradoxes, understanding how contemporary scholarship challenges and redefines the concept of "Japanese" identity amidst ongoing (self)orientalist and homogenizing discourses.

Assessment: 100% coursework

GLAS7074. Literature and Politics in Modern East Asia (6 credits)

This course aims to explore East Asian literary texts from various national canons, examining their interconnections to establish a transnational reading approach. Our focus will be on texts from approximately the 1880s to the 1940s, encompassing the early stages of the "modern" period. Through diverse themes, we will analyze how East Asian texts collectively address historical, political, and theoretical concerns related to literature. Our close examination of an extensive collection of literary works by prominent authors will help to hone our literary analysis skills through in-depth classroom discussions. Throughout the course, we will study contemporary East Asian literature, contemplating the nature of East Asian literature in the twenty-first century through the perspectives of Japanophone, Sinophone, and Korean diasporic literature. Together, we will tackle various questions: How can we historicize literary texts? How should we approach reading multiple texts in tandem? What political critiques and opportunities do literary texts present? How has East Asian literature been influenced by modernity? These questions, along with others, will be explored on a weekly basis during the course.

Assessment: 100% coursework

GLAS7075. Great Power Relations (6 credits)

Great power politics are back as a key factor affecting the conduct of international affairs and markets. This course is about the major political, social and economic actors that shape and have shaped the modern global order. The course applies a comparativist methodology to study, explore and evaluate the interactions of the great powers from a historical and thematic angle. This enables students to develop a comprehensive overview of the state of international affairs and apply these insights to distinctive career paths in different industries.

Assessment: 100% coursework

GLAS7076. Leadership in a Global Age (6 credits)

The social relationship between leaders and followers is a central feature of any organisation. This course examines leadership and leadership dynamics from a global angle, thereby providing in-depth insights into distinctives modes, styles and mechanisms of leadership in different parts of the world and different organisational contexts. The course makes extensive use of concrete examples from the world of politics, business and culture to equip students with a comprehensive overview of leadership as an organising principle for institutions, companies and social relationships. The course discusses different ways of conceptualising leadership, examines different cultural expectations around it and analyses a number of important dimensions of the phenomenon (leadership as a social relationship, leadership and followership, the psychology of leadership, and the normative context of leadership). The course focuses on the different global settings for leadership and investigates how humans can make positive contributions to the social contexts in which they live and work.

Assessment: 100% coursework

GLAS7077. The EU in a Changing World (6 credits)

This course examines European organizations, such as the European Union and its predecessor institutions, along with other major international economic and political institutions in Europe. The history of these organizations since 1945 will be examined, as well as their present organization, decision making, political disputes, and relations with European states both within and outside the EU. Included in the syllabus will be an examination the degree to which European electorates can be said to be converging (or not converging) toward a single coherent policy, of how Europe facilitates (or hinders) member states' diplomatic agendas, and of efforts to centralize or strengthen the ability of Europe to engage with diplomatic and international challenges as a unified whole.

Assessment: 100% coursework

GLAS7078. World War II and "European Values" (6 credits)

The European project aimed to overcome interstate conflict by political and economic integration. The result is the European Union that was made possible by the idea that national sovereignty is not absolute. Sovereignty can and should be shared in pursuit of higher goals, such as peace and prosperity. This project was spectacularly successful as long as the United States protected it against external enemies. But the world in which the European Union could prosper and flourish no longer exists. Can the European peace project be turned into a war project that would be ready to confront its enemies? Can a post-sovereign polity protect itself? And can it do so while remaining truthful to its core values: democracy, the rule of law and a strong commitment to human rights? This subject will consider these questions by drawing on the insight of political philosophy, history and the theories of Europeans integration.

Assessment: 100% coursework

GLAS7079. From Postwar to War (and Back)? Central and Eastern Europe from 1945 to Today (6 credits)

At the end of the World War II, Europe was divided into Western and Eastern camps. The victory over Nazism paved the way for European integration in the West, led by France and West Germany, and the expansion of Soviet empire in the East, including East Germany. This course examines the legacy of Soviet-imposed — and at times locally motivated — Communism in Central and Eastern Europe. Following the Soviet Union's withdrawal from Eastern Europe in 1989 and its collapse in 1991, Central and Eastern European nations began to democratize, embracing free market economics. Challenges soon emerged: corruption, political instability, democratic backsliding, resurgent ethnic grievances, and, in some cases, outright 'ethnic cleansing'. Opportunities for membership in the European Union and NATO helped these nations address these problems, with varying degrees of success. The subject will cover Central European states, such as Czechia, Hungary, Poland, Germany, and Slovakia, but also Eastern Europe, including the former Yugoslavia and parts of the former Soviet Union (including Ukraine). While the 1990s seemed to signal the end of regional divisions, Russia's invasion of Ukraine and revision of Ukrainian borders has revived them. A key question animating this subject is what the post-1945 past reveals about Europe's future in the east.

Assessment: 100% coursework

GLAS7080. Contemporary European Art, Culture, and Society (6 credits)

Europe after the Second World War was fraught with divisions—political, ideological, and aesthetic. This course examines art produced in the immediate postwar period through the Cold War, with emphasis on the upheavals of 1968. We consider the anxieties over technology in aesthetic experimentation and the restorative roles of the Venice Biennale and Documenta in Kassel. We will also examine key tensions, including historical memory versus amnesia (Year Zero), painting (matiérisme) versus language (lettrisme), and figuration versus abstraction. This period was likewise marked by the rise of various movements: Tachisme, Art Informel (and Art Brut), Constructivism, Group ZERO, COBRA, the Independent Group, Nouveau Réalisme, Fluxus, European Pop, Situationism, and Arte Povera. A selection of artists under consideration includes Alberto Giacometti, Francis Bacon, Barbara Hepworth, Henry Moore,

Lucian Freud, Wols, Georges Mathieu, Jean Fautrier, Jean Dubuffet, Lucio Fontana, Antoni Tàpies, Yves Klein, Asger Jorn, Piero Manzoni, Eduardo Paolozzi, Joseph Beuys, Gerhard Richter, Sigmar Polke, Michelangelo Pistoletto, Mario Merz, and Magdalena Abakanowicz. Situating artworks within the broader socio-political landscape, this course interrogates how art in Western Europe was fundamentally shaped by the postwar cultural climate.

Assessment: 100% coursework

Capstone experience courses

(3) All MA students are required to complete one of the MA capstone courses below.

GLAS7990. Capstone Individual Project (12 credits)

Students may take this course instead of the capstone seminar. This course is intended for students whose interests and proficiency in relevant languages are cross-studies (Europe-East Asia). Study will be pursued individually with a thesis advisor. Permission to take GLAS7990 is determined by the MA director or deputy director in consultation with the student's MA advisor, based on their language of study and MA electives to ensure a coherent course of study. In addition to readings, students will complete a year-long research project, including a written dissertation (no more than 10,000 words, or 7,500 to 9,000 in a target language). The student will join the research colloquia at the ends of terms 1 and 2 to engage with other students in critiquing and defending their work.

Impermissible combination: GLAS7998. Capstone Seminar: Europe and
GLAS7999. Capstone Seminar: East Asia

Assessment: 100% coursework

GLAS7999. Capstone Seminar: East Asia (12 credits)

This course focuses on a discrete topic in East Asian studies. In addition to class-wide assignments and discussion, students will complete a year-long research project, including a written dissertation (no more than 10,000 words, or 7,500 to 9,000 in a target language). The course includes research colloquia at the ends of terms 1 and 2, where students will critique and defend each other's work.

Impermissible combination: GLAS7990. Capstone Individual Project

Assessment: 100% coursework

ENGLISH STUDIES

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

Studies curriculum in the academic year 2025-26 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.

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1. Core Courses

ENGL6073. Introduction to Cross-cultural Approaches to Literature (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

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

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

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

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

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

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

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

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

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

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

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

ENGL7119. Corpora and English Discourse (6 credits)

Corpus linguistics and discourse is a rapidly-developing methodology in the study of language. It exploits the power of modern computer technology to manipulate and analyse large collections of naturally-occurring language ('corpora'). This course will introduce students to the use of computers and computerized corpora as tools for exploring usage of the English language. Never before have so many electronic resources been available to support the academic study of the English language. Indeed, understanding these resources plays a crucial role in analysing different aspects of the language. With a primary focus on vast principled electronic databases, or corpora, of the English language, this course should appeal to students (i) who wish to know more about the technology available to enhance their grasp of discourse in English; (ii) who wish to explore how language is used in a vast quantity of 'authentic' texts, i.e. to explore 'language-in-use'; (iii) who are simply curious about how the English language works and about new methods of exploring the topic.

Assessment: 100% coursework

ENGL7120. Pop Cultural Linguistics (6 credits)

Beginning by asking "*What is pop culture?*", this course draws on critical perspectives and methodologies in sociocultural linguistics and linguistic anthropology to approach pop cultural phenomena such as memes, video games, films, and other media and cultural forms. This burgeoning subfield of pop cultural linguistics not only explores the language *of* pop culture, but also considers the performance of language *in* pop culture and how it might be used to negotiate broader issues of gender, sexuality, race, and class in different cultures. Students are encouraged to intentionally incorporate their consumption of pop culture into the assignments, and examine what it means to be a target of such discourses. By critically evaluating the multimodal relationships between language and pop cultural artefacts, this course explores the potential of the linguistic inquiry of pop culture as anti/interdisciplinarity.

Assessment: 100% coursework

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 Eurocontric 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

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

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

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

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

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

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 19th and 20th 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

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

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

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

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

ENGL7118. Women's Writing (6 credits)

This course engages with a diverse selection of fiction, prose and poetry authored by, and focused on, women. Through lectures, discussions, activities and readings, we examine critical theories, especially those centered on social inequalities, postcolonialities and hybrid identities. Through selected literary texts and academic research, we consider how women writers articulate their experiences of advocating, working, partnering, parenting, grieving and leaving their homelands. We also discuss characteristics of excellent critical and creative writing. The writers we will cover will likely include, but not necessarily be limited to: Mary Wollstonecraft, Emily Dickinson, Emily Bronte, Miles Franklin (Stella Maria Sarah Miles Franklin), George Eliot (Mary Ann Evans), Doris Pilkington, Adrienne Rich, Amanda Ngozi Adichie, and Natasha Trethewey.

Assessment: 100% coursework

ENGL7121. Modern Drama in Performance (6 credits)

Modern Drama in Performance engages with a compelling and wide-ranging selection of literary texts written for the stage between the late nineteenth and early twenty-first centuries. Students will engage in an interactive learning experience, consisting of close readings of dramatic texts, lectures, small group discussions, drama-centric activities, analyses of filmed productions, and live theatre rehearsals and performances.

In addition, this course requires students to engage with well-established critical perspectives that illuminate the relevant dramatic works, including postcolonialism, ecocriticism, and

intersectionality. Among the influential playwrights covered in this course may include: Henrik Ibsen, J.M. Synge, Alan Ayckbourn, Beth Henley, Jane Harrison, David Hare, and Lucy Kirkwood.

This page-to-stage course also guides students in acquiring the technical skills through which theatre is produced, performed and critiqued. This process culminates in a live production (in condensed form) of a modern play from the course. Overall, Modern Drama in Performance enhances skills in academic analysis, essay composition, public speaking, event design and live performance: abilities that remain highly relevant and transferable to future professional contexts.

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 of 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

Assessment

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

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EUROPEAN STUDIES

These syllabuses apply to candidates admitted to the Master of Arts in the field of European Studies in the academic year 2026-27 and thereafter.

The Master of Arts in the field of European Studies programme will attract outstanding students from Hong Kong, Chinese Mainland, and overseas who want to understand and influence political, economic, cultural, and social phenomena in various regions of the world. It will be intellectually stimulating and impart evident skills for various professional paths and comprehensive personal development that graduates will pursue after completing their studies. The curriculum's signature features are:

1. The *diversity* of courses about specific regions and/or global themes that are transdisciplinary/multidisciplinary/interdisciplinary
2. *Comprehensive immersion* in the cultures and societies of the regions of the world they are studying
3. Distinctive emphasis on *intercultural communication* through interaction with multinational, ethnically heterogeneous, and polyglot teaching staff and fellow students

Every student will be assigned to one of the European languages (French, German, Russian, Spanish) for the 6-credit courses below, with language-specific tutorials in GLAS7021 and GLAS7041.

The MA consists of the following courses:

- Four compulsory courses (one 9-credit methods course, one 9-credit area studies course, one 6-credit course on international relations, and one 6-credit course on culture) (30 credits)
- Three 6-credit electives, at least two of which must be from European studies (18 credits)
- One 12-credit full-year capstone course (12 credits)

All instruction will be in English (or other languages approved). Assessment is 100% coursework, which may include assignments for reading, writing, speaking and listening in the target language, projects, in-class tests, oral presentations, reflective essays, performance in group and whole class discussions, and independent research work.

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

COURSES

- **Core courses (30 credits):**
  - GLAS7001. Advanced Research Skills (9 credits)
  - GLAS7002. Area Studies: Europe (9 credits)
  - GLAS7021. Perspectives on International Relations (6 credits)
  - GLAS7041. Making the Nation: Media, Culture and Identity (6 credits)

- **Elective courses (18 credits):**
  Three elective courses selected from the list below, with at least 12 credits under European studies.

European Studies
GLAS7061. The Atlantic: Columbus to NATO
GLAS7077. The EU in a Changing World
GLAS7078. World War II and "European Values"
GLAS7079. From Postwar to War (and Back)? Central and Eastern Europe from 1945 to Today
GLAS7080. Contemporary European Art, Culture, and Society

East Asian Studies
GLAS7064. Language, Ethnicity, and Nationalism in East Asia
GLAS7068. Understanding Korea in the Age of Globalization
GLAS7069. Contemporary Korean Society and Globalization
GLAS7070. Understanding Popular Culture in Japan
GLAS7071. Contemporary Japanese Society and Culture
GLAS7072. Contemporary Japanese Literature and the World
GLAS7073. Critical Readings in Transnational Japanese Studies
GLAS7074. Literature and Politics in Modern East Asia

Global Studies
GLAS7062. Cultures and Politics in the Indian Ocean
GLAS7063. Creative, Criminal, and Clandestine: Illicit Global Economies of Art and Crime
GLAS7065. Asia Through the History and Literature of Travel
GLAS7066. Gender, Religion, and Empire
GLAS7067. Microhistory in a Global Age
GLAS7075. Great Power Relations
GLAS7076. Leadership in a Global Age

- **Capstone experience courses (12 credits):**
  One of the following capstone courses:
  - GLAS7990. Capstone Individual Project
  - GLAS7998. Capstone Seminar: Europe

Core courses

(1) All MA students must take GLAS7001, GLAS7002, GLAS7021 and GLAS7041.

GLAS7001. Advanced Research Skills (9 credits)

This course will be compulsory for all incoming students of this programme. Students will develop and refine their skills in critical analysis, research design, and oral and written communication which they will apply in the other courses required for the programme.

Assessment: 100% coursework

GLAS7002. Area Studies: Europe (9 credits)

This course will be compulsory for all incoming students pursuing this programme. Students will discuss the origins, major debates, and state of the field and develop their capstone project proposals in this course.

Assessment: 100% coursework

GLAS7021. Perspectives on International Relations (6 credits)

This course introduces students to how the regions of Europe and Asia interact with each other and other parts of the world, focusing on countries with six major languages (French, German, Japanese, Korean, Russian and Spanish). Topics covered will include international relations based on politics, economics, and sociocultural contact, as well as the discussion of questions such as: How have these countries' geopolitical and economic positions evolved since the end of the Cold War? How have changes in their domestic politics affected their international relations? What roles have ideology, economics, and domestic and international politics played in defining policy goals? In what ways has each been able to determine its place in the world, or has its place been defined by others? This course will be taught in English with separate language-specific tutorials. It will provide students with content-based instruction and the means to engage with complex texts and ideas as they refine their academic and professional language skills.

Assessment: 100% coursework

GLAS7041. Making the Nation: Media, Culture and Identity (6 credits)

This course explores how national identities are constructed around the world by examining contemporary target-language media in various formats (print, broadcast, online) and genres (including but not limited to news, film, television, art and literature). It examines how the world looks different in other languages and the debates and the ideas contributing to constructing other identities in other media. This course engages contemporary cultural and social issues and media analysis. It is taught in English, with separate language-specific tutorials, providing students, through content-based instruction, to engage with complex texts and ideas as they refine their academic and professional language skills.

Assessment: 100% coursework

Elective courses

(2) Students choose three elective courses from the following list, at least two of which under European studies.

GLAS7061. The Atlantic: Columbus to NATO (6 credits)

This course examines the broad outlines of Atlantic history from Christopher Columbus to NATO and the modern day, looking at the history of how connections across the Atlantic have shaped societies, polities, cultures, ecologies, economies and disease regimes on both sides of

that ocean. Topics include exploration, empire, exploitation, conversion, disease, and migration during the age of early modern empires (1500-1800); the emergence of North and South American nation-states and mass migration in the 1800s, and the global geopolitics of World War I, World War II, the Cold War and NATO. This course will also consider the debates in the United States about how and whether to engage over the Atlantic, and the critical debates over the bounds of the Atlantic, whether they be geographic or racial.

Assessment: 100% coursework

GLAS7062. Cultures and Politics in the Indian Ocean (6 credits)

The Indian Ocean region has been one of the earliest arenas for global connections. Before the emergence of the modern world, aided by monsoon winds and boat-making technology, people traveled from east to west and west to east. Along with them, ideas and technologies also traveled, creating a deep cultural interconnectivity between the regions and countries adjoining the Indian Ocean, leading to the emergence of cosmopolitanism. The connections witnessed in the Indian Ocean, however, were not only marked by flow and exchange. Empires and states also created deeper impacts as they engaged in controlling and structuring the flow of people and ideas, leading to the emergence of regimes of power. This course provides a broad overview of the cultural and power relations that occurred in the Indian Ocean. In doing so, the course focuses on the emergence and circulation of both material and non-material culture, particularly emphasizing navigation and boat-making technology, the spread of Islam and Islamic culture, trade, and the emergence of cosmopolitan cities. It also details how regimes of power and empires structured the mobility and cultural interaction of people through the institutionalization of disciplinary structures across the seemingly vast and ungovernable ocean spaces. By taking this course, students are expected to understand the cultural and political history of the Indian Ocean Region. Through this knowledge, they are also expected to develop a historicized and critical perspective on globalization, cosmopolitanism, and cross-cultural exchange.

Assessment: 100% coursework

GLAS7063. Creative, Criminal and Clandestine: Illicit Global Economies of Art and Crime (6 credits)

This class considers the intersection of art and crime from a global perspective. Arranged thematically, each class balances considerations of art crime (the actual crime) with art and crime (creative acts positioning crime as inspiration, subject matter, and performative action). We explore state policies and regulations and the accompanying criminal and creative responses. By way of example, in 2018, the European Union passed the 5th Anti-Money Laundering Directive which pulled the art industry into the regulated sector; in 2021, the United States anti-money laundering regime expanded to include dealers in antiquities. How effective are such mechanisms? And what is one to make of artworks that creatively demonstrate the ease with which one might exploit a seemingly endless set of loopholes? This class explores the monetization of the creative sector and the criminal and creative responses to it; we consider topics ranging from art heists, looting, illicit trade, and vandalism to forensic architecture, forgeries, and (barely legal) projects incorporating NFTs and new technologies.

Assessment: 100% coursework

GLAS7064. Language, Ethnicity, and Nationalism in East Asia (6 credits)

The use of certain languages and the modification of their spoken and written forms have been political and social strategies for establishing and perpetuating ideals of ethnicity and nationalism in 20th-century and 21st-century East Asia. Proponents of language policies argue that official languages, shared languages, and standardized languages are important elements for economic, social, and cultural unity. Critics point out negative consequences like the suppression or extermination of languages, along with corresponding social and cultural identities. This course will examine aspects of language legislation in eight national cases. Each case will be paired with a topic of sociolinguistics such as script reform and incorporation of foreign vocabulary paired with a particular historical concept such as modernity and postcolonialism.

Assessment: 100% coursework

GLAS7065. Asia Through the History and Literature of Travel (6 credits)

This course examines the description and interpretation of "Asia", both individual places and the region as a whole, in the lived experiences and written records of people engaged in travel from the sixteenth century to the present. The travelers featured in the case studies examined in the course include diplomats and other political officials, missionaries, soldiers, merchants, and scholars of geography, history, and natural sciences. Participants in this course will analyze primary source texts and apply conceptual frameworks from paradigm-setting scholarship about travel and Asian Studies.

Assessment: 100% coursework

GLAS7066. Gender, Religion, and Empire (6 credits)

This course explores the intricate connections between gender, religion, and empire throughout history, offering a critical examination of the ways in which these forces have shaped societies and influenced power dynamics. It will examine historical case studies from different periods and regions, exploring the roles and experiences of people, families, and communities within religious and imperial contexts. We will investigate how religious beliefs and practices have shaped societies and states and how gender norms and expectations have been constructed and contested within these systems. The course will encourage students to engage critically with topics such as colonization, religious conversion, missionization, resistance movements, and the impact of empire on gender and sexuality. By analyzing the intersections of gender, religion, and empire, students will gain a deeper understanding of the complex relationships between individuals, communities, and power structures in the contemporary world. Students will also develop a nuanced understanding of the complexities and power dynamics inherent within these spheres, fostering critical thinking and analytical skills. Ultimately, this course

aims to foster a deeper appreciation for the multifaceted ways in which gender, religion, and empire have shaped our world.

Assessment: 100% coursework

GLAS7067. Microhistory in a Global Age (6 credits)

This course offers an in-depth exploration of microhistory as a methodological approach to studying the past in a global context. Microhistory focuses on understanding historical events and phenomena through the detailed examination of specific individuals, communities, or events, providing a lens through which broader historical processes can be understood. In the context of our increasingly interconnected world, this course examines how microhistory can shed light on local experiences and their global implications. Throughout the course, students will engage with a variety of case studies from different regions and time periods, analyzing the lives of individuals, families, and communities to uncover larger historical patterns. By examining personal narratives, cultural practices, and social dynamics on a micro level, students will gain a deeper understanding of the complexities, diversity, and interconnectedness of human experiences across borders. By the end of the course, students will have a nuanced understanding of the significance and potential of microhistory as a tool for exploring global history. They will be equipped with the skills to undertake their own microhistorical research projects and contribute to the ongoing conversations in the field.

Assessment: 100% coursework

GLAS7068. Understanding Korea in the Age of Globalization (6 credits)

This course introduces students to Korea through the study of Korean history, culture, socio-economic and/or political history, as well as other aspects of Korean society, both past and present, in the perspective of globalization.

Assessment: 100% coursework

GLAS7069. Contemporary Korean Society and Globalization (6 credits)

The course introduces students to contemporary Korean society through the study of social changes, economic development and the political system of South Korea, as well as recent major events and issues in South and North Korea.

Assessment: 100% coursework

GLAS7070. Understanding Popular Culture in Japan (6 credits)

This course provides an in-depth exploration of contemporary Japanese popular culture, examining its multifaceted components such as anime, manga, music, and television. Students will engage with various media forms to understand how they reflect and shape societal values

and norms in Japan. The course will trace the evolution of popular culture from the Edo period to the present day, emphasizing key historical events that have influenced cultural production. We will analyze different media forms, including anime, manga, and J-pop, to understand their roles in both local and global contexts. Students will investigate how Japanese popular culture represents themes of identity, gender, and social issues, and how these representations resonate with audiences domestically and internationally. Finally, we will discuss the impact of globalization on Japanese culture, including the spread of cultural products beyond Japan and their reception in various cultures.

Assessment: 100% coursework

GLAS7071. Contemporary Japanese Society and Culture (6 credits)

This course engages students in a critical examination of contemporary Japanese society, focusing on pivotal themes such as politics, popular culture, demographic changes, and environmental issues. It aims to provide a nuanced understanding of Japan beyond common stereotypes and media portrayals. The course will delve into Japan's societal evolution post-World War II, with special emphasis on developments since the 2011 earthquake, tsunami, and nuclear disaster. Students will explore critical issues such as Japan's aging population, low fertility rates, immigration policies, and the role of technology in addressing these challenges. The course will also analyze the influence of the Liberal Democratic Party and Japan's position within the East Asian region and the global context.

Assessment: 100% coursework

GLAS7072. Contemporary Japanese Literature and the World (6 credits)

This course explores Japanese literature from the late twentieth century to the present day, emphasizing its global intersections and influences. This course examines works by prominent Japanese authors, delving into themes of modernity, identity, technology, ecology, and cultural exchange. Students will analyze how contemporary Japanese literature reflects and critiques societal changes within Japan while also engaging with global literary trends. Through close readings, critical discussions, and comparative studies, the course aims to provide a comprehensive understanding of the global impact and significance of contemporary Japanese literary contributions.

Assessment: 100% coursework

GLAS7073. Critical Readings in Transnational Japanese Studies (6 credits)

This course critically examines the field of Japanese Studies within the broader context of global academia and internationalization efforts. Since the cultural and reflexive turn in academia, Japanese Studies (and Area Studies) have faced serious scrutiny regarding its political roles and the new significance it has acquired in university education. This course explores how recent research and publications have diversified the subject matter of Japanese Studies, making it increasingly relevant to a global audience and positioning “Japan” more as

a case study than a mere object of empirical study. Despite this academic shift, the persistent popularity of Japanese popular culture and the socio-political changes following the 3.11 triple disaster continue to sustain stereotypical narratives of a "unique Japan." Students will engage with critical texts and discussions to unravel these paradoxes, understanding how contemporary scholarship challenges and redefines the concept of "Japanese" identity amidst ongoing (self)orientalist and homogenizing discourses.

Assessment: 100% coursework

GLAS7074. Literature and Politics in Modern East Asia (6 credits)

This course aims to explore East Asian literary texts from various national canons, examining their interconnections to establish a transnational reading approach. Our focus will be on texts from approximately the 1880s to the 1940s, encompassing the early stages of the "modern" period. Through diverse themes, we will analyze how East Asian texts collectively address historical, political, and theoretical concerns related to literature. Our close examination of an extensive collection of literary works by prominent authors will help to hone our literary analysis skills through in-depth classroom discussions. Throughout the course, we will study contemporary East Asian literature, contemplating the nature of East Asian literature in the twenty-first century through the perspectives of Japanophone, Sinophone, and Korean diasporic literature. Together, we will tackle various questions: How can we historicize literary texts? How should we approach reading multiple texts in tandem? What political critiques and opportunities do literary texts present? How has East Asian literature been influenced by modernity? These questions, along with others, will be explored on a weekly basis during the course.

Assessment: 100% coursework

GLAS7075. Great Power Relations (6 credits)

Great power politics are back as a key factor affecting the conduct of international affairs and markets. This course is about the major political, social and economic actors that shape and have shaped the modern global order. The course applies a comparativist methodology to study, explore and evaluate the interactions of the great powers from a historical and thematic angle. This enables students to develop a comprehensive overview of the state of international affairs and apply these insights to distinctive career paths in different industries.

Assessment: 100% coursework

GLAS7076. Leadership in a Global Age (6 credits)

The social relationship between leaders and followers is a central feature of any organisation. This course examines leadership and leadership dynamics from a global angle, thereby providing in-depth insights into distinctives modes, styles and mechanisms of leadership in different parts of the world and different organisational contexts. The course makes extensive use of concrete examples from the world of politics, business and culture to equip students with

a comprehensive overview of leadership as an organising principle for institutions, companies and social relationships. The course discusses different ways of conceptualising leadership, examines different cultural expectations around it and analyses a number of important dimensions of the phenomenon (leadership as a social relationship, leadership and followership, the psychology of leadership, and the normative context of leadership). The course focuses on the different global settings for leadership and investigates how humans can make positive contributions to the social contexts in which they live and work.

Assessment: 100% coursework

GLAS7077. The EU in a Changing World (6 credits)

This course examines European organizations, such as the European Union and its predecessor institutions, along with other major international economic and political institutions in Europe. The history of these organizations since 1945 will be examined, as well as their present organization, decision making, political disputes, and relations with European states both within and outside the EU. Included in the syllabus will be an examination the degree to which European electorates can be said to be converging (or not converging) toward a single coherent policy, of how Europe facilitates (or hinders) member states' diplomatic agendas, and of efforts to centralize or strengthen the ability of Europe to engage with diplomatic and international challenges as a unified whole.

Assessment: 100% coursework

GLAS7078. World War II and "European Values" (6 credits)

The European project aimed to overcome interstate conflict by political and economic integration. The result is the European Union that was made possible by the idea that national sovereignty is not absolute. Sovereignty can and should be shared in pursuit of higher goals, such as peace and prosperity. This project was spectacularly successful as long as the United States protected it against external enemies. But the world in which the European Union could prosper and flourish no longer exists. Can the European peace project be turned into a war project that would be ready to confront its enemies? Can a post-sovereign polity protect itself? And can it do so while remaining truthful to its core values: democracy, the rule of law and a strong commitment to human rights? This subject will consider these questions by drawing on the insight of political philosophy, history and the theories of Europeans integration.

Assessment: 100% coursework

GLAS7079. From Postwar to War (and Back)? Central and Eastern Europe from 1945 to Today (6 credits)

At the end of the World War II, Europe was divided into Western and Eastern camps. The victory over Nazism paved the way for European integration in the West, led by France and West Germany, and the expansion of Soviet empire in the East, including East Germany. This course examines the legacy of Soviet-imposed — and at times locally motivated —

Communism in Central and Eastern Europe. Following the Soviet Union's withdrawal from Eastern Europe in 1989 and its collapse in 1991, Central and Eastern European nations began to democratize, embracing free market economics. Challenges soon emerged: corruption, political instability, democratic backsliding, resurgent ethnic grievances, and, in some cases, outright 'ethnic cleansing'. Opportunities for membership in the European Union and NATO helped these nations address these problems, with varying degrees of success. The subject will cover Central European states, such as Czechia, Hungary, Poland, Germany, and Slovakia, but also Eastern Europe, including the former Yugoslavia and parts of the former Soviet Union (including Ukraine). While the 1990s seemed to signal the end of regional divisions, Russia's invasion of Ukraine and revision of Ukrainian borders has revived them. A key question animating this subject is what the post-1945 past reveals about Europe's future in the east.

Assessment: 100% coursework

GLAS7080. Contemporary European Art, Culture, and Society (6 credits)

Europe after the Second World War was fraught with divisions—political, ideological, and aesthetic. This course examines art produced in the immediate postwar period through the Cold War, with emphasis on the upheavals of 1968. We consider the anxieties over technology in aesthetic experimentation and the restorative roles of the Venice Biennale and Documenta in Kassel. We will also examine key tensions, including historical memory versus amnesia (Year Zero), painting (matiérisme) versus language (lettrisme), and figuration versus abstraction. This period was likewise marked by the rise of various movements: Tachisme, Art Informel (and Art Brut), Constructivism, Group ZERO, COBRA, the Independent Group, Nouveau Réalisme, Fluxus, European Pop, Situationism, and Arte Povera. A selection of artists under consideration includes Alberto Giacometti, Francis Bacon, Barbara Hepworth, Henry Moore, Lucian Freud, Wols, Georges Mathieu, Jean Fautrier, Jean Dubuffet, Lucio Fontana, Antoni Tàpies, Yves Klein, Asger Jorn, Piero Manzoni, Eduardo Paolozzi, Joseph Beuys, Gerhard Richter, Sigmar Polke, Michelangelo Pistoletto, Mario Merz, and Magdalena Abakanowicz. Situating artworks within the broader socio-political landscape, this course interrogates how art in Western Europe was fundamentally shaped by the postwar cultural climate.

Assessment: 100% coursework

Capstone experience courses

(3) All MA students are required to complete one of the MA capstone courses below.

GLAS7990. Capstone Individual Project (12 credits)

Students may take this course instead of the capstone seminar. This course is intended for students whose interests and proficiency in relevant languages are cross-studies (Europe-East Asia). Study will be pursued individually with a thesis advisor. Permission to take GLAS7990 is determined by the MA director or deputy director in consultation with the student's MA advisor, based on their language of study and MA electives to ensure a coherent course of study. In addition to readings, students will complete a year-long research project, including a written dissertation (no more than 10,000 words, or 7,500 to 9,000 in a target language). The

student will join the research colloquia at the ends of terms 1 and 2 to engage with other students in critiquing and defending their work.

Impermissible combination: GLAS7998. Capstone Seminar: Europe and
GLAS7999. Capstone Seminar: East Asia

Assessment: 100% coursework

GLAS7998. Capstone Seminar: Europe (12 credits)

This course focuses on a discrete topic in European studies. In addition to class-wide assignments and discussion, students will complete a year-long research project, including a written dissertation (no more than 10,000 words, or 7,500 to 9,000 in a target language). The course includes research colloquia at the ends of terms 1 and 2, where students will critique and defend each other's work.
Impermissible combination: GLAS7990. Capstone Individual Project

Assessment: 100% coursework

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version: Dec 9, 2025

HONG KONG CULTURAL STUDIES

These Syllabuses apply to candidates admitted to the Master of Arts in the field of Hong Kong Cultural Studies curriculum in the academic year 2026-27 and thereafter.

PURPOSE

The Master of Arts in the field of Hong Kong Cultural Studies is an interdisciplinary programme aimed at equipping students with a wide range of knowledge and a diverse theoretical perspective on Hong Kong in humanities disciplines, its language, society, culture, creative industries, literature, cinema, and media, with particular emphasis on its role in the Greater Bay Area and its connection with China in the global context. By equipping them with profound and up-to-date knowledge through academic training, students will be able to establish an independent research ability in Hong Kong Cultural Studies. The programme will address the growing enthusiasm for Hong Kong popular music, literature, and culture within and beyond academia.

CURRICULUM STRUCTURE

In the Master of Arts in the field of Hong Kong Cultural Studies programme, students are required to complete two compulsory core courses, six elective courses, and a capstone course (academic paper/media project), and 60 credits is the requirement for completion. Students are required to take the compulsory core courses in the first semester, and are expected to attend all courses and complete the capstone project in two consecutive semesters in one academic year. Teaching and assessment will be arranged between September and April. Each session of teaching is two hours.

CORE COURSES

Core courses will be offered in the first semester of the first academic year of study.

ELECTIVE COURSES

Elective courses can be selected from ten courses offered by the Master of Arts in the field of Hong Kong Cultural Studies and three courses offered by the Master of Arts in the field of Chinese Language and Literature and the Master of Arts in the field of Chinese Historical Studies. Not all elective courses listed below will necessarily be offered each year.

A. Core courses

HKGS7001. Hong Kong Cultural Studies: Theories and Research Methods (6 credits)

The course is designed to train students' ability to do research on Hong Kong Cultural Studies by familiarising them with up-to-date theories, research methods, trends, and debates in Hong Kong Cultural Studies. The course consists of three parts. The first part comprises primary lectures which will introduce students to the current key issues and works on Hong Kong Cultural Studies. The second part is devoted to the training in literary, cultural, and critical theories by introducing key thinkers and works (such as Stuart Hall, Homi Bhabha and Raymond William) used in Cultural Studies. Students are required to submit two reflective essays by critically commenting thematic and theoretical issues discussed in the first and second parts of lectures. The third part is student oral presentations on a selected key issue in Hong Kong Cultural Studies by applying literary, cultural, and/or critical theories (such as colonialism, postcolonialism and urban theory). This seminar course aims at providing an interactive learning environment to enable students to understand the past and current development of the subject.

Assessment: 100% coursework

HKGS7002. Perspectives on Hong Kong Cultural Studies (6 credits)

The course is designed to equip students with the ability to interpret Hong Kong through different, contradictory perspectives and positions. By studying selected representative literary, historical, and cultural texts, this compulsory core course examines how Hong Kong is narrated and represented symbolically in, for example, novels, essays, poems, diaries, archives, newspapers, films, geographical landmarks, and cultural phenomena. The course also trains research ability in reading closely different kinds of primary sources related to Hong Kong Cultural Studies and provides a comprehensive understanding on Hong Kong in literary, historical, cinematic, and public narratives since the early 20th century.
Assessment: 100% coursework

B. Electives

HKGS7121. Screening Hong Kong (6 credits)

Hong Kong cinema represents the rise, fall, and rebirth of Hong Kong culture in the 20th and 21st centuries. The course examines representative directors and selected films in various periods of Hong Kong, including but not limited to the golden period of Hong Kong cinema spanning from the 1980s to the 1990s and the time when Hong Kong directors ventured into the Mainland market in the 2000s and the 2010s. The course will also further highlight Hong Kong's relationship with China and the Greater Bay Area by examining the collaboration between Hong Kong and mainland China film industries. The potential of Hong Kong cinema as a means to understand the city will be further explored via various theoretical perspectives. Particularly, critical and cultural theories from the disciplines of psychoanalysis, genders studies and literature will be critically applied to examine cinematic texts in class. The student is required to apply the relevant theories when discussing cinematic texts in the coursework.

Assessment: 100% coursework

HKGS7122. Hong Kong Identity: Cultural Symbols and Representation (6 credits)

The course is designed to explore the development of Hong Kong identity in diverse contexts. Through examining the key cultural symbols and representation of Hong Kong identity in different texts (for example, literature, cinema and cultural phenomenon), the course familiarises students with the perspectives of how Hong Kong identity developed in changing local, national, and global situations in the 20th century. The course will further engage the students with the theoretical debates on identity by introducing the different points of view from cultural theorists. In the coursework, the student is required to establish an academic and theoretical conversation with those theories on identity introduced in the lectures.

Assessment: 100% coursework

HKGS7123. Hong Kong Cantopop: The Sound of the City (6 credits)

This course is designed to investigate how Cantonese popular songs (Cantopop) have functioned as a major source of Hong Kong cultural identity by connecting the individual and society in a city where more than 90 percent of the population speak Cantonese. As such, the story of Cantopop has also been the story of Hong Kong. The course begins with an introduction to the rise and transformation of Cantopop. Through selected case studies of singers, composers and/or lyricists, it then examines the relation of Cantopop to cultural and social transformation of Hong Kong since the 1970s. How Cantopop studies can shed light on Hong Kong Cultural Studies per se will also be explored.

Assessment: 100% coursework

HKGS7124. The Study of Everyday Life in Hong Kong (6 credits)

From the "barren rock" in the eyes of the early colonisers to a financial miracle, an anomaly in the global history of decolonisation, a capitalist city in socialist China or the recent popular self-proclamation of being "number one in the world", Hong Kong has always been imagined and narrated as an exceptional existence that escapes (self-)critical examination and intellectual

discussion. This course takes everyday life as a perspective to reexamine Hong Kong as a normal city constantly shaping and being shaped by its ordinary inhabitants. Everyday life is often perceived as inescapable but repetitive, residual, and dismissible. As a perspective it can therefore shed light on the process by which unspoken ideology and culture take shape and cast their spells. This course utilises theories and philosophical discussions of everyday life to examine the everyday context and experiences of local historic events, arrest lasting ideologies that structure the present-day reality without the dwellers' awareness, and identify new cultural issues with critical potential. This course covers theories and philosophical discussions of everyday life from scholars such as Michel de Certeau, Henri Lefebvre and Roland Barthes. Students will learn to use these theoretical tools to examine the everyday context and experiences of local historic events, arrest lasting ideologies that structure the norm of everyday life and identify new cultural issues with critical potential.

Assessment: 100% coursework

HKGS7125. The Controversy of Hong Kong's Colonial Situation (6 credits)

Despite the post-war global movement of decolonisation, colonialism has never subsided but has metamorphosed into disparate forms in the contemporary world. Colonialism denotes a relationship of domination forced upon a subject by an external power. Decisions affecting the infrastructure and collective life of the colonised are made by the colonisers outside the colony for their own interests. Postcolonial studies can thus serve as a critical lens for the identification of this specific kind of power relation. The course begins with an overview of the major schools, methods, and concerns in postcolonial studies to identify Hong Kong's critical position in the field. It then reexamines instances in Hong Kong history where colonial discourse was understood and experienced in various ways, as well as the diverse forms and dynamics of colonial relations in Hong Kong that have been overlooked or neglected today. This course will cover theories from thinkers including Franz Fanon, Edward Said and Rey Chow. Students will learn to utilize these theoretical tools to examine colonization as a power structure and a form of domination as well as its lingering legacy in popular sentiment and everyday life and culture.

Assessment: 100% coursework

HKGS7126. Hong Kong Print Media: The Story of the City (6 credits)

Hong Kong has a long history serving as a centre of publishing Chinese newspapers and magazines since the 19th century. The course is designed to examine Hong Kong literature, history, and culture through reading newspapers and magazines in various historical moments. Starting from the late Qing period, the city, by joining the Chinese public sphere, acted as an international hub for the exchange of information and people. At the beginning of the Cold War, Hong Kong was the battlefield for different political ideologies aiming at winning the hearts and minds of the Chinese in Hong Kong and abroad. In order to highlight Hong Kong'as connection with China and the World, the course further explores how this history of print media shaped the liminal role of Hong Kong in cultural exchange, knowledge formation, and identity formation in local, national, and global contexts. Further, theoretical debates on media space will be introduced for discussion. The student is expected to provide a critical, detailed examination on periodical, historical and theoretical materials in the coursework.

Assessment: 100% coursework

HKGS7127. Hong Kong Culture: An Interdisciplinary Perspective (6 credits)

This course is designed to offer knowledge of Hong Kong culture in a selected topic, for example, popular culture. The course also aims at introducing the students to the theoretical significance and implication of the subject for other studies through studying the original form of Hong Kong culture nurtured in the city's unique historical background. The choice of the topic depends on the expertise of the instructor and the intent of the study aims at developing the student's ability in analysing Hong Kong culture from an interdisciplinary perspective with a theoretical thrust.

Assessment: 100% coursework

HKGS7128. Hong Kong Celebrity Culture (6 credits)

This course is designed to examine the vibrant celebrity culture of Hong Kong, which has been a key component of its world-famous cultural industries. It begins with an overview of major themes in celebrity studies, an emerging field in interdisciplinary cultural studies. Drawing on selected Hong Kong celebrities, the course will look closely at their social, cultural, and economic influences. How the production, circulation and consumption of their fames and/or stardoms have defined the glamour of Hong Kong as a global metropolis will then be explored. For example, topics cover the circulation and reception of Hong Kong celebrity culture in mainland China. The celebrities selected may vary from semester to semester, depending on the expertise of the instructor.

Assessment: 100% coursework

HKGS7129. Capitalism in Hong Kong: Culture, Politics and Theory (6 credits)

The Basic Law proclaims that Hong Kong's "previous capitalist system and way of life shall remain unchanged for 50 years" from the handover. The "one country, two systems" framework was conceived and designed specifically to accommodate the capitalist city within socialist China. But when we talk about "capitalism", what are we actually talking about? How has it come to define Hong Kong? Is there a kind of "Hong Kong capitalism" that distinguishes itself from capitalism elsewhere? And how can the case of Hong Kong enrich existing scholarship of capitalism? This course critically examines the metamorphosis of capitalism in Hong Kong as well as its manifestations in cultural production and politics. It also introduces students to classical and contemporary theories and discourses of capitalism and engages these theories in dialogue with the case of Hong Kong. This course covers the theories of capitalism from classics such as Karl Marx's *Des Capital* to works by Frankfurt Schools thinkers and then more recent scholarship by scholars such as David Harvey. Students will learn to use these theories and concepts to identify and critically interrogate major features of capitalism such as alienation, exploitation, commodification and surplus etc.

Assessment: 100% coursework

HKGS7130. Tasty Hong Kong: The Food Culture of the City (6 credits)

Hong Kong has been considered a foodie paradise, from the street foods to the Michelin restaurants. The very meanings of the city are embedded not only in an individual feeling, memory, and sensation of food but also in the broader social and cultural contexts of Hong Kong. The course is designed to introduce students to the role of food in constructing the cultural meanings of the city through examining the collective habits, practices, lifestyle, and beliefs on food. The course will also introduce the students to exploration on applying cultural and critical theories to understand the interrelationships between food culture and cultural issues, such as identity formation.
Assessment: 100% coursework

C. Cross-listed courses

Student may select a maximum of two cross-listed electives (i.e. a maximum of 12 credits) from the below list. The medium of instruction for these courses is Chinese.

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-19th to late-20th 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

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 Chinee 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

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 additional 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

D. Capstone

HKGS7991. Capstone Experience: MA Project in Hong Kong Cultural Studies (12 credits)

The course starts with three 2-hour lectures to train students' research skills, helping them to develop a critical research question and exchange ideas with teachers and classmates. After developing a concrete research plan, each student will be assigned a supervisor to advise the writing process. Students are expected to complete the capstone course in the second semester. There are two options: academic paper and media project. For the former, the capstone dissertation requires students to submit an academic paper of not less than 7,000 words in English. For the latter, the student is required to submit an analysis of the media project not less than 5,000 words in English with a 8-10 min media production under the supervision of an expert to reflect the evolving landscape of Hong Kong cultural studies.

Assessment: 100% coursework

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.

Medium of Instruction

Courses will be primarily conducted in English and supplemented in Chinese, except for List C Cross-listed courses, which will be delivered in Chinese.

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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 2025-26 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 capstone course, 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

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

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

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

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

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

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 21st century.

Assessment: 100% coursework

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

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 19th and 20th 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

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

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

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

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

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

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

HIST7023. Death and Dying in Hong Kong History (9 credits)

This course explores how the Chinese, the British and other foreign communities in Hong Kong grappled with the reality of death and dying, as well as how death informed and influenced the socio-political dynamics of the colony. During the first century of colonial Hong Kong, how did transients and settlers in the colony view and manage death? Physically, how were bodies being handled and buried in a crowded and burgeoning city? Spiritually and mentally, how were emotions surrounding death and dying being expressed in a colonial context where different cultural norms were contending? Socially and politically, how were the deceased commemorated in the public, in relation to communities, regimes and political movements? From the mid-twentieth century onwards, Hong Kong witnessed the transition from burial to cremation against the backdrop of rapid urbanisation and population growth. On the other hand, how were cultural traditions and emotional significance of mourning preserved and reinvented in the face of unrelenting urbanisation?

Assessment: 100% coursework

HIST7024. History of Hong Kong Literature (9 credits)

What is Hong Kong literature? Is it literature written in Hong Kong, literature written about Hong Kong, or literature written by someone from Hong Kong? Should Hong Kong literature be written in Chinese or English, or in what specific forms of Chinese? Through tracing the historical development of Hong Kong literature, this course explores these questions surrounding language and identity in this multicultural global city. This course introduces writers who lived in and wrote about Hong Kong from the mid-nineteenth century to the contemporary. By historically contextualizing the literary works and experiences of these writers, we reflect upon the realities of migration, displacement, and inequalities in this city, as well as various opportunities and encounters that arise within these complex social landscapes.

Through learning about the novels, essays, memoirs, poetry and lyrics written in the past, we also have a glimpse of the struggles, aspirations, desires and emotions of generations of people in Hong Kong throughout its history. Since this course focuses on historically contextualising literary texts and writers' experiences rather than advanced literary criticism, students do not need to have any background in literary studies.

Assessment: 100% coursework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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.

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 2026-27 and thereafter.

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, CLIT7030, CLIT7031, CLIT7032.

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, CLIT7030, CLIT7032.

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. With at least three courses and the capstone successfully completed in one stream, the stream of study of "Literary and Cultural Studies" or "Film and Media Studies" will be shown on the academic transcripts.

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 choose a maximum of two 3-credit courses on top of their regular study load with prior approval. 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. 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. The elective online courses are not necessary to be offered each year. Priority to enroll in online courses will be given to part-time students.

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

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

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

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 metropoles 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

CLIT7009. Modernity and its Paths (6 credits)

The course will look at the different ways in which modernism was defined, from the late 19th to the mid 20th 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

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

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

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

CLIT7013. Postmodernism (6 credits)

This course will explore a wide variety of phenomena characteristic of late 20th 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

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

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

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

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 20th and 21st 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

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

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 visuality 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

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

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

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

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 21st 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

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

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

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

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

CLIT7031. Topics in Eileen Chang Studies (6 credits)

Eileen Chang studies is a fast growing subfield in Chinese and comparative literary studies. This course encourages each student to embark on an original research project on any aspect of the life and works of the hyper-canonical Chinese writer Eileen Chang (1920-1995). Current research and new directions in the burgeoning global Eileen Chang studies will be discussed. Ability to work with material in both English and Chinese is a must. The expectation is that students will already have read some major works by Eileen Chang and wish to delve directly into research and writing. Some original material from the course instructor's own current ongoing work on Eileen Chang will be shared with the class, along with a number of theoretical

texts to help brainstorm various ways to approach Chang and her works. Run as a seminar, the success of this course depends on each student taking ownership of classroom discussions. A research paper in English is required for the course.

Assessment: 100% coursework

CLIT7032. Reading the City: Mapping, Narrative, and Urban Space (6 credits)

This course explores how cities can be read, interpreted, and represented through space. Rather than treating urban environments as fixed or purely functional, the course introduces students to a range of approaches for understanding how space is produced, experienced, and contested in everyday life.

Drawing on ideas from architecture, urban theory, literature, and film, the course invites students to examine how people perceive, navigate, and assign meaning to the environments they inhabit. Students will experiment with different ways of recording and mapping urban conditions, using mapping not as a neutral technical tool but as a form of inquiry, storytelling, and critique.

Emphasis is placed on non-standard and exploratory forms of mapping that foreground lived experience, informal practices, and moments of spatial tension. These may include in-between spaces, sites of encounter or conflict, temporary occupations, and everyday routines that often escape official plans or conventional representations. Through field observation, archival research, and creative documentation, students will develop their own methods for analysing specific aspects of the urban fabric.

The course encourages students to work across media—such as drawing, mapping, photography, film, and writing—to construct spatial narratives and visual arguments about urban life. While the course may engage with a range of theoretical perspectives on space, power, and everyday practice, its focus is on how these ideas can be activated through observation, representation, and critical making.

Projects will culminate in visual, spatial, or narrative works that articulate a critical position on the city. While Hong Kong may serve as a primary site of investigation, the methods and approaches developed in the course are intended to be transferable to other urban contexts.

Assessment: 100% coursework

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

CREATIVE PRACTICES AND EXPERIENTIAL LEARNING

Students can choose one between CLIT7801 and CLIT7802, and choose one between CLIT7803 and CLIT7804 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)

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)

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)

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)

MUSEUM STUDIES

These Syllabuses apply to candidates admitted to the Master of Arts in the field of Museum Studies in the academic year 2026-27 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 MA elective course offered by the MA in the field of Museum Studies or other participating TPg programmes under the Faculty of Arts. The list of elective courses will be announced to students at the start of each academic year.
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 (9 credits) or 1 MA elective course (9 credits) offered by the MA in the field of Museum Studies or other participating TPg programmes under the Faculty of Arts

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 Museology and 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 and helps to clarify the historical, theoretical, and operational concepts of museology. 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

(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

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

MUSE7004. Museum Education and Community Engagement (9 credits)

Education is a core-business for museums. As a way to address contemporary museum practice, this class offers diverse insights into public education programming and community engagement, as well as the varied strategies employed by museums to cater to audience needs, expectations, imaginations, and educational practices. The course introduces varied forms of engagement, mass and specialised programmes, and the philosophies that connect and enrich cultural events. Although taught with museums in mind, the learning outcomes include enhanced interpretation and communication skills, and community-centred thinking about inclusivity and equality.

Assessment: 100% coursework

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

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

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

MUSE7008. The Art of Storytelling (9 credits)

The objects that constitute museum collections hold countless stories, and museums interpret and communicate these stories through a diverse range of media. This course provides an introduction to the history of storytelling and an overview of its forms and strategies. Particular emphasis is given to the narrative approaches of various types of time-based media, such as film, games, and comics, as well as interactive applications and exhibitions. A primary focus of the course is dramaturgy—how stories are constructed and presented—and the final project involves developing stories based on individual objects. Knowledge acquired from the course will assist students in creating narrative plots using time-based media, and will support the tasks of interpreting and communicating museum content.

Assessment: 100% coursework

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

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

In an ever-changing world, educational institutions like museums must remain aware of audience expectations and keep pace with societal developments. Each week, this course will present different perspectives on 'hot topics' related to the evolution of the cultural sector. The class will discuss notable current events that influence both the internal and outward-facing museum work of presenting art, history, and archaeology. Students will become familiar with the internal and external factors that play a significant role in museum managerial considerations and decision-making processes.

Assessment: 100% coursework

MUSE7011. Markets, Messages, Money and Museum Management (9 credits)

Museums are complex institutions composed of a broad range of departments operating with their own discrete objectives. This course will focus on the intertwined connections between museum audiences (Markets), curatorial and educational content (Messages), and financial backing (Money). Particular emphasis will be given to the robust relationship between departmental activities and responsibilities, the ways in which the various departments communicate horizontally, and their alignment within a museum's overall management strategy—where vision, mission, and value statements act as guiding principles.

Assessment: 100% coursework

MUSE7012. Public History and Museums (9 credits)

In this day and age, with modern technology and unlimited access to information, the line between fact and fiction has become increasingly opaque. This course discusses the key tasks, opportunities, and challenges for museums to research, define, display, and teach history, emphasizing the responsibility to address societal issues in an honest and verifiable manner. As trusted public institutions, museums are expected to represent a true and balanced analysis of historical facts and a fair perception of the past and present significance of cultures. In the wake of constant political and societal change, museums have long been viewed as unbiased authorities; however, they are routinely challenged to adapt their operations based on shifting regimes and perceptions.

Assessment: 100% coursework

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, as well as object specific ownership histories 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, provenance data, 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

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

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

MUSE7017. Introduction to Chinese Archaeology: Early China and Modern Perspectives (9 credits)

Since the introduction of modern archaeology from the West to China in the early twentieth century, the discipline has quickly taken root and flourished in this land renowned for its long history and diverse ethnicities and cultures. This course provides an overview of the key concepts, development, major discoveries, and research achievements in Chinese archaeology, with a focus on topics, sites, and collections from the Neolithic Age to the Han dynasty (10000 BC–220 CE). It covers a diverse range of topics, including the history and practice of archaeology, climate and environmental settings, the beginning of agriculture, domestication of animals, agricultural surplus and alcohol production, craft production and usage, social inequality and complexity, urbanisation, the formation of early states, developmental trajectories of settlements and the origin of "Chinese civilisation", the first unification, and changes in burial patterns and concepts towards afterlife. The course explores these topics and associated debates in chronological order, supported by the presentation of archaeological evidence, case studies, and object handling sessions. Additionally, the course highlights the significance of early China and its lasting impact on the modern world, and examines the relationship between archaeology and museums in China.

Assessment: 100% coursework

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

MUSE7020. Examining the Structure of Artworks (9 credits)

This course integrates principles of "close looking", making, and instrumental analysis to interpret the physical properties of artworks made from materials such as paint, wood, textiles, metals, ceramics, glass, and stone. Throughout this course, students will explore artists' techniques and processes to manipulate materials for visual expression across different periods and cultures. Using a combination of textual material, creation of mockups, as well as physical objects drawn from the University Museum and Art Gallery, students will learn to identify and assess the methods associated with making paintings, metal castings, ceramic vessels, glass artworks, and stone sculptures. By examining and analyzing these artworks' internal and external structures, students will gain insight into how to assess artists' methods, and develop a global perspective on art history and techniques.

Assessment: 100% Coursework

MUSE7021. Materials Science for Art Conservators and Archaeologists I– Solid-state Materials (9 credits)

This class provides scientific principles and methodologies essential for the conservation and material understanding of artworks. The course integrates concepts from chemistry, instrumental analysis, and materials science to address the unique challenges encountered in art conservation and archaeology. This class will cover the chemical composition and properties of pigments, metals, ceramics, glass, and other solid-state materials commonly found in artworks and archaeological artifacts. Students will examine the chemical reactivity and stability of these materials over time, as well as their physical properties and mechanical behavior under various stress conditions. Techniques for assessing and mitigating physical damage in artworks and artifacts are also explored, along with methods for identifying and characterizing materials using destructive, non-destructive, and in-situ forms of analysis. The course also emphasizes the use of analytical data to uncover the object biography, illuminating cultural and historical narratives associated with these materials. Upon completion of the course, students will not only understand the materials of art and archaeology and their evolution over time, but they will also have acquired practical skills in various methods of characterizing and analyzing these materials. This will provide them with a solid foundation in the day-to-day work of a conservation or archaeological scientist.

Assessment: 100% Coursework

MUSE7022. Materials Science for Art Conservators and Archaeologists II- Organic Materials (9 credits)

Materials Science for Art Conservators and Archaeologists II builds on the foundational principles introduced in the first course of this series, with a specific focus on soft or organic materials. This course integrates concepts from polymer chemistry, instrumental analysis, and materials science to address the unique challenges encountered in conserving and restoring organic artworks and archaeological artifacts. The course covers the properties of various organic materials, including plastics, textiles, paper, leather, wood, and natural dyes commonly found in artworks and archaeological objects. Particular emphasis is placed on understanding the principles of polymer adhesion, consolidation, compatibility, and reversibility—critical technologies conservators employ to treat and preserve artworks and artifacts.

Assessment: 100% Coursework

MUSE7023. Contemporary Art and Time-Based Media: Problems and Methods of Display and Iteration (9 credits)

This class addresses the unique challenges surrounding the display and iteration of contemporary art and time-based media that may differ from how traditional artworks are considered. A wide range of contemporary art forms, including installations, born-digital art, video, performance art, and interactive media, will be explored in this class with an eye toward understanding their potential for loss due to technological obsolescence as well as how their meaning changes as they are brought from gallery or temporary exhibition into the museum. Since contemporary artists are increasingly shifting their artistic mediums towards the digital sphere, this course will introduce students to the work of a new generation of curator and conservators that have pioneered new theoretical and practical concepts toward artwork variability, documentation as preservation (artwork as archive), and artistic intent.

Assessment: 100% Coursework

MUSE7024. Intercultural Heritage Studies (9 credits)

The course flourishes with an innovative pedagogical methodology that utilizes unique campus-based, digitized cultural collections of U21 universities as shared sites for collaborative online international learning (COIL). It embeds collaborations with colleagues and collections at key Asia Pacific Universities, including Tec de Monterrey, the University of Melbourne and HKU. One of the most successful means to communicate and exchange cultural knowledge and practices across different countries, languages and academic disciplines is through art. Art gallery and museum objects speak a common visual language that facilitates Object Based Learning (OBL) in multicultural classrooms. When curated across international heritage collections, cultural artifacts can allow students to gain insights into cross-cultural understandings of critical issues that can advance UNESCO's SDGs-. This project will utilize a curated set of digitized cultural and artistic resources from the participating universities as the context for an Intercultural Heritage Global Classroom (IHGC). Through it, international students and their peers can learn to critically engage today's challenges in unique, transcultural and thought-provoking ways.

Assessment: 100% Coursework

MUSE7025. Cultural Heritage, Identity and Memory (9 credits)

This course examines the relationship between cultural heritage, identity, and memory-making. Students will explore how heritage shapes individual and collective identities, and how heritage is used to construct and negotiate cultural, national, and ethnic identities. Furthermore, students will engage in the study of collective memory and how memory influences the preservation and interpretation of heritage.

Students will use “Wild Things” found in Hong Kong’s high-density built landscape to examine the politics of memory. Based on Judy Attfield’s definition, we will uncover physical objects and urban structures on the streets of Hong Kong that ‘mediate emotions, relationships, and identities’ (Attfield, *Wild Things*, 121) and digitize them.

Assessment: 100% Coursework

MUSE7026. Heritage Interpretation and Communication (9 credits)

This course focuses on the interpretation and communication of cultural heritage to diverse audiences. Students will learn about different approaches and techniques for presenting heritage, including experiments with digital media and storytelling via visual communication, such as short films. The course adapts filmmaking as an act of creative engagement with the built environment to better understand our current place and time while emphasize tangible, intangible, and 'living heritage.' The latter two are inherited from our ancestors and passed on to our descendants and include oral traditions, performing arts, social practices, rituals and festive events, knowledge and practices concerning nature and the universe, and the knowledge and skills related to craftsmanship. Student groups will be asked to reflect on their own urban experiences with tangible, intangible, and 'living heritage' in Hong Kong and create a three-minute short film to communicate a narrative. By adapting film as a powerful tool of communication, students will learn how to effectively convey these ideas through moving images. This includes traditional filmmaking, as well as GenAI film tools (such as KlingAI), stop-motion animation, collage essay films, etc. The course aims to present various modes and styles of film production and further enhance students’ visual communication skills. No prior film or poster-making skills are required.

Assessment: 100% Coursework

MUSE7027. World Heritage, Why Do We Care?: Sites, Artefacts, Museums and Markets (9 credits)

This course is designed to give students a critical framework for understanding the importance of world heritage and the complex role museums play in that effort. Heritage is essential to our sense of identity and place in the world. However, it is increasingly under threat from conflict, tourism, natural disasters, climate change, and illicit markets. Museums have long played a

crucial role in the collection and display of world heritage but many are undergoing a widespread historical reckoning about who owns the past, and how the provenance and history of material cultural objects should be presented to the public. The course will guide students through the history and most important updates to the UNESCO framework and operational guidelines for cultural heritage, and we will explore case students from Greco-Roman antiquity to the Middle East, Latin America, southeast Asia and China, with attention to key sites and disputed artefacts. We will also examine cultural heritage in relation to tourism and examine the impact of legitimate and illegitimate markets for relics and antiquities and the complex issues that underlie contemporary movements such as repatriation.

Assessment: 100% Coursework

MUSE7028. Why Does Art Conservation Matter? (9 credits)

It's important to see art conservation not just as a practical task focused on fixing objects, but as a rich, evolving field connected to the broader history of art. Think of it like a conversation that includes understanding iconography, audience, and economics—adding layers of meaning beyond just preservation. In this class, we'll look at how conservation can be seen through theoretical lenses, helping us ask questions like: What makes something an artwork? How do we determine its cultural importance? And what does 'permanence' truly mean when we decide how to treat it? We'll pay special attention to the original purpose of artifacts, recognizing that their use and meaning can change over time. This approach highlights the vibrant social lives of artworks and how these stories shape how we care for and display them.

Assessment: 100% Coursework

MUSE7029. Photography and Imaging in Cultural Heritage (9 credits)

In this class, we will explore the field of digital imaging that is transforming how we study and care for art. We will learn to use and improve cameras, and to apply artificial intelligence to extract rich, detailed information from images of cultural treasures. You will have the opportunity to gain experience with technologies (such as 3D imaging, multispectral imaging, and digital image processing) that help researchers uncover hidden details in artworks, gain new insights into artistic methods, and identify areas that need conservation. These practical skills will deepen your understanding of the structure and materials of museum objects, empowering you to tell their stories, document treatments, and uncover the fascinating secrets of objects that are invisible to the naked eye.

Assessment: 100% Coursework

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(3) *Students choose the professional internship or one MA elective offered by the MA in the field of Museum Studies or other participating TPg programmes under the Faculty of Arts.*

<u>Professional Internship</u>

MUSE7998. Professional Internship (9 credits)

The Professional Internship provides students with a work placement opportunity at the University Museum and Art Gallery 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 a reflective reportdocumenting their work processes and learning outcomes.

Assessment: 100% coursework

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

MUSE7999. 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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version: May 19, 2026

MUSIC STUDIES

These Syllabuses apply to candidates admitted to the Master of Arts in the field of Music Studies in the academic year 2026-27 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

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

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 20th and 21st centuries, among other related subjects.

Assessment: 100% coursework

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

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

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

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

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

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

MUSI7111. Songwriting Workshop (9 credits)

This course is an introduction to the art of popular music songwriting. The course will cover the fundamentals of songwriting, including composition, arranging, production, and lyrics. A key goal of the course is to develop student's analytic and creative skills to allow for a deeper appreciation of the formal and stylistic features of popular music. Students will have the opportunity to explore their musical interests through a variety of creative projects over the course of the semester.

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 may be required to submit a formal proposal by the middle of the second semester, for which final approval will be subject to the discretion of the MA Programme Coordinator.

Assessment: 100% coursework

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

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. Students may be required to submit a formal proposal by the middle of the second semester, for which final approval will be subject to the discretion of the MA Programme Coordinator.

Assessment: 100% coursework

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 2026-27 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 equiliabria 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

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

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

PHIL7106. Philosophy of Law/Jurisprudence (6 credits)

This course will address a range of philosophical questions about the law. These concern the nature of law (what *is* law?) as well as questions in so-called "normative jurisprudence", that is, questions about what the law *should* be, and how citizens should relate to it. The topics covered investigate a range of issues arising from the coercive nature of the law, its relationship to politics, morality, individual freedom, and punishment as well as technology and the environment. Readings will be drawn from both historical and contemporary sources in law and philosophy.

Assessment: 100% coursework

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PHIL7123. Science and Innovation Policy and Law (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

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

PHIL7125. The Future of the Information Economy (6 credits)

This course examines the profound transformations currently underway in the global economy driven by advancements in cognitive technologies and artificial intelligence. It focuses on the evolving landscape of work, considering the increasing capabilities of cognitive agents and their potential to reshape labor markets across various sectors. The course will analyze the implications of these technological developments for the future of employment and economic structures. Moving beyond purely technological considerations, the course will explore the interdisciplinary challenges posed by these shifts, drawing upon perspectives from all three of philosophy, politics, and economics. We will investigate key questions related to the future of work, including the potential for technological unemployment, the changing nature of value creation, and the societal and political adjustments required to adapt to a world where cognitive labor can be increasingly automated. The course aims to provide students with a rigorous framework for understanding and critically evaluating the complex issues at the intersection of technology, economy, and society.

Assessment: 100% coursework

PHIL7126. Philosophical Practice in Business and Government (6 credits)

This course examines how philosophical practice (that is, the application of philosophical methods and frameworks to real-world problems) can enhance leadership and management in business and government. In an era marked by geopolitical uncertainty and rapid technological change, leaders face challenges that are not only strategic but also deeply normative: questions about purpose, value, responsibility, and the nature of good judgement. This course equips students with philosophical tools to address such questions rigorously and practically.

The course is organised in three parts. Part One introduces the major frameworks of contemporary philosophical practice, drawing on a variety of scholars and practitioners. Students will critically examine how these approaches apply to leadership and organisational decision-making in both the public and private sectors, and will consider recent scholarship on purpose-driven leadership and its philosophical foundations.

Part Two develops practical competencies through structured activities (including Socratic dialogue, appreciative inquiry, mindfulness exercises, and role-play) that enable students to apply philosophical reasoning to complex organisational situations such as collaboration, conflict resolution, and ethical decision-making. Students will reflect on how these methods draw on and extend the theoretical frameworks studied in Part One.

In Part Three, student will study and present an analysis of real-world case studies, applying the philosophical and practical frameworks developed throughout the course. This component integrates theory and practice while fostering collaborative inquiry.
The course is designed for practitioners and aspiring practitioners in business and public policy. Drawing on interdisciplinary scholarship spanning philosophy, organisation studies, and leadership theory, it aims to develop students' capacity for ethically informed, reflective, and effective practice in diverse professional settings.

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

TRANSLATION

These Syllabuses apply to candidates admitted to the Master of Arts in the field of Translation curriculum in the academic year 2026-27 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 teachers from different Schools and Departments in the supervision of capstone projects.

CURRICULUM STRUCTURE

The curriculum consists of three modules, with eight courses in Module 1, seventeen courses in Module 2, and a capstone experience in Module 3.

Of the twenty-five courses in Module 1 and 2, twenty-two of them are Translation courses 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. Students have two options if they choose to work on the translation project: (1) long translation and (2) paper on translation studies. The long translation requires students to, under the supervision of a teacher, render an English text into Chinese or vice versa, and to write a critical introduction in the target language to their own translations. For students choosing to work on a translation studies paper, they need to write up a paper on a topic in the field of translation under the supervision of a teacher. If students choose to undertake an interpreting project, they must write up a paper on interpreting studies based on their analysis of a video or audio recording of an interpreted meeting conducted from English to Chinese or vice versa, again 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 July in the following year. For full-time students, they start their project in the second semester and are expected to complete it some time between May - July in the same year of study.

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 till May-July in the same year.

Students in this curriculum are required to complete a total of 66 credits to graduate:

- Nine courses (54 credits) from Module 1 or Module 2, including at least three courses from Module 1 (with no more than two interpreting courses among them)
- A capstone experience (12 credits) from Module 3

Module 1

CHIN7201. Advanced Translation Studies (6 credits)

The Course aims to train students to engage critically with some of the most important and influential translation theories that have emerged in the Chinese and Western world since the mid twentieth century. It comprises (a) a theoretical segment on the different ways of conceptualising and studying translation, (b) a historical segment on the changing views and focuses of translation, and (c) a series of case studies highlighting particular topics and issues.

Through an investigation and comparison of translation theories past and present, students will be able to draw on experience accumulated in translation studies, and thus getting a grasp of a clear picture of translation practices.

Assessment: 100% coursework

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

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

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

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

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

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

CHIN7225. Human Issues in Translation in the Age of AI (6 credits)

The age of Artificial Intelligence comes with both opportunities and challenges for the language service market and human society: the unclear boundaries between human and AI contributions, the threat of algorithmic bias, and the risk of losing human agency and identity in highly automated workflows. There is an urgent need to reconceptualise not only machines but human beings facing the challenges ahead. This course equips students with the theoretical and critical tools to navigate this disruption. It investigates the existential, ethical, sociological, and ecological dimensions of translation in the algorithmic age.

Assessment: 100% coursework

Module 2

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 crucial to translation studies. Close attention will be given to the practice of translation, clear and present increasingly AI-enhanced. Coursework assessment will be based on classwork assignments.

Assessment: 100% coursework

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

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

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

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

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 discoursal 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

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

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

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

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

CHIN7219. AI-Assisted Translation of Case Law in Hong Kong (6 credits)

This course explores the use of artificial intelligence (AI) in translating criminal court judgments between Chinese to English, using judgments available online as source texts for translation and popular AI translation tools. The course is designed to introduce students to the genre of criminal court judgments and discusses various translation approaches suitable for this context. Students will gain a thorough understanding of the specialised terminology, structure, style, and nuanced expressions that are integral to these legal texts. A significant portion of the course will focus on the application of AI tools in the legal translation process. Students will learn about the different functionalities and limitations of these tools and apply relevant translation theories to assess the quality of AI-generated translations. By developing students' skills in designing effective prompts and refining AI outputs through post-editing techniques, this course aims to equip them with the skills necessary to navigate the complexities of legal translation in the age of AI.

Assessment: 100% coursework

CHIN7220. Critical Skills and Practice in Human-AI Translation (6 credits)

This course develops the critical skills and practical strategies essential for effective human-AI collaboration in translation. Grounded in a functionalist framework, students will learn to analyze and adapt AI-generated translations to serve specific communicative purposes, audiences, and contexts. The course focuses on areas where human expertise remains indispensable, including figurative language, tone and emotion, ambiguity and ambivalence, and multimodal texts. Through theoretical grounding and hands-on practice, participants will critically evaluate AI outputs, identify their strengths and limitations, and apply targeted improvements to produce culturally sensitive and functionally effective translations across diverse text types.

Assessment: 100% coursework

CHIN7221. Theatre Translation (6 credits)

This course aims to establish for students a strong foundation in the theory and practice of translation for the stage, with a particular emphasis on plays and musicals. Learners will be introduced to theories related to translation and performance, and different types of theatre translation across a diverse range of cultures. Works discussed will involve languages such as English, Chinese, Japanese and French, as well as dialects like Cantonese and Taiwanese,

although proficiency in languages other than English and Chinese is not required. Students will be guided to foster critical thinking about what it means to translate across languages, cultures and performance traditions. Through practical experimentation, they will discover their own approaches to tackle the complexities of theatre translation. They will also enhance their translation skills by creating a translation portfolio (from English to Chinese or vice versa).

Assessment: 100% coursework

CHIN7222. Translating Humour (6 credits)

This course explores the ways in which humour can be conveyed across linguistic and cultural barriers. Psychoanalytical, linguistic and social theories of humour will be sampled, and the mechanism of humour production and reception will be scrutinized. The humour traditions of different cultures will be compared, and a spectrum of techniques for the translation of humour will be critically examined, with an emphasis on those that are conducive to the maximal preservation or even enhancement of the humour effect of the source texts. Chinese and English works of humour will be selected from famed and anonymous producers with different cultural, social, poetological and ideological backgrounds for analysis and translation or adaptation.

Assessment: 100% coursework

CHIN7223. Translation of Documents Relating to International Affairs (6 credits)

Copywriters, editors, and translators working in Hong Kong are often required to handle documents relating to international affairs in such areas as finance, law, shipping, and trade. Apart from introducing the knowledge and skills about the translation of texts relating to international affairs from English into Chinese and vice versa, the course will also cover relevant bilingual drafting and editing skills. Given the special status of Hong Kong as a special administrative region of China and the unique role that it plays in the international community, students will also learn to consider the political and legal connotations of words and expressions in handling the aforesaid documents.

Assessment: 100% coursework

CHIN7224. Translation Technology and Practice in the Posthuman Era (6 credits)

This course provides students with both conceptual foundations and hands-on experience in a range of translation technologies. It covers computer-assisted translation tools (such as translation memory, terminology management, translation project management, and corpus linguistics tools), machine translation (MT), AI-based translation, game localization, as well as computational techniques for text pre-editing and post-editing. Through practical tasks and engagement with research frontiers, students will work with a variety of translation scenarios and learn to critically evaluate how technology and automation shape the role of translators in intercultural communication in the posthuman era. No programming background is required.

Assessment: 100% coursework

CHIN7226. Language, Culture, and Literature: Critical Post-Editing in Human-AI Translation (6 credits)

This course examines generative AI–assisted writing and translation workflows through critical analysis and hands-on practice. Students will develop language sensitivity, cultural discernment, and literary awareness by designing and managing human–AI workflows for critique and translation of poetry, prose, and other text types. Coursework includes (1) individual human or self-translations across chosen genres; (2) structured peer critique producing interim bilingual drafts; and (3) collaborative AI-assisted post-editing to produce final texts. Students will document prompts and revision logs and submit a final reflective report analyzing methods, ethical considerations, and transferable post-editing strategies that demonstrate improved evaluative skill with AI outputs and the ability to adapt translations to cultural contexts.

Assessment: 100% coursework

Module 3

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.

For the Translation project, students can choose to work on (1) a long translation or (2) a paper on a topic of translation studies.

Students working on the long translation needs to render a text from a book (Chinese or English) approved by the Programme Coordinator and project supervisors 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 translate a text from Chinese to English or vice versa, and the length of the source 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 choosing the translation studies paper will need to formulate a research topic on translation and write up a paper under the guidance of a supervisor. The paper can be written in English or Chinese (5,000 words in English; 8,000 characters in Chinese). The research may involve a linguistic or socio-cultural approach to topics of translation. As for the nature of the

studies, it can be a philosophical discussion of issues of translation, a corpus-based analysis, or an empirical study of a translation phenomenon etc. Students are required to draw on the literature of their field of study and cite translation theories in their analysis where appropriate.

Students undertaking an Interpreting project are required to produce a paper in either English or Chinese (5,000 words in English; 8,000 characters in Chinese). The paper is based on their analysis of 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. The transcript is excluded from the word count. 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

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.

Medium of Instruction

Courses will be conducted in English, Cantonese or Putonghua as the teacher sees fit.