

## Syllabus of the Common Core Curriculum for 2011-12

### **I. Area of Inquiry: Scientific and Technological Literacy (24 courses)**

#### **1. CCST9001 Understanding Life in an Age of Synthetic Biology**

This course brings together molecular biology, evolutionary biology and insight into the origins of life to allow students to understand how synthetic biology is now attempting to solve many of contemporary society's most pressing problems. We will discuss the sweeping discoveries of molecular biology with a particular perspective on the nature and origins of life, and reflect on the opportunities, possibilities and risks of the close reality of synthesis of life *de novo*. By linking our understanding of evolution to the challenges of synthetic biology, we will discuss the problems and challenges for solving many of the world's major problems in energy, food and medicine.

Assessment: 100% coursework

#### **2. CCST9002 Quantitative Literacy in Science, Technology and Society**

Literacy in the 21<sup>st</sup> century requires ability to analyze and theorize information that is presented in messages containing various displays of data. The course aims to help students develop quantitative literacy for the understanding of the dialogue in science-technology-society issues. The course will help students develop quantitative literacy in contextualized scenarios and develop the capacity and confidence to formulate personal views on issues that have a science or technology dimension. The content is arranged around three themes: (1) Synthesizing multiple representations of quantitative data; (2) Understanding risk and uncertainty; and (3) Modeling and prediction of phenomena.

Assessment: 100% coursework

#### **3. CCST9003 Everyday Computing and the Internet**

In order to make informed decisions in this information age, everyone needs to have an efficient way to sift through and evaluate the myriads of information that is available to us through the internet. The ultimate objective of this course is to help students to develop a "computational" state of mind for everyday events. Specifically, the course would enable students to answer the following questions. What daily problems need to be solved by a computational method? Are such problems solvable? By what means can such problems be solved? Is it worthwhile to compute such problems? How do all these problems relate to the Internet that we use on a daily basis? The course will be taught with minimal levels of mathematical and technical detail.

Assessment: 90% coursework, 10% examination

#### **4. CCST9004 Technologies Designed for the Developing World**

This course introduces students to the opportunities, barriers, and challenges in designing technologies for the developing world. Students will be engaged to examine the design constraints and resource limitations encountered in the third world from four different perspectives: technical, social, political, and economical. The overall aim of this course is

to broaden the vision of the students on how properly designed technologies can make positive contributions to the developing world. It is expected to inspire students to reflect more deeply on third-world living conditions and in turn develop a stronger sense of global citizenship.

Assessment: 100% coursework

## 5. **CCST9005 Science and Health: The Ever-changing Challenges and Solutions**

For thousands of years human beings have been striving hard to survive, get healthier and improve their standard of living. Even when we have achieved certain levels of achievement, the human ambition to further improve our health and create more achievements by developing more advanced scientific techniques is never-ending. This course will enable students to:

- 1) Acknowledge from history the improvement of health through scientific achievements as well as realize the limitations of science in solving health-related problems.
- 2) Be aware of the motives and challenges when developing, making judgments and applying scientific achievements from theories to real practice on human health.
- 3) Recognize the dilemma of decision making on placing priorities on utilization of limited resources in fostering scientific research and health promotion with special emphasis on recent health challenges in Hong Kong and China.
- 4) Realize the importance of moral and ethical obligations/considerations when performing scientific research on human beings.
- 5) Identify the actual social, national and global judgments and conscience to ensure equity and justness to enjoy scientific achievements.
- 6) Comprehend the cross-influences between science and health and how health improvements develop and foster new motives and discoveries in future scientific research.

Assessment: 85% coursework, 15% examination

## 6. **CCST9006 Breakthroughs in Biomedical Science**

The aim of this course is to help students to develop critical, balanced and multi-dimensional perspectives on the power of modern biomedical science in offering solutions to complex health problems against the new societal and ethical challenges brought by such technological advancements. It is hoped that by attending to the scientific, social and ethical ramifications of what modern medicine does to our lives and society, we may be able to shape biomedical progress to best suit our values. The course contents include: Literacy in biomedical science – basic process of scientific discovery, combat with microbes, drug development, genes and the human genome; Interdisciplinary nature of scientific research for technological empowerment – organ transplantation; Complexity of the dynamic interactions between science and humanities in finding pragmatic solutions to major health problems.

Assessment: 100% coursework

## 7. **CCST9007 Vision: The Science and Art of Perception**

We use vision as a means to illustrate that perception depends on the interaction of body and mind. The course will cover 3 topics:

- 1) “Seeing is believing” - Our eye can be easily fooled and sometimes we see what we want to or expect to see. Under this topic, we will learn how we see and explore the nature of illusion, delusions and hallucinations.
- 2) “Can we trust our eyes?” - This looks at digital photography and photojournalism. We examine how a picture tells a story and find out how our perception can be manipulated to influence our perception.
- 3) “Looking at you, looking at me”: Popular culture can objectify our bodies and endorse a value system that is based on self-image and physical attractiveness. The way we see ourselves and others affect the way we think, feel and behave.

Assessment: 100% coursework

## 8. **CCST9008 Infectious Disease in a Changing World**

Infectious disease is one of the key threats to contemporary global health. The emergence of new pathogens, the re-emergence of old pathogens, the growing problem of antimicrobial resistance, and the threat of bioterrorism posed substantial difficulties to public health and patient management. HIV/AIDS, SARS, and swine and avian influenza are some recent reminders that emerging infections can strike both the developing and industrialized countries. The course will describe the basic principles and methods in the study of microbes, the relationship between microbes and infectious diseases and their relevance to our everyday life in terms of disease manifestation, transmission, treatment, and prevention. Various historical and contemporary examples will be used to illustrate the impact of infectious disease to health and other social, economical, and political aspects of life.

Assessment: 100% coursework

## 9. **CCST9009 Living with Stem Cells**

Discoveries in biological and medical sciences in the last decades have transformed our life and society. Stem cell research at the frontier of medical science offers promises for disease treatments, while also brings about moral controversies. The aims of this course are to enable students to be competent with the literacy of contemporary stem cell science; to appreciate the frontiers of discoveries; to apply ethical and moral understanding to evaluate the benefit and dilemma of stem cell technologies brought to the society; and to take a leadership role in recommending strategies for stem cell research policy making. The topics will be covered in a series of lectures and case study tutorials. Students are expected to acquire the skills of defining and solving problems, critical analysis, communication and group interaction.

Assessment: 80% coursework, 20% examination

## 10. **CCST9010 The Science of Crime Investigation**

This course aims to introduce students to the scientific, legal and ethical concepts that underpin forensic science. Forensic science covers all scientific disciplines such as anthropology, biology, chemistry, computing, medicine, physics, etc. Students will explore and develop an understanding of the principles of forensic science through an overview as well as more topic specific lectures, and experience hands-on some of the simple skills involved in scientific analysis. Knowledge gained will be applied and students will be required to work on an assigned case and offer solutions.

Assessment: 100% coursework

11. **CCST9011 Biotechnology – Science and Impacts**

This course aims at providing students with the facts about the scientific discovery leading to the development of this new and revolutionary technology, and challenges them to think, investigate and evaluate how this technology can help solve medical and health, agricultural and food, and environmental and sustainable resources problems and also its potential risk and hazards.

Students will gain general understanding and knowledge of basic genetic, molecular biology and biotechnology, and interest in and awareness of the modern advancement of molecular biology and biotechnology. Students will be challenged to gain understanding about the impacts of biotechnology in human medical health, agriculture and environment. The moral-ethical issues associated with the biotechnology industry will be discussed and debated leading to the appreciation of the potential significant interconnection between biotechnology knowledge and humanities.

Assessment: 100% coursework

12. **CCST9012 Our Place in the Universe**

This course discusses the historical changes in human's perception of our place in the Universe as a result of astronomical development. We begin with the ancient model of the Universe in different cultures and the religious and philosophical interpretation of the existence of celestial objects, through the Copernicus revolution and the works of Kepler, Galileo and Newton to a physical model of the Universe. Other topics include the modern view of the origin of the Universe, origin of life on Earth, and the possible existence of extraterrestrial life.

This course will consist of lectures, tutorials and computer laboratory components.

Assessment: 60% coursework, 40% examination

13. **CCST9013 Our Living Environment**

This course aims to introduce to students the diverse ways in which human society has interacted with the natural environment, raise their awareness of the complexity of environmental issues, and encourage them to explore various aspects of global and local environmental problems. The teaching will focus firstly on how scientific and technological development has influenced human society in gaining economic benefits from understanding and being able to modify and manage the natural environment. It will then draw students' attention to the consequences of human's modification of the natural environment, including an increase in the scale of natural hazards recently occurring across the world. Students will be guided to examine global (resources, climate change, economic growth, etc) and local (pollution and resource depletion in China and Hong Kong) environmental issues, and explore possible scientific and technological solutions along with political, social and economical considerations to these environmental problems.

Assessment: 60% coursework, 40% examination

14. **CCST9014 Science and Music**

The course aims at an appreciation of the close connection between music and science that has existed historically from Pythagoras on into modern times. The essential physics of musical sound production and analysis will be provided in order to facilitate the elementary principles behind wind, string and percussion instruments and their characteristic timbre. The development of scales from fundamental principles will be dealt with leading to an appreciation of some of the subtle differences between Chinese and Western music. Contemporary music and science interactions will focus on electronic music and the working principles of modern instruments such as the electric guitar.

Assessment: 100% coursework

15. **CCST9015 Electronic Technologies in Everyday Life**

In this age of information explosion, it is easy for one to get lost in the labyrinth of new technology surfacing everyday in mass media and the Internet. While some of these new technologies will eventually change our ways of living, some, unfortunately, are mere marketing hypes. This course aims to:

- (a) arouse students general interest in science and technology, particularly with regard to current “high-tech” products that the students encounter everyday;
- (b) train students to develop critical intellectual enquiries concerning existing and latest technologies they encounter in their everyday lives through scientific evidence and information.

Through lectures and discussions, students will be able to not only recognize the latest advancement in technologies and identify misinformation presented in the mass media, but also be able to understand their social implications, as well as to develop critical thinking and to carry educated discussion about merits and common misconceptions associated with new technologies.

Assessment: 100 % coursework

16. **CCST9016 Energy: Its Evolution and Environmental Impacts**

Energy is essential to our daily lives. Electricity, fuel gas and fuel oil have brought us much convenience, luxury as well as prosperity. However, our present heavy reliance on fossil fuels has caused serious energy crisis, air pollution and climate change problems. Active technological development is needed on both supply and demand sides to enhance the energy industry to achieve sustainability.

This course is designed to enable students to develop a broader perspective and critical understanding of energy issues that they are confronted with, to cultivate students’ appreciation of various viewpoints and responsibilities as a global and local citizen, and to develop their problem-solving ability through lectures and discussion of the key energy and environmental issues.

The course topics include: (i) world energy resources, (ii) fossil fuel-based, nuclear and hydro energy technologies, (iii) energy conservation and energy efficiency, (iv) clean and renewable energy technologies, (v) scheme of control and deregulation in electricity supply, (vi) environmental impacts of energy industry, (vii) social, economic and political issues, and (viii) remedial measures and policies

Assessment: 50% coursework, 50% examination

17. **CCST9017 Hidden Order in Daily Life: A Mathematical Perspective**

Although not obvious, mathematics actually permeates through many areas of our modern society, affecting us fundamentally on an everyday basis. For example, the Human Genome Project, GPS systems, and mobile phones use mathematics extensively as well as other non-science matters such as financial investment, data encryption, and internet searching. Even the voting systems, an important feature of our democracy, can be analyzed with the help of mathematics, enabling us to gain a deeper understanding of what is meant by fairness of a voting system or a social choice procedure and its limitations.

Through exploring non-technically some mathematically rich daily life topics, this course aims to help students gain essential mathematical literacy for living in the 21st century. Students will learn the mathematical concepts and principles of things that they encounter in the modern society, and learn how to handle and interpret numerical and other forms of mathematical data that affect their daily life.

(\* Note: Mathematics beyond the level of general school mathematics is not required. The focus of the course is on demonstrating analytical reasoning, formulating evidential and logical arguments, and presenting and communicating the coherent body of knowledge acquired.)

Assessment: 70 % coursework, 30% examination

18. **CCST9018 Origin and Evolution of Life**

Among the most fundamental questions we can ask ourselves as human beings are:

Where do we come from – how did life begin and evolve?

Are we alone- is the Earth unique in our universe in supporting life?

Where are we going – what is the long-term future for mankind?

These questions focus on the origin, evolution and future of life, a field of study collectively termed astrobiology. Answers have been sought via scientific inquiry throughout human history, and technological advances have created paradigm shifts in the way that society reconciles new scientific findings with accepted norms and belief-systems. The course will examine:

(a) How the conditions for life arose in the universe and how scientific and technological advances have changed this perception over time;

(b) The various scientific threads supporting the appearance of cellular life on Earth and its evolution over time; and

(c) The societal implications of discovering extraterrestrial life.

Assessment: 100% coursework

19. **CCST9019 Understanding Climate Change**

Climate change is consistently in the news, yet there is little public understanding of what is now one of the biggest issues facing humanity. This course aims to provide students with the scientific literacy needed to understand climate change and consider existing and proposed solutions. The guiding objectives are to promote the understanding needed to evaluate, develop, and propose emerging and creative solutions at individual, local and global levels. Students are required to critically examine different media on the subject including critiques of “An Inconvenient Truth” and “The Great Climate Swindle” films

that present opposing sides of the climate change argument. Besides traditional lectures, the course will use self-directed web-based learning and “blog” discussions together with a field trip to stimulate student thinking. An interest in climate change issues and the ability to think critically and express ideas are the only prerequisites for the course.

Assessment: 100% coursework

20. **CCST9020 Sustainable Development of the Built Environment**

The successful functioning of the world’s large urban agglomerations, such as Hong Kong, requires well-planned engineering works that enable cities to serve the present and future needs of their inhabitants, while minimising their adverse impacts on the environment. In essence, our built environment needs to be developed as well as maintained in a sustainable manner and this is one of the most significant issues facing the future of humanity and indeed the future of the planet.

Topics specific to this course include (i) the science of sustainable development and associated technologies, (ii) global issues related to the science of sustainable development and the built environment, (iii) relevant ethical, socioeconomic, philosophical and political issues, and (iv) impacts on the natural environment and everyday life.

Assessment: 60% coursework, 40% examination

21. **CCST9024 Blood, Beliefs, Biology**

This course will enable students to understand the reasons for the fascination which blood holds over human beings from a number of different, but interrelated, perspectives. They will be able to articulate how our views of blood are not only changed in time through scientific discoveries and technological innovations, but are also affected by cultural and religious beliefs. Under the theme “Nature and Methods of Science,” the course will address the historical understanding of blood and its function viewed from both a western perspective as driven by scientific discoveries and from the traditional Chinese concept of blood and its relationship to qi. Under the themes “Science, Technology and Society” and “Science and Technology in Everyday Life,” the student will understand how advances in science coupled with innovations in technology have expanded the uses of blood e.g. blood banks (and the need for screening for infectious agents), blood as source of stem cells, and blood tests in forensic and legal medicine. Finally, the course will examine the meanings which blood bring through cultural and religious beliefs e.g. the role of blood in sacrifice and rituals; the prohibition of transfusion of blood by Jehovah's Witnesses, the global fascination with taking and giving of blood in vampirism and its association with immortality.

Assessment: 100% coursework

22. **CCST9025 Genetics and Human Nature**

The overall theme of this course is that genetics and evolution provide a useful perspective for understanding many important aspects of our lives, including our psychological makeup and how we relate to others. The course will draw on multiple intellectual disciplines – genetics, evolution, mathematics, statistics and psychology – to address the following fundamental issues:

- How life is maintained from one generation to the next through genes, and how living organisms can adapt the environment through changes in the genes.
- How human individual differences in important domains such as personality and health are influenced by genetic and environmental differences.
- How the nature of humankind may have been shaped by our evolutionary past, and the implications this has on the future of our species.

Assessment: 100% coursework

23. **CCST9026 Scientific Revolutions and their Impact on Modern Societies**

The main purpose of this course is to review some of the most important scientific revolutions that took place in the history of science (Heliocentric, Newtonian, the Chemical, the Relativistic, the Quantum, and the Darwinian revolutions), and to present and discuss their historical context, and origin, the struggle of the individual scientists for scientific truth, and how they succeeded in changing the dominant views on nature and society. The scientific revolutions had a deep social impact, by changing the world and the way of life through the development of new technologies, and shaping a new social order. The course will promote open discussion on the social contexts and socio-cultural impacts of the major scientific discoveries. Scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the environment, and deeply influence the way of life of common people through technology. The course will address the following fundamental issues: what is science and how it works; the nature of research; normal science (paradigm), and its development; scientific anomaly and the shift in professional commitments to shared assumptions; the scientific revolution and its meaning and consequences; and the social impact of the scientific revolution.

Assessment: 60% coursework, 40% examination

24. **CCST9027 The Science of Irrational Thinking**

Human judgment and decisions are often irrational. People subscribe to fallacies, hold superstitious beliefs, make inconsistent judgments, and allow irrelevant factors to influence decisions. Often, such errors are not due to lack of knowledge or intelligence, but are consequences of the way our brains work. The mental processes that allow us to make decisions in the complex situations of everyday life can also lead us to errors and irrational thinking.

This course examines irrational thinking from a scientific perspective. We will survey a range of systematic errors and biases that have been identified, discuss scientific evidence and explanations, and analyze how these biases manifest themselves in domains like medicine, economics, and consumer choice. In lectures and tutorials, discussion of scientific theories and evidence will be intermixed with applied examples and case studies. An important component will be numerous class demonstrations, modeled after actual studies. In addition to illustrating the effects, first-hand experience will make students more aware of their own susceptibility. To gain experience applying course concepts, students will do independent projects. Working in small groups, students will analyze some situation in a domain of their choice, culminating in an oral presentation and final paper.

Assessment: 100% coursework



## **II. Area of Inquiry: Humanities (22 courses)**

### **1. CCHU9001 Designs on the Future: Sustainability of the Built Environment**

This course examines the evolution of the built form and how humans have modified their surroundings to create living environments. It looks at the interrelationship between the physical environment and the prevailing social and ideological contexts, and how this shapes the form and pattern of human settlement.

Students study both contemporary and historical examples of how people, through their visions of the future, have sought to perfect the environment as the setting for model communities, and will see how these visions of the future have informed the planning and design of constructed developments. This knowledge will help to guide students in the development of their own concepts and ideas for designing the ‘exemplary environments’ of the future.

The course intersects with the learning in many other programs and is intended to inspire thinking about the way we should construct our living environments in future, in order to find a sustainable balance.

Assessment: 100% coursework

### **2. CCHU9002 Battles for Bodies: The Birth of Surveillance Society**

How and why have governments around the world been vested with the authority to manage the health of their citizens? This course explores this critical theme within a broad historical framework, focusing on the interrelationship between state power and the development of ‘health’ as a prerogative of modern government. The course ranges from the formation of state medicine in nineteenth-century Europe to the evolution of public health in Hong Kong, and recent biomedical advances which have resulted in progressively interventionist governmental measures, with profound social, political and ethical implications.

Topics include: surveillance, ‘medical police’, and state-sponsored interventions in eighteenth and nineteenth-century Europe; the invention of the ‘population’ as a collective body; colonialism and the global exportation of ‘normalcy’; ‘healthy citizens’: the coercive state and the democratization of society; professionalizing health; and, finally, the limits of public health in the twenty-first century.

Assessment: 100% coursework

### **3. CCHU9003 Making History: Engaging with the Powerful Past**

The past is no longer present, but its influence can be felt everywhere.

We connect with the past in many ways in our everyday lives. But what relevance or value does the past have in a globalizing world? Why should we care about the past? Could it help us to build a better future? Is there such a thing as a ‘true’ historical account? What is the relationship between commercial, political and professional discourses of the past? And how do these relate to our own memories of the past? This course engages with these questions from multiple perspectives. It brings students face to face with the myriad ways in which the past is present in our lives today, and the importance of thinking historically. The course introduces students to the richness and value inherent in reading, writing and reflecting on the past; or in other words, making history.

Assessment: 100% coursework

4. **CCHU9004 Catastrophes, Cultures, and the Angry Earth**

This course explores how natural disasters have influenced cultures and societies across time and geography. It will encourage students to reflect upon the interconnections between nature, society, and the built environment in new and exciting ways. Using disasters as revealers, this course will assist participants to think critically and creatively about: What makes a natural phenomenon such as an earthquake, a tsunami, a volcanic eruption, or a cyclone a natural disaster; how have pre-modern, early modern, and modern societies interpreted disasters and what does this tell us about our evolving relationships with religion, science and technology; and how and why have people portrayed disasters through art, literature, and the media. Students will also examine how governments have responded to disasters and used reconstruction processes to redevelop landscapes, remake societies, and reorder politics. Disasters will thus be examined as events that not only cause suffering and devastation, but occurrences that inspire opportunism and unleash contestation.

Assessment: 100% coursework

5. **CCHU9005 Food and Values**

Food is a fundamental aspect of human existence. This course examines philosophical issues about food and its relation to ethics, objectivity and values. Topics include moral issues such as the debate about animal rights, world hunger, the use of genetic engineering in agriculture and animal husbandry, and the justification of healthcare policies about food and drugs. We shall also look at issues about objective standards in food, such as the relationship between food and art, and how we evaluate taste and food preferences. The main objective of the course is to help students adopt new perspectives in thinking critically about what they might normally take for granted in their daily life.

Assessment: 100% coursework

6. **CCHU9006 Girl Power in a Man's World**

Girls and young women whose lives have long been shaped by patriarchal structures have experienced a surge of new opportunities and challenges with the rapid changes resulting from a globalizing political economy. They now have many choices in terms of education, occupational choice and personal preferences, and have experienced changes in their roles and interactions with family, peers, and colleagues. This course considers (i) notions about girlhood from its early biological emphasis to contemporary frameworks that are informed by anthropology, psychology, economics, sociology, and politics; and (ii) the cultural meaning and consequences of girl power in both developed and developing societies, paying particular attention to the ways in which the male dominant world has both assisted and hindered girls' development.

Assessment: 100% coursework

7. **CCHU9007 Sexuality and Gender: Diversity and Society**

This course examines ways in which our experiences of sex, gender and sexuality, as well as our responses to those whose sexual and gendered lives are different to our own, occur in the context of attitudes and beliefs that themselves play into broader cultural

discourses (variant over time and across cultures) about the nature of humanity, and notions of good and bad, acceptable and unacceptable, difference and deviance, and health and sickness. We address contemporary debates on sex, gender and sexuality, drawing on disciplines such as psychology, sociology, anthropology, law, biology, medicine and history. The course provides students with some of the tools they need for joining these debates, promoting an informed, open-minded and critical understanding of issues that can stir deep emotions and challenge fundamental beliefs.

Assessment: 100% coursework

8. **CCHU9008 The Journey of Medicine and its Ethics**

This course is aimed at providing an overview of the development of Western medicine and its ethics. Students will be guided through a journey from the ancient Greek Hippocratic tradition of medicine and ethics to the development of diagnostic and therapeutic instruments in hospital-laboratory medicine and corresponding changes in doctors' behavior and attitude towards patients in the modern era, and in the 21st century the development of genomic sciences and bioethics. Upon completing the course, students are expected to be able to critically interpret and evaluate the way medical innovations impact on values held by medical practitioners, and to become more aware of the interconnection between medicine and humanities and their moral responsibilities as medical "consumers". Teaching will include lectures, tutorials, field trip, and self-directed web-based learning.

Assessment: 60% coursework, 40% examination

9. **CCHU9009 Moral Controversies in Contemporary Society**

This course critically examines some moral controversies in contemporary society. It aims to help students develop their ability to think in intellectually sophisticated ways about difficult issues of personal and public morality. The course focuses on four controversial moral topics: homosexuality and same-sex marriage, assisted suicide, prostitution, and the moral problem of animal use. These topics concern not only personal morality but also social or public morality. Students will be asked to discuss not only whether the above practices are moral or immoral, but also whether they should be prohibited, regulated, recognized, or supported by law. It is hoped that students will be better equipped to evaluate opposing arguments about the proper use of law in regulating personal conduct and social interaction. In the course of discussing these topics, students will be introduced to major moral approaches, such as consequentialism, deontology, and virtue ethics, as well as methods of critical thinking in moral reasoning.

Assessment: 100% coursework

10. **CCHU9010 Being Different: Understanding People with Disabilities**

The course focuses on disability as a social phenomenon and social construct and engages students to look into the everyday life situations that people with disabilities commonly encounter and to examine these issues through the critical lens of sociology, politics, culture and social policies. Students will be engaged to critically examine some of the stereotypical images of people with disabilities, particularly myths and erroneous assumptions about people with mental illnesses and intellectual disabilities. Students will explore and reflect on their personal attitudes and how these attitudes have been shaped

by the media, cultural representations and medical and social sciences knowledge. The course will include lectures, film shows, in-class discussions and tutorials. Students will need to carry out a group project in partnership with an NGO or self help organizations of people with disabilities.

Assessment: 100% coursework

11. **CCHU9011 Social Divisions in Contemporary Societies**

This course aims to enhance students' awareness of social divisions and their implications to the distribution of resources and life chances. It facilitates students to examine how social divisions are shaped and how they should be dealt with at personal, societal and policy level. Critical thinking, social analysis and reflection on personal experiences will be emphasized. Social divisions in Hong Kong (such as class, gender, age, health and sexuality) will be used as examples for illustration. Students with an interest in the understanding of the dynamic process of social issues; and a commitment to the search of ways to improve the life of diverse social groups would find this course particularly stimulating.

Assessment: 100% coursework

12. **CCHU9012 Body, Beauty and Fashion**

This course focuses on cultural representations and understandings of the human body and ideals of beauty. Although the intended aim of the course focuses primarily on contemporary Hong Kong society, lectures will also include in-depth analyses of how beauty and fashion are culturally constructed and historically situated around the world. To this end, this course is gender inclusive and presents both the female and male perspectives on beauty, fashion and body image. In this context, how human bodies and standards of beauty are increasingly influenced by a global media, which promotes a progressively narrow concept of beauty and fashion, will be critically discussed.

Assessment: 100% coursework

13. **CCHU9013 Cultural Heritages in the Contemporary World**

Cultural heritage has been consistently in the news in recent years in Hong Kong, Mainland China and the rest of the world and this has created a renewed sense of interest and debates that surround the significance of heritage conservation and preservation where it is viewed as part of the creative cultural industries as exemplified by the Kowloon Cultural Hub as well as the tourist industry. Cultural heritages include the built environment, primarily historical buildings and sites as well as "intangible heritages" as defined by UNESCO which include the living cultures of the people such as religion, ethno-music, films and food. Both categories of heritages are now assuming great significance and communities and governments throughout the world are now looking at the need to preserve cultural heritages with a high level of urgency.

This course addressed four key issues relating to cultural heritages in the contemporary world, namely, (i) Understanding our History and Culture, (ii) Conservation and Preservation of Cultural Heritages, (iii) Cultural Heritage and the Tourism Industry, and (iv) Cultural Heritage as Part of Creative Art Industry.

Assessment: 100% coursework

14. **CCHU9014 Spirituality, Religion and Social Change**

The aim of this course is to engage students in a reflection on how spirituality and religion affect the individual and society in a context of rapid social change. While classical ideologies of scientism and modernization defined themselves in opposition to religions tradition, in the past few decades the world has witnessed a dramatic resurgence of spiritual seeking and religious engagement in society, in ways that may be either destructive or constructive. The course will give students exposure to, and an opportunity to engage with, the spiritual heritage of humanity, and critically consider the contemporary social implications of religious teachings and practices in their approaches to truth and knowledge, power and authority, conflict and cooperation, and sacrifice and service. The course addresses the yearnings of the human spirit, while engaging with issues of contemporary social concern and training students to reflect on their values and orientations as local and global citizens.

Assessment: 100% coursework

15. **CCHU9015 Sex and Intimacy in Modern Times**

Using contemporary sociological and political theories of identity, gender and sexuality, this course aims to track down the major transformation in the realm of sexual intimacy in modern times and to examine newly emerged ethical issues, moral dilemmas and social conflicts over sexual intimacy in four inter-related domains: (a) democracy, human sexual rights and citizenship - how these issues are important in talking about intimate relationships; (b) mass media and popular culture - how private matters become increasingly subject to public scrutiny; (c) economy and consumption - how intimacy is increasingly commodified and commercialized; and (d) science, medicine and computer technology - how medical and computer technologies fostering new pleasures, bodies and practices and the problems that arise. At the end of the course, students are expected to be able to think critically about intimacy, to understand the complex interplay between self and society and to have learnt how to respect individual differences and preferences.

Assessment: 100% coursework

16. **CCHU9016 The British Empire in Text and Image**

This course looks at textual and pictorial representations of the British contact with her various colonies, in particular India, Africa, the Middle East and Hong Kong. The focus is on the nineteenth century and the period known as ‘the New Imperialism’, although earlier texts are considered. Students are thus invited to learn about, and reflect critically upon, a particular period in history – which is also their own – by approaching it through historical texts and the creative arts.

The course is structured along the theme of the ‘reality’ versus ‘representations’ of the British Empire. Within the Common Core Curriculum, it invites students to tackle an unfamiliar set of questions, texts and thoughts, and approach these academically. Within the Humanities Area of Inquiry, the course will show students that the human experience and human representation of reality might be very different from ‘the truth’, and that knowledge and experience are always contextual.

Assessment: 100% coursework

17. **CCHU9017 Stages of Life: Scientific Fact or Social Fiction?**

Shakespeare portrayed that “one man in his time plays many parts, his acts being seven ages”. Many theories on different aspects of personhood, including personality, emotions, cognitions, and morality, also typically depict development as progressing through stages. However, are life stages really distinct categories or are they social constructions? What scientific evidence do we have that supports the life stage demarcations? If they are social constructions, what purposes do these constructions serve? How does culture and modernization impact on the lived experience of these stages? This course critically examines these issues and enables students to reflect on what has shaped us as individuals. Topics include: (i) major stage theories of development and maturation in psychology and biology, (ii) sociological and anthropological approaches to development, (iii) rites of passage, (iv) portrayals of development in the literature and the arts, (v) scientific basis and validity of the stage approach, (vi) interconnectedness of development, culture, society and modernization, and (vii) individual and social implications of different approaches to development

Assessment: 100% coursework

18. **CCHU9020 Being Good When No One is Watching: On Becoming an Ethical Professional**

The purpose of this course is to introduce students to the major tenets of professional ethics and the canons of ethical conduct governing the professions so essential for modern life, with the long term objective of inculcating a sense of ethics in students as the professionals of the future in Hong Kong. Students engaged in this course will explore and employ the vocabulary, argumentative methods and case-based assessment techniques common to the study of professional ethics. The course uses a 100% coursework assessment mode, which includes assignments wherein students must use multi-disciplinary and multi-media formats to express their own arguments about the qualities that an ethical professional exhibits in the public realm. In order to ensure that students will engage deeply with the material, but without introducing an element of a coercive examinations environment, students will be given weekly readings quizzes that assess, in a low-stakes environment, their comprehension of the readings and their ability to apply major concepts. Students completing this course successfully will gain a better sense of themselves as ethical students and as future ethical professionals.

Assessment: 100% coursework

19. **CCHU9021 Critical Thinking in Contemporary Society**

The aim of this course is to introduce students to the basic concepts and techniques of critical thinking as these apply to life in contemporary society. The course covers fundamental logical notions crucial to critical thinking, including the notions of argument, sound reasoning, and rationality. In addition, the course will cover social, legal, consumer, and health issues, along with issues in the public understanding of science, medicine, and the environment. Special emphasis will be placed on understanding the role of critical thinking in scientific investigation and how critical thinking applies in philosophical investigations of the nature of value. The course will train students in both theoretical knowledge and practical skills essential to a well-rounded liberal education, and to life as a thinking citizen in contemporary society. The course dovetails with several aspects of a

traditional humanities education, in particular the ability to interpret, analyze, and evaluate information communicated by political leaders, popular literature, advertising, and the news media.

Assessment: 100% coursework

20. **CCHU9022 Journey into Madness: Conceptions of Mental Health and Mental Illness**

Portrayed by mass media, there is an exaggerated link between mental illness and violence. Mental illness is often considered as an adversary that should be dealt with by medical professionals. Challenging this monopolized medical discourse on mental illness, this course aims to expand the students' view to appreciate how mental illness has been psychologically influenced, socially constructed and policed, as well as culturally shaped. Coupling the knowledge of biochemistry in mental illness with self-reflections, students are expected to develop a critical and comprehensive understanding of mental illness and mental health. With the use of experiential exercises, case studies, and film viewing, students will further be lead to scrutinize mental health issues in their daily lives. As there is a growing number of individuals challenged by mental illnesses both locally and internationally, students will have high chance in relating with individual with mental illnesses in their social circles, workplaces or even family in future. The development of a comprehensive and critical view towards mental illnesses will definitely prepare them to face this future challenge.

Assessment: 100% coursework

21. **CCHU9023 Shaping the Landscape: A Quest for Harmony between Nature and the City**

Through the history of our civilization, humankind has been working *with* the environment both as a means for survival and as expressions of culture. It has always been a two-way relationship in harmony. However, recently, such balance was tilted by our unsustainable way of living, and our current landscape reflects humankind's abuse and mis-management towards the environment.

This course aims at exploring how different groups of people respond to such imbalance, and what they do to restore a healthy reciprocal relationship between human beings and nature. Initially, topics like the Garden City Movement in the late 19<sup>th</sup> Century, and the emergence of the protection movement of "Cultural Landscapes" initiated by the UNESCO World Heritage Committee in 1992, will be discussed through lectures and seminars. Then, land art - an artistic expression of human culture and how we sculpt the land – will be explored as a more contemporary approach to advocate the balance between human and nature. Initiated by some leading artists in the creative art industry as an artistic response to such issue, land art helps to manifest the reciprocal relationship between human culture and the environment, and hence to re-align people's attitude, perception, and interpretation, towards nature. Besides lectures and seminars, the topic of land art will also be explored in the form of "land art design workshop", in which students can learn how to express their environmental opinions through the creative process of making their own land art. Fieldtrips will also be organized for students to explore various local cases of how human civilization can integrate and achieve a more harmonious relationship with the natural landscape.

Assessment: 100% coursework

22. **CCHU9024 The Last Dance: Understanding Death and Dying**

The study of death and dying is concerned with questions that are rooted at the core of human experience. Individuals who set out to increase their knowledge of mortality are embarking on life's most important exploration, a constructive journey of personal discovery and spiritual awakening. While acknowledging the finite nature of existence allows individuals to reflect upon the meaning of life for a more profound understanding of personhood, mortality also plays a pivotal role in defining cultural and family values as well as the organization of social structures. This course provides an interdisciplinary overview of the major themes and theories in death and dying from a global perspective with a critical focus on the Chinese experience. It also explores the socio-political, cultural, psychological and spiritual issues raised by mortality through a range of cultural lenses, and examines areas of commonality and diversity to enhance students' competence and reflection in their personal and professional lives as they deal with the inevitability of illness, loss, death and dying.

Assessment: 100% coursework



### **III. Area of Inquiry: Global Issues (17 courses)**

#### **1. CCGL9001 Hong Kong Cinema through a Global Lens**

In an age where cross-cultural interactions and global traffics are frequent, Hong Kong cinema cannot be regarded merely as a local cinema. It is an interesting site where complex global processes can be traced. Flows of capital, film personnel, technologies, ideas and creativity are vibrantly circulating inside and outside the cultural industry of filmmaking, resulting in phenomena such as transnational co-productions and cross-cultural co-operations. These dynamic processes are inflected in characterization, plot development, and space-time configurations on Hong Kong screens.

This course takes students on an interdisciplinary exploration of the local-global interactions from a variety of approaches. With a selection of Hong Kong films, the course aims to help students attain a thorough understanding of the two-way relationship between the local, popular entertainment and the global film scene by investigating the major questions concerning globalizations. Film critics, scholars and filmmakers will be invited to conduct workshops and guest lectures.

Assessment: 100% coursework

#### **2. CCGL9002 Hong Kong Culture in the Context of Globalization**

Globalization has become the keyword to signify the profound changes common to contemporary human experience. This course provides an interdisciplinary and critical analysis of the impact of globalization on Hong Kong culture. It also demonstrates how postcolonial Hong Kong culture can offer new ways to understand the relation between the colonial past and the present world order of global modernity. The course introduces key concepts and theories of globalization by focusing on cultural analyses and critical responses to globalization. Particular emphasis is placed on the creative media, transnational culture industries and global cultural phenomena relevant to everyday Hong Kong experience. This includes the analysis and critique of Hong Kong's image and role as depicted in the popular press, the Internet, film, literature, theatre, the built environment, the visual arts and cultural production and consumption. The global-local cultural dynamics that drives Hong Kong into the future will also be explored.

Assessment: 100% coursework

#### **3. CCGL9003 Contagions: Global Histories of Disease**

How have epidemics shaped the modern world? In what ways has globalization facilitated the spread of infectious disease? This course addresses these questions from an historical perspective, exploring the economic, political and social processes that have contributed to the rise of global epidemics from fifteenth-century transoceanic exchanges to changing vector ecologies and emergent twenty-first century zoonotic diseases in Europe, the Americas, Africa and Asia.

Within this broad chronological and geographical scope, the focus is on three interconnected themes: epidemic diseases as agents of social and political change and the role that global trade, migration, conflict and colonialism have played in shaping epidemiological patterns and creating an ecosystem conducive for global disease; the historical evolution of medical approaches to infectious disease; and finally, the ways in

which global infections have been historically exploited to define, reinforce and promote ideas about cultural difference, race, risk, and security.

Assessment: 100% coursework

4. **CCGL9004 Governance and Democracy in the Age of Globalization**

This issue-driven course explores how governance is evolving in the 21st century. It addresses key global issues and elucidates the administration of governance by various actors at the global level. It makes students aware of the challenges globalization poses to governance in general and democracy in particular.

The central question to be answered is: how can global problems and issues be solved when there is no global government? The course illustrates the inter-linkage of governance issues, actors, and global developments which are often beyond the control of individual societies.

Assessment: 75% coursework, 25% examination

5. **CCGL9005 Poverty, Development, and the Next Generation: Challenges for a Global World**

This course critically challenges students' notions of poverty in the developing world. The course builds on three interconnected aims: First, it examines concepts of poverty and development. Measures of poverty alleviation are identified, including ethical responsibilities of the individual and the state, as well as political, security and economic responses. Second, the global institutional and policy environment are analyzed, including the United Nation's Millennium Development Goals, and specific international policies, i.e., Education for All, the UN Charter on Human Rights, and the Convention on Worst Forms of Child Labor. Their implementation will be investigated through case studies of the intergenerational transmission of poverty in Africa, Asia and the West. Third, the course discusses critical global challenges, including HIV/AIDS, hunger in its various forms, and development problems in conflict and post-conflict societies.

Assessment: 60% coursework, 40% examination

6. **CCGL9006 Asian Regional Governance in an Age of Globalization**

This course examines the Challenges of Global Governance theme of the Global Issues AOI. Understanding of globalization challenges in the East Asian context and East Asia's institutional responses offers a useful strategy to explore this issue. Taking a historical approach and using key theoretical perspectives, students will learn how the East Asian region has been coping with an unprecedented level of interdependence and how Asian regional governance has evolved into its current forms. The course also explores the dynamics of regional institutional governance from a comparative perspective and the relationship between regional governance and global governance in the process of globalization.

Assessment: 60% coursework, 40% examination

7. **CCGL9007 Youth in a Global World**

This course intends to facilitate students as 'young people' to be more aware of the interconnectedness of the world and to critically assess how globalization influences

different aspects of young people's daily lives. It also analyzes the proactive and positive role youth can play in the changing world, and provides students with an opportunity to propose how young people as global citizens can and should respond to transformations brought about by globalization.

Various social issues or specific areas of youth global trends such as consumerism, transnationalism, cosmopolitanism and digitalism that confront young people in their everyday life will be examined in a systematic manner. By doing so, students will critically evaluate what global citizenship should entail in order to reduce inequality and promote care for human rights as well as human dignity in today's global community.

Assessment: 100% coursework

#### 8. **CCGL9008 Cybersocieties: Understanding Technology as Global Change**

The melding of technology and globalization has become the touchstone of the new millennium and it is impossible to discuss the impact of one without the other. These dual revolutions are shaping each other and, through combined forces, directing the way we live, learn, work and socialize. The aim of this course is to examine how technology has created social, cultural, economic and political networks that impact all human endeavors. This course not only offers students an opportunity to critically evaluate how globalization and ICT have revolutionized the way we live, but also how this new environment uniquely situates students to, in turn, direct many of these changes.

Assessment: 100% coursework

#### 9. **CCGL9009 Local Cultures and Global Markets**

"Culture and globalization" has drawn increasing attention from journalists and scholars of different disciplines. Today, even economists are interested in "culture" and its impacts on economic practices. This course on one hand discusses and analyzes how culture matters in the global diffusion of the market economy, and how the globalizing modern capitalist practices affect local cultures, and on the other hand examines whether economic globalization homogenizes or diversifies cultures at the local and global scales, and evaluates if the processes increase or reduce human freedom and choices. This course will explore these issues through a perusal of different topics, such as work and labor in multi-national corporations, the McDonaldisation of social and cultural sphere of life, the local consumption habits and patterns, and the global discourse of media and fashion, etc.

Assessment: 60% coursework, 40% examination

#### 10. **CCGL9010 Sports Culture under Global Capitalism**

This course introduces students to an analysis of how global capitalism has brought various sports games into a global sports culture since the mid 19th century and from the 1980s onwards has turned such a global sports culture into a new kind of global business. Global capitalism is the driving force of the growth and spread of a global sports culture. Yet, it has also restructured the nature of our sports culture. Increasingly, our sports games have been turned into 'theatres of dreams', being spectacles of global consumption. The latter are further intertwined with nationalist projects of identity building. The main objectives are to help students examine contemporary sports culture critically and from

different perspectives, understand the impacts of global capitalism on contemporary social life, and relate them to their personal experiences through an analysis of lively examples of spectator sports such as soccer and basketball.

Assessment: 100 % coursework

#### 11. **CCGL9011 Media in the Age of Globalization**

In this course, students will assess the ability of globalized news media to shape perceptions of global and local reality. They will examine the extent to which the growing access to information from every corner of the globe fosters reporting that accurately reflects global and local realities. They will also consider the extent to which an increasingly unitary global media system reinforces power imbalances in information gathering and dissemination and distorts our views of both our own and global environments. Does media globalization simply amount to the triumph of capitalist consumerism and the media values and institutions associated with the western model of economic and social development? Is there a developing “culture war” between ‘Eastern’ and ‘Western’ institutions and values? Is a multipolar cultural world a possibility in the context of news gathering and reporting?

Assessment: 100 % coursework

#### 12. **CCGL9012 Media, Politics and the Environment**

Environmental problems (including global warming, widespread pollution, the shortage of sweet water, the mass extinction of species, and genetic modification) move ever higher on the agenda of national and transnational politics in the 21st century. At the same time, we all gather information about these issues from media (television, radio, press and internet) reports. Utilizing a communication perspective, the course focuses on how the media present environmental issues and conflicts. First we explore different versions of environmentalism and related social movements. Then we focus on environmental communication, concepts of media framing, agenda setting, campaigns, newsworthiness, news construction, and media events. Special attention is paid to communication strategies of environmental NGOs (e.g., Greenpeace), and environmental journalism. Finally, we address issues related to sustainable consumption and the media.

Assessment: 70% coursework, 30% examination

#### 13. **CCGL9013 Globalization: African Experiences**

Globalization, in the broadest sense, is not new. When modern humans first walked out of Africa around 100,000 years ago they began the long road toward the globalized world of today. The African slave trade, which resulted in the greatest forced migration in history, profoundly shaped not only the development of African societies over the centuries but also the new economies and polities of the New World. The ensuing periods of European colonialism and imperialism brought Africa into yet closer interaction with a newer globalizing world. And the more recent involvement of emerging powers, particularly China, in Africa has extended its interaction within newer economic, political and cultural orbits of influence. Globalization, therefore, has always affected Africa, and its consequences provide us with a unique case study for understanding the complex processes, interactions, and relationships that characterize the contemporary world. This

course examines the economic, social, political, environmental, and cultural dimensions of globalization from African perspectives. Major global issues such as democratic governance, inequalities of development, poverty alleviation, conflict and war, disease control, climate change, financial crises, natural resource exploitation, and cultural change and appropriation will be illustrated and analyzed from the perspective of Africa's experience of globalization. This approach, in turn, will throw light on the intricate, and often difficult, relations between global and local forces that typify the world today.

Assessment: 100% coursework

14. **CCGL9014 Thinking about Global Ethics**

This course provides, against the background of some of the most significant global problems and concerns, an introduction into some of the main moral issues in international affairs, such as ethical universalism vs. particularism and cultural relativism; the (real or perceived) tension between nationalism or patriotism on the one hand and cosmopolitanism on the other; global distributive justice, moral issues in the context of pollution and climate change; individual responsibility in a global context and the (real or perceived) tension between human rights and international (criminal) law on the one hand and national sovereignty/self-determination on the other.

At the end of the course, students should have an overview of some of the most important debates about global ethics and be able to make use of some of the most advanced philosophical theories in assessing the issues involved.

Assessment: 60% coursework, 40% examination

15. **CCGL9015 Globalization and Migration**

In this course, students will be introduced to historical and contemporary perspectives of globalisation and migration. There will be twelve lectures comprising three themes. In the first theme, Past and Present: Globalization and Migration as Historical Phenomena, human flows will be introduced in their historical contexts, including the impact of developments such as capitalism, colonialism and the emergence of nation states. The second theme, Migration: Forms, Causes and Social Issues, introduces the typologies of migratory flows and the barriers to these movements. The third theme, Global Governance and Civil Society, provides a framework for understanding migration from the individual level to the national level, and to that of relations between states. Students will be introduced to inter-governmental bodies and the agreements/conventions that regulate human flows, and the civil society movements for migrant populations.

Assessment: 60% coursework, 40% examination

16. **CCGL9016 Feeding the World**

Continuing human population increases, competition for water supplies, and concern about energy prices have led to profound pessimism about long-term food supplies. Already a billion people go hungry every day. This course will offer an in-depth look at key issues in global food sufficiency, food production, food distribution, prospects and constraints. Students will develop a strong integrated technical, economic and political understanding of the global food supply crisis. They will be equipped to understand and appreciate media reports related to this issue in their lives as informed and influential citizens.

Topics covered will include:

- Global food production and population trends
- The special problem of China, the world's biggest producer and consumer of food
- The Green Revolution: the rapid increase in agricultural productivity (wheat in Mexico and India; rice in Asia) in the 1960s and 1970s
- Alternative agricultures
- Meat production
- Food and health
- Agriculture – an energy-intensive business
- Water and agriculture
- Biofuels

Assessment: 55% coursework, 45% examination

## 17. **CCGL9017 Food: Technology, Trade and Culture**

Why do we eat what we eat? Where does the food come from? What makes for 'desirability' or sensory quality in food? How and why did global trade develop around the production and shipping of food? What are the historical roots of the modern-day globalized food industry? This course will offer an in-depth look at key issues in the economic history of global trade in food, in processing foods for optimum quality, and the development of markets for new products. Examples will be drawn from commodities – sugar, spices and rice; major beverages – wine, beer and coffee; and newly globalized products – pizza, cooking oil, and chocolate. It is open to students from all fields of study and academic backgrounds. The major themes of the course are:

- The historical development of food commodity trading
- The globalization of food preferences
- The definition, development and spread of "new" products
- The understanding of some basic underlying technology/science in the production and processing of major foods.

Assessment: 60% coursework, 40% examination

#### **IV. Area of Inquiry: China: Culture, State and Society (24 courses)**

##### **1. CCCH9001 Chinese House and Garden: Architecture, Landscape, and Material Culture**

By looking into the physical significance of Chinese houses and gardens, the course introduces theories and principles of Chinese architecture, cities, and landscapes. Through the study of Chinese houses and their settings in a city, it brings out the daily life and social fabric for a Chinese man under the Confucian influence. Through the study of Chinese Gardens and the literati ideas behind the making of garden, landscape and painting, it introduces the artistic profile for a Chinese intellectual under the influence of Daoism.

The course investigates how geography, society and economy, as well as aesthetic and ideology shape the traditional physical environment in China. It deals with explorations of form and space, technology and material, as well as the ways in which these architectural attributes affect our life patterns and values in a traditional society. The course particularly addresses how the culture profile was manifested in the architecture and urban spaces during the late Ming, - an era of unique aesthetic orientation cultivated from distinct stage of social and economic development in Chinese history.

Assessment: 100% coursework

##### **2. CCCH9002 Chinese Cities in the 21st Century**

This course aims to develop in students an understanding of the evolution and driving forces of urban development in major Chinese cities during the last three decades, to help them develop an appreciation of the rapidly changing urban landscapes in Chinese cities, and to expose them to the key issues and challenges facing these cities in the 21st century. The topics covered include urban economic development, housing, transport problems, sustainability in cities, and urban planning and design in the new era.

Assessment: 60% coursework, 40% examination

##### **3. CCCH9003 Modernity and Traditional Chinese Thought**

This course introduces students to the intellectual history of modern China. It also inquires the compatibility of modernity and traditional Chinese thought, in particular Confucianism. The course addresses two fundamental issues. On the one hand is the issue of China's responses to the modern world. The course traces the changes and development of China's intellectual world since the second half of the nineteenth century to the twentieth century. The survey does not aim to be comprehensive but picks out certain major trends of thought such as iconoclasm and conservatism. On the other hand is the issue of the compatibility of modernity and traditional Chinese thought. Students will be led to examine the "essence of Chinese culture" and its relevance to the modern world. Particular attention will be paid to the relation between Confucianism and certain key ideas of modernity such as human rights, democracy and liberalism.

Assessment: 100% coursework

#### 4. **CCCH9004 Ideas and Images of the West in Late Imperial China**

This course explores the Chinese perceptions of the West from the 16<sup>th</sup> century to the late 19<sup>th</sup> century. It introduces the dynamic Sino-Western exchanges in political, religious, artistic, and scientific domains, aiming to reveal a complex process in which varied types of images of the West (“red-hair barbarians,” scholars from the West, and “foreign devils,” etc.) were formed and transformed in late imperial China. Through a multi-disciplinary approach, students will better understand the diversity of Chinese culture and get familiar with a set of fundamental concepts in cross-cultural studies. Class discussions on the historical and social implications of those images will further lead students to reflect upon the changing Chinese self-identities mirrored by the Western *others* in history, challenge any stereotyped views of being Chinese, and appreciate the inter-relatedness among world cultures.

Assessment: 100% coursework

#### 5. **CCCH9005 The Chinese Cultural Revolution**

The Cultural Revolution (1966-1976) was a defining episode in modern China. In ten years, it dismantled the state, party, and economy with widespread social upheaval and violence, followed by unrelenting oppressive campaigns. It dramatically exploded the inherent contradictions of the Communist State. It has exerted a major impact on the direction of Chinese politics, economic reforms, and public protests.

This course explores the causes, processes, and impact of the Cultural Revolution (CR), asking why millions of people participated in the CR, who were the agents responsible for the CR, what determined the CR’s multifaceted courses, and what legacy the CR left for the following reform era and the coming future. It introduces students to key intellectual ideas and methodologies from multi-disciplines – history, political and social science, literature, and film. Students will learn to critically assess the sources and statements, through which to discover how history is continuously constructed and contested.

Assessment: 100% coursework

#### 6. **CCCH9006 China's Modernization in the East Asian Context**

This course is designed to enable students to understand and appreciate China's quest for modernity since the 19th Century, contextualised against the development of her neighbours in East Asia. Beyond examining the various forces that prompted the modernisation process in East Asia, students will scrutinise the dynamics and processes involved. For example, is the arrival of the West in Asia the dominant force which transformed East Asia, and specifically China from the predominantly agricultural, Sino-centric civilisation of the 1800s to the modern nation-state we see today? Is modernisation just about economic development and the construction of a state structure or should it encompass broader advances in ideology and the embracement of universal values and norms like the protection of Human Rights? How should one view the Cultural Revolution or the Tiananmen Massacre in China’s modernisation process? What are the continuities and discontinuities in the modernisation process of China, as it evolves from Qing China to Republican China to the People's Republic? By the end of the course, students would be able to apply the knowledge gained from the course to analyse and understand contemporary China and East Asian affairs better.



Assessment: 100% coursework

7. **CCCH9007 China in the Global Economy**

This course examines the rise of China as an economic power from the perspective of an interdependent global economy. The impacts of China's economic development on a number of global issues are explored in this course. They include shortage of natural resources, environmental degradation, payment imbalance, and geo-political balance of power. The course also compares China's experience with those of other transitional economies so that students can understand China from a comparative economic point of view. The course has the following learning objectives:

- 1) to describe the internal and external factors that contribute to China's economic development;
- 2) to identify the problems that China faces in its quest for modernization;
- 3) to analyze the impacts of China's economic development on the global economy;
- 4) to assess in a comparative context how a country chooses its development path according to its unique heritage, culture, and resource endowment.

Assessment: 75 % coursework, 25% examination

8. **CCCH9008 Hong Kong's Environment: Issues and Policies**

This course will provide students with a regional and comparative perspective to examine the complex inter-relationships between the socio-economic-political processes and the deteriorating environmental and ecological conditions of Hong Kong. This perspective will help students develop an in-depth understanding of the larger issues impinging on the city's ecological future. It will also enable them to think critically of the material causes and consequences of the changing nature of environmental challenges associated with sustained economic and urban growth, both in Hong Kong as well as in its neighboring jurisdictions on Mainland China. The course materials are organized around three major sub-themes to help achieve its overall aim and objectives: the sustainability dimensions of Hong Kong as a compact city; the links between economic restructuring and changing environmental challenges; and the constraints of and opportunities for cross-boundary environmental cooperation.

Assessment: 50% coursework, 50% examination

9. **CCCH9009 Protests, Rebellions and Revolutions in Modern China: From 1840 until Today**

How has China's grand transformation to a modern nation-state shaped the country's state-society relationship? By focusing on the tensions and conflicts between the Chinese state and the country's evolving civil society, this course surveys the major protests, rebellions and revolutions in China during the past 150 years. From a historical perspective, this course particularly examines the economic, social, political and organizational resources that had facilitated various Chinese resistance movements during the country's long and tedious journey to modernity. It also explores how China's revolutionary past had significantly influenced the social movements of mainland China and Hong Kong today. Weekly topics include but are not limited to: the Chinese revolutionary tradition, the concept of "the mandate of heaven", Chinese secret societies, underground religions & cults past and present, the Chinese communist movement, the

legacies of the Cultural Revolution, the democratic movement of Tianan'men in 1989, the outburst of nationalism in the past decade, and new forms of social resistances under China's ongoing market reform.

Assessment: 50% coursework, 50% examination

10. **CCCH9010 Understanding China's Governance: Challenges and Prospects**

In order to understand the prospect of China's quest for modernity, this course aims to examine the key governance challenges that emerged during its transition from a socialist system to an increasingly marketized economy and diversified society. The course has three parts. Part I introduces contending analytical perspectives on the governance of transitional political systems, such as the gradualist reform model, the developmental state model and the predatory state model. Part II first analyzes the causes, scale and dynamics of several governance challenges facing contemporary China, namely legitimacy challenges, regulatory challenges, distributive challenges and external challenges, and then examines the policies of the Chinese government in tackling these critical issues and applies the different analytical perspectives in evaluating their efforts. Part III concludes the course by comparing the developmental trajectories and experiences in China and other developing countries.

Assessment: 70% coursework, 30% examination

11. **CCCH9011 China's Rise and Asia's Future**

This course examines one of the themes of the China AOI, the Rise of China in the 21<sup>st</sup> century. In order to understand how China's rise will shape the future of the Asian order and how its role in Asia affects its search for great power status, the course will:

- 1) examine China's rise from a comparative perspective by reviewing the rise and fall of the great powers of the past and the subsequent impact on international conflict and cooperation.
- 2) explain China's perspective and strategies in conducting its multi-faceted relations with the Asian region and how China has utilized its growing economic and military resources in its Asian policy.
- 3) analyze the perspectives and strategies of the major powers in Asia (such as the US, Japan and other Asian nations) toward an emerging China.
- 4) investigate whether the relations between China and the major nations in Asia have contributed to the prosperity, peace and stability in the region.

Assessment: 60% coursework, 40% examination

12. **CCCH9012 The Rise of China and World Order**

World order is shaped by the rise and fall of great powers in history. The rise of China in the 21<sup>st</sup> century will have profound impacts on future world order. Measured in its comprehensive national power, endowment, and growing influence on a global scale, China has good potential to become a global great power. Rapid economic development and growing influence in world affairs in the last three decades have increasingly qualified China as a great global power and a key force to transform world order in the 21<sup>st</sup> century. However, the rise of China and its implications for future world order is often viewed with apprehension by the "outside world." The aim of this course is to introduce new perspectives about China's rise and its impacts on world order. The

current debate over the rise of China has focused too much on how the world should perceive China's rise and its possible implications for world order, and too little on how China is struggling to come to terms with its own rise. Indeed, the Chinese society, the state, core values and goals of foreign relations have undergone fundamental changes in the last three decades. The rise of China and the changing world order are mutually transformative.

Assessment: 60% coursework, 40% examination

13. **CCCH9013 Love, Marriage and Sex in Modern China**

The aim of the course is to enable students to understand how love, sex and marriage constitute a useful lens for understanding Chinese culture, thoughts, values and ways of life, providing a glimpse into the complex interconnections between political, cultural, economic and interpersonal realms of experience. The course begins from issues that are personally relevant to young people - mate choice, love, marriage, sex and family - with a view to helping them think about the historical and cultural roots of values concerning love, sexuality, marriage, and family life in China. Through case studies of love and marriage in Hong Kong, the Pearl River Delta, Shanghai and Beijing, we hope to enable students to understand the diverse character of "Chinese" ways of life, and how Chinese people may currently experience love, sex, marriage and cross different types of borders and boundaries to look for intimacies.

Assessment: 100% coursework

14. **CCCH9014 Social Development Challenges in China**

The purpose of this course is to understand the social dimensions of economic development in China. It will focus on the nature and magnitude of key social problems in China and how the government has dealt with them. China's social development experience will be compared to that of Hong Kong and Taiwan. Topics to be covered include: ageing, education, health care, housing, and poverty. We will rely extensively on audio-visual news clips and documentaries, in addition to statistics, to develop a better feel for the subject.

Assessment: 100% coursework

15. **CCCH9015 Population, Society and Sustainable Development in Hong Kong**

Very much alike that of economic and social development, the population of Hong Kong has dramatically restructured due to the influx of Chinese immigrants in the fifties and the wave of the population born locally in the sixties and seventies, then later the quota system of migration control of mainlanders, rapid declining fertility and increasing life expectancy. Today, several demographic concerns are still pronounced such as extremely low fertility, gender imbalance, cross-border marriage, shrinking workforce, and ageing population. Its demographic characteristics and processes are much influenced by social and political developments in Mainland China and economic growth and population in-and-out flow of Hong Kong. This course is geared towards introducing various population theories, concepts and facts to enable students to develop a critical understanding of the inter-relatedness of the demographic, social, cultural, economic and political issues between Hong Kong and Mainland China and its sustainable development.

Assessment: 60% coursework, 40% examination

16. **CCCH9016 Hong Kong: Becoming a Chinese Global City**

Informed by current studies of world cities, this course introduces students to a basic understanding of Hong Kong as a global city. It will also enable them to locate themselves in a globalizing environment that is closely connected to the national development in China and to the changing global and regional dynamics. Emphasis is placed on understanding Hong Kong as embedded in the broader regional milieu. Students are expected to reflect upon the key question concerning how Hong Kong, as an Asian global city, would face the challenges in the context of rapid changes in the world economy and the emergence of China as a powerful economy. This course is composed of two parts. The first part is a survey of the key features of Hong Kong as a global city and the second focuses on challenges and prospect of future development.

Assessment: 100% coursework

17. **CCCH9017 People, Propaganda and Profit: Understanding Media in China**

Mainland Chinese are increasingly able to access media stories that expose government corruption and examine the social costs of the nation's market-based economic reforms in China's quest for modernization. Some observers have lauded this development as a sign of China's growing media freedom, while others view it as a sophisticated government tool for legitimizing and maintaining Communist Party power. Despite these contradictory views, what cannot be ignored is how the proliferation of the Chinese media is transforming it from a vehicle of mass propaganda into a vehicle for mass communication. This course combines both media studies and sociology, and engages students in a cross-disciplinary investigation on the social implications of this changing media environment on China's nascent public sphere through analyzing Chinese media content including news stories, films, street tabloids, TV entertainment shows, and new media.

Assessment: 100% coursework

18. **CCCH9018 Buddhism and Chinese Culture**

This course is designed to help students to understand Chinese culture and its Buddhist influence and impact. For over two thousands years, Buddhism has interacted with all levels of Chinese culture such as literature, philosophy, mores and behavioral norms, arts and architecture, and religions of all classes. As a result, Buddhism has become one of the three pillars of traditional Chinese culture.

The aim of the course is to enhance students' intellectual understanding of Chinese culture and Chinese people's way of life and belief through historical and systematic analysis, and theoretical enquiries into the key aspects of China's long interaction and exchange with Buddhism. Attention will be paid to the open attitude of both Buddhism and Confucianism as a basis for integration and mutual assimilation. Lectures are organized in such a way as to first introduce students to the philosophical traditions and their thoughts, with follow-up discussions on specific topics.

Assessment: 100% coursework

19. **CCCH9021 Chinese Business and Society: Past and Present**

This course is designed to develop a basic understanding of Chinese business in its societal context. Taking the New Institutional Theory as an intellectual framework, the course discusses how social and political institutions interact with business activities in Chinese society from a historical perspective. The course first introduces the New Institutional Theory. It then reviews the business models of the major Business Groups in traditional China and the Chinese State-owned and non-State-owned Enterprises under the Communist regime. Under the institutional framework, the discussion focuses on analyzing what are the essential features of the political and social contexts for Chinese businesses; how these contextual features have shaped the operation and competitiveness of Chinese businesses on the one hand, and, have been modified with the development of business activities on the other hand. The major themes include: government business relations, distinctive business culture and relationships among themselves and with other social institutions in China, and more recently, the effects of globalization. The discussion is divided into two parts: Chinese business and society in the Dynastic Eras and the Republic of China before 1949 and, their dissolution, transformation, and re-creation afterwards.

Assessment: 100% coursework

20. **CCCH9022 Early Chinese Political Thought and the Law**

This course traces the evolution of classical Chinese thought about politics, society, human nature, and coercion leading up to the great Legalist experiment of the Qin Dynasty (221–206 BC) and its aftermath. We start with the theory of the “mandate of heaven,” which leads us to Confucius’s appeal to ritual behavior as a basis for social role ethics. We examine Confucius’s arguments for his educational methods and rejection of punishment and coercion. Next we turn to the rival Mohists’ critique of Confucianism and their innovations in political theory. We trace the role of pivotal concepts driving problems and solutions in the era’s political discourse. Key terms include 法 fa (standards), 名 ming (names), and 道 dao (way). We next study how prevailing views of psychology, cosmology, and social change inspired Daoist anarchism and in turn moral skepticism, pluralism, and Daoist values of freedom or spontaneity. Then we examine the Confucian authoritarian backlash, in which a darker view of psychology motivated arbitrary authority and severe punishments. These strands of political thought came together in the Legalist synthesis that unified China into a dynastic empire that lasted for two millennia. Finally, we examine how Qin Legalism was repudiated in favour of a Confucian orthodoxy that came to dominate imperial China. Students will draw on selected readings to debate in tutorials and in class how Chinese values as expressed in Confucianism, Mohism, Daoism, and Legalism figure in contemporary arguments for individualism, human rights, freedom, democracy, and rule of law.

Assessment mode: 100% coursework

21. **CCCH9023 Family and Development in Modern China**

Over a decade, family composition has substantially changed in parallel with socio-economic development in China. Family values have been evolving from a traditional Confucian basis to greater individual autonomy. In 1978, during the late Mao era, China

introduced the one-child policy to reduce the population growth as a prerequisite for economic development and for the success of the Four Modernizations program. However, the one-child policy runs contrary to traditional Chinese family norms, thereby disrupting family structures and affecting not only women but all family members and the community as a whole. The subsequent change in family planning policy not only deeply affects the marriage, family formation, and childbearing behaviors of the so called “post-80” generation, but also obligations to old age support. This course aims at introducing the various family theories, concepts, facts and demographic analysis to understand the inter-relatedness of the demographic, social, cultural, economic and political issues with family transitions in Modern China.

Assessment: 60% coursework, 40% examination

22. **CCCH9024 Following the Dao: Ways of Life in Chinese Thought**

This course guides students in exploring the thought, values, and ways of life presented by the major philosophical schools of traditional China and exploring the respects in which traditional philosophy may remain relevant to contemporary life. The unifying theme of the course is the concept of the dao, or “way,” understood as a pattern of attitudes and activities that reflects a normative order, grounded in nature, which must be lived out in practice. The course will discuss and critically evaluate how important figures throughout the Chinese intellectual tradition understood the dao and the practical approaches by which they sought to align human attitudes and activity with it, presenting these as concrete ways of life for students to examine and critique. The course will discuss figures such as Confucius, Mozi, Mengzi, Zhuangzi, Zhu Xi, and Dai Zhen and compare and contrast approaches to practicing the dao that focus on effort, spontaneity, purification, and reform.

Assessment: 100% coursework

23. **CCCH9025 Humanity and Nature in Chinese Thought**

This course explores the ways prominent Chinese philosophers throughout history have understood and approached the relation between the human, social realm and the realm of nature. The dominant tendency in traditional Chinese ethical, religious, and political thought has been to ground ethical and political ideals in a normative conception of humanity’s relation to nature, as epitomized by the slogan, “nature and humanity join as one.” The course explores the conceptions of humanity, nature, and the relation between them that underlie the many competing versions of this ideal of naturalistic humanism. Students will be led to chart their own view of our relation to nature, grounded in culturally authentic concepts and patterns of thinking, with the aim of enhancing their appreciation of Chinese ethical and philosophical culture, on the one hand, and modern scientific and philosophical naturalism, on the other. Schools of thought covered will include Confucianism, Daoism, Mohism, Buddhism, Song Dynasty “Dao-Study,” and contemporary Chinese pragmatism.

Assessment: 100% coursework

24. **CCCH9026 Legal Reform and Economic Development in Contemporary China**

This course aims to explore an intriguing puzzle in the rise of contemporary China: How the country’s rapid economic growth has been sustained for three decades in the absence

of a well-developed legal system. This puzzle has generated heated debate worldwide over the role of law in economic development as it poses a serious challenge to the widely received wisdom that economic growth is preconditioned on an effective and consistently enforced legal system. In order to unwind this puzzle, the course examines three key issues: (i) how to explain China's economic growth during the reform era in the absence of a liberal version of rule of law; (ii) whether China's underdeveloped legal system has played any role in the country's economic development; and (iii) whether China's experience of "growth without a liberal version of rule of law" presents an alternative possibility of modernity that may inform other developing economies in their pursuit of prosperity. The course covers the following aspects of the Chinese legal system in investigating their relationship to the country's economic growth: courts, police, privatization, contract enforcement, property rights protection, anti-corruption, internet governance, democratization, ethnic policy and regional autonomy, and environment protection.

Assessment: 50% coursework, 50% examination