

## Syllabus of the Common Core Curriculum for 2013-14

### **I. Area of Inquiry: Scientific and Technological Literacy (44 courses)**

#### **1. CCST9001 Life 2.0: Synthetic Biology and the Future Bioeconomy**

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**

*[Non-permissible combination: CCST9039 Statistics and Our 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**

*[Non-permissible combination: CCST9004 Appropriate Technology for the Developing World or CCST9015 Electronic Technologies in Everyday Life]*

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: 100% coursework

4. **CCST9004 Appropriate Technology for the Developing World**

*[Non-permissible combination: CCST9003 Everyday Computing and the Internet or CCST9015 Electronic Technologies in Everyday Life]*

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: 100% coursework

6. **CCST9006 Biomedical Breakthroughs in a Pluralistic World**

*[Non-permissible combination: CCST9011 Biotechnology – Science and Impacts]*

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. **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

8. **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: 100% coursework

9. **CCST9010 The Science of Crime Investigation**

*[Non-permissible combination: CCST9030 Forensic Science: Unmasking Evidence, Mysteries and Crimes]*

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

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

*[Non-permissible combination: CCST9006 Biomedical Breakthroughs in a Pluralistic World]*

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

11. **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

12. **CCST9013 Our Living Environment**

*[Non-permissible combination: CCST9016 Energy: Its Evolution and Environmental Impacts]*

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: 100% coursework

13. **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

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

*[Non-permissible combination: CCST9003 Everyday Computing and the Internet or CCST9004 Appropriate Technology for the Developing World]*

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

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

*[Non-permissible combination: CCST9013 Our Living Environment]*

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

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

*[Non-permissible combination: CCST9037 Mathematics: A Cultural Heritage]*

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

17. **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

18. **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

19. **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

20. **CCST9021 Hong Kong: Our Marine Heritage**

This course will provide students with an in-depth understanding of our marine heritage in relation to its historical, social, economical, physicochemical, and ecological aspects. In particular, the course will acquaint students with key principles and skills to resolve the environmental problems with respect to the

sustainable development of marine natural resources. Students will also explore the positive and negative impacts of science and technology such as those demonstrated in the evolution of fishing gear and chemical use. Eventually, students will learn how to critically analyze the various situations, problems, conflicts and solutions regarding the use and management of our marine resources. Assessment: 100% coursework

21. **CCST9022 How The Mass Media Depicts Science, Technology And The Natural World**

Public understanding and perception of science and technology issues are heavily shaped by their depictions in the mass media. This course aims at helping students to understand what is science from the point of view of scientists, to become discerning and critical consumers of science and technology as depicted in the mass media, and to be able to critically understand how science and technology influence our daily life from multiple perspectives. In this course, we first introduce the scientific method (i.e., observations, hypothesis, prediction, experiment, and theory) and how it is applied in the real world (e.g., issues such as public/private funding source, control sample, statistics, and press-release versus peer-reviewed publications). We then introduce elements of media criticism and how the media shape our view of the world.

Assessment: 100% coursework

22. **CCST9023 The Oceans: Science and Society**

The oceans are the last frontier on earth. They cover 70% of the earth surface, and yet we have mapped only 5% of the ocean floors. Given that the oceans are the primary reason that the Earth is habitable, increasing our understanding of this system and its role in the development of civilization, and our interdependence on the oceans' many resources is critical. In this course we will explore the interactions between humans and the oceans throughout civilization. Humans rely on the oceans for water supply, food, energy, and military and economic activities. We will discuss how historical and recent oceanographic explorations have enlightened our understanding of the earth and contributed to the advancement of technology. The course will also explore the human impacts on the oceans and how such impacts could in turn produce adverse effects on civilization – including climate change.

Assessment: 100% coursework

23. **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

#### 24. **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

#### 25. **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: 100% coursework

26. **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

27. **CCST9028 Science and Technology: Facts and Fallacies**

*[Non-permissible combination: CCST9035 Making Sense of Science-related Social Issues]*

Science and technology are important parts of modern life, and understanding of scientific concepts is necessary to form an informed judgment on a range of topics from claims in product advertisements to policies on global issues. This process can be complex due to the abundance of easily available information. Thus, it is necessary to be able to distinguish between facts and fallacies and discriminate between different claims.

This course aims to help students to develop critical thinking skills and to apply them to a variety of science and technology issues. To achieve this aim, the course will first cover the general topics about scientific method and critical thinking, with numerous examples of both good and bad research practices, examples of misleading advertising, and controversial policy issues. The principles of critical thinking and sound scientific research will then be applied to several specific topics, which will be selected among the following areas: nanotechnology, global warming, pesticide use, nuclear energy, biofuels, alternative medicine and health supplements industry, genetic engineering, cloning and stem cell research, health risks of modern lifestyles, and threats of global epidemics.

Assessment: 100% coursework

28. **CCST9029 Cyberspace Crime: Technology and Ethics**

The internet (aka cyberspace) has become a platform in many arenas, including social, cultural, and public policy. Consequently, great amounts of information

and data transmitted by and stored in cyberspace are vulnerable to attack by hackers and abuse by Internet users. Moreover, some cyberspace users perform unethical or criminal acts with the belief that his or her identity cannot be reviewed in cyberspace, such as sharing of copyright-protected materials and spreading of rumors.

This course will adopt a holistic approach to introduce the fundamental concepts of cyberspace crime, not only from the technological point of view, but also from the legal and ethical points of view. Through the discussions of different case studies, the course aims to help students to become a scientifically and technologically equipped and responsible individual and citizen. The topics of these case studies include: internet piracy, internet privacy and data leakage, freedom of speech in cyberspace, online pornography, and cyberspace theft. Famous cyberspace crime and non-crime cases in Hong Kong and the rest of the world will be included.

Assessment: 100% coursework

29. **CCST9030 Forensic Science: Unmasking Evidence, Mysteries and Crimes**  
*[Non-permissible combination: CCST9010 The Science of Crime Investigation]*

Modern forensic science covers multiple scientific disciplines such as chemistry, physics, biology, medicine, computing, engineering etc. This course will lead students to explore the world of modern forensic science through a series of selected forensic science topics interplayed with interesting, famous or mysterious crime case studies and problem based learning tutorials. Additionally, hands-on practicals will enable students to carry out the collection of, and examination and analysis on, several types of forensic materials, including hairs and fibers, fingerprints and soil samples, which can be found in everyday life. Through the hands-on work, students can appreciate the possible gap between theory and practice, which will help them develop in-depth understanding of the scientific topics taught in lectures or read from books as well as applying and verifying ideas and theories in practice. In addition to introducing students to the underlying scientific, legal and ethical concepts of crime investigation, knowledge gained in the course will be used by students to critically analyze assigned crime cases and generate logical solutions. All course contents including practicals are designed to be suitable for students having little or no science training.

Assessment: 100% coursework

30. **CCST9032 “Intelligent” Architecture and Sustainability**

Emerging in our midst is intelligent architecture which in this course refers to intelligent built environments: dynamic systems with the capacity to respond intelligently and immediately to various human and environmental stimuli for our benefit. What makes these built environments “intelligent” is their ability to react positively and spontaneously to forces of nature, to fluctuating climates, to human activity, to cultural nuances and to human expectations. Intelligent architecture harnesses not only evolving technology but also valuable insights and lessons from the forms and processes that occur in nature, and has enabled it to provide enhanced productivity, safety, comfort and quality living to society. The central

aim of this course is to explore the world of intelligent built environments and the mutual impact, relationships and evolution they have in the culture and daily lives of people. First-hand exploration involving experiential learning and direct activation of the senses will be key components of the course. These are to complement discussions that would uncover and reveal, in broad and general terms, the underlying principles and technologies that allow buildings to perform smartly. Students will also be encouraged to unleash their imagination to construct future scenarios that these broad concepts may lead to.

Assessment: 100% coursework

31. **CCST9033 Left Brain, Right Brain: Science and Myth**

The human brain is made up of about 100 billion neurons, and contains trillions of connections between cells. Somehow, activity of these neurons results in “consciousness,” and gives us our memories, abilities, creativity, and dreams. In this course, we will focus on how the brain controls some of the processes that we think of as making us human, such as language, memory, musical ability, learning, emotion, and so forth, and, in particular, whether there are differences between the two cerebral hemispheres, known colloquially as the “left brain” and the “right brain.” For each topic we will look at the way these abilities are instantiated in the brains of all of us, and also at what differences there might be in, say, musical processing between a skilled violinist and a complete novice. In addition, we will also look at fascinating case studies of people who have suffered brain damage and then lost some aspects of their conscious experience. Our aim is to critically evaluate claims about differences in function between the left brain and the right brain, for example in terms of “right brain learning”.

Assessment: 100% coursework

32. **CCST9034 Living in a Hazardous World**

We are living in an increasingly hazardous world. Since the beginning of this century we have experienced unprecedented disasters: the Asian tsunami, Hurricane Katrina, the 2003 European heat wave, devastating earthquakes in Sichuan and Haiti and the volcanic eruption in Iceland in April 2010, to name just a few of the most notable. This course will examine the causes and characteristics of a broad range of environmental hazards and their destructive impact on human society. The impact of global environmental change on the nature and occurrence of recent and possible future hazards will be discussed. In addition the role that technology has played in the occurrence of various hazards will be explored. Particular emphasis will be placed on who is most vulnerable to specific hazards. The responses available to different societies in dealing with these hazards, including adjustment, mitigation and the role of science and technology will be evaluated. Governance in the form of hazard planning and management will also form a focus.

Assessment: 60% coursework, 40% examination

33. **CCST9035 Making Sense of Science-related Social Issues**  
*[Non-permissible combination: CCST9028 Science and Technology: Facts and Fallacies]*

The course aims to raise students' levels of scientific and technology literacy and enable them to engage in critical evaluation of socio-scientific issues (SSIs) as reported in the media. Such critical evaluation should enable them to make rational and responsible decisions on these issues, and to be aware of the implication of such decisions. The course will consist of three components:

(1) *Features about science and technology* aims to promote an understanding of the nature of science and technology. Cases on frontier scientific research such as the development of anti-cancer drugs and prenatal diagnosis, and their implications and controversies, will be discussed. (2) *The making of science-related news in the media* aims to develop an understanding of the agendas behind the inclusion of certain SSIs in media reports. Operation of the media, criteria of 'news worthiness' of science news, and editorial stances of different media, etc. will be considered. (3) *Critical evaluation of SSIs and making of sensible decisions* aims to develop transferable skills such as reasoning, analytical and evaluative skills through critical analysis of the impact of scientific and technological development on issues like equity, public health, and socio-cultural practices.

Assessment: 100% coursework

34. **CCST9036 Material World: Past, Present, and Future**

The civilization and technology of humankind in the pre-historical period may be described by the type of materials used. The transition from one period to another reflects the evolution in human civilization and their skills in making and processing materials. Analyzing the chemical components in archaeological objects is indeed a very important tool to identify when these objects were made. The rapid advancement in modern technology is also a consequence of the development of many new types of materials. For example, the discovery of silicon in 19th century and the invention of the transistor in 20th century paved the road for the "information age".

This course is designed to equip students with a general understanding that the development of materials by humankind in history has a close relationship with human civilization. The organization of the course will be based on the development of materials by humankind in chronological order, and the underlying scientific principles. The principles related to the preparation, processing, and functions of different types of materials will be integrated into the topics presented.

Assessment: 100% coursework

35. **CCST9037 Mathematics: A Cultural Heritage**  
*[Non-permissible combination: CCST9017 Hidden Order in Daily Life: A Mathematical Perspective]*

Through examples gathered from the long history of humankind, around our daily lives, and in diverse areas of human activities, this course aims to help students to comprehend how mathematics was, and is being, developed as a work of human endeavour with cultural, intellectual, and social contexts. We will also investigate the role of mathematics in the development of other areas of our civilization. In particular we shall examine the interplay between mathematics and other cultural pursuits such as philosophy, the arts, and science and technology, and to study how they have affected each others' development. Rather than transmitting a body of technical knowledge in mathematics, our emphasis is placed on appreciating, contemplating, and examining the beauty, the utility, and the "Way" of mathematics, as well as the intricate relationship between mathematics and other human cultural pursuits. The demand on technical preparation in mathematics is minimal, say up to the level of the general mathematics curriculum in secondary school, but the student is expected to possess intellectual curiosity and willingness to participate in the reasoning process.

Assessment: 100% coursework

36. **CCST9038 Science and Science Fiction**

Science fiction represents a blend of science, social science and arts. It is frequently drawing inspiration from science, as well as addressing the social issues relevant today by highlighting certain social aspects. Science fiction also serves to popularize science and affects the public opinion about certain scientific and technological issues. Therefore, there is a complex relationship between science and science fiction, and understanding this relationship requires its analysis from multiple perspectives.

This course will cover the topics of the influence of science on science fiction, the influence of science fiction on science, and the influence of science fiction on public perception of science and scientists. These topics will be discussed in the context of examples of science fiction works dealing with space exploration and space travel, time travel, near future fiction, and science fiction dealing with social issues. The science concepts involved in these topics will be briefly explained at a layperson level, and the main emphasis will be placed on critical thinking and analyzing interdisciplinary connections and relationships.

Assessment: 100% coursework

37. **CCST9039 Statistics and Our Society**

*[Non-permissible combination: CCST9002 Quantitative Literacy in Science, Technology and Society]*

The course seeks to expose students to a range of statistical concepts and perspectives essential to the understanding of different scientific, social and economic issues. The course consists of two parts. The first part aims at enhancing students understanding of some fundamental statistical principles and concepts. This enables them to comprehend and assess critically the statistical analyses presented in various sources, such as news media and research reports which they would frequently come across in their daily lives. The second part introduces students to a range of major official statistical series compiled by the

Government and selected statistics compiled by non-government organizations, the academia, and private companies. Key concepts and methodologies underlying the compilation of these statistics will be covered. The focus of this part is on analyzing and interpreting the inter-relatedness among Hong Kong, Mainland China and other major territories in the world, and understanding various socio-economic issues through studying different sets of statistics. Through a more in-depth understanding of the proper interpretation and application of statistics, students will be able to compare and formulate solutions using appropriate statistics in discerning the complexities and cross-disciplinary nature of real life issues.

Assessment: 60% coursework, 40% examination

38. **CCST9040 The Science of Evidence: Is Medicine Scientific?**

The aim of this course is for students to understand the complexity involved in the application of scientific knowledge to the improvement of the human condition, both from the individual and societal perspective. As such, the course will require the students to think critically about topical, ill-defined, societal issues with complex ramifications from a number of perspectives. Science is a tool with which we can test reality to determine that which is. Hence, the course will examine the science of evidence – what is it and how do we know it? Knowing what is “true” is not necessarily straightforward.

The course provides a vehicle within which students can explore the issues of how and where evidence for and against certain truths comes about. This is particularly important in a world that is increasingly being filled with “evidence” and countervailing “evidence” in support of such issues as global warming vs. global cooling; evolution vs intelligent design; “healthy” and “unhealthy” food; drugs - bad chemicals, bad people or bad science? The course covers how evidence is used to support particular value-based orientations through a series of example cases.

The course requires students to explore a series of in-depth case studies which underpin the basis of “evidence”, its influences and contexts, and how these influence meaning and knowing. Teaching is by core lecture-based material supplemented by snowballed small group learning to enable students to pursue in-depth, self-directed learning for several exemplary problems and to debate these openly within the class. It is crucial for this course that students are fully engaged in this process of debate and discussion as this exemplifies the mechanisms by which evidence is used in the real world. Small-group sessions will be managed using a “floating tutor” approach – Following the presentation of some core material, students are then asked to synthesize and derive related short-term learning goals that they research and present at the next session’s small groups. These will be guided by provision of PBL materials. Following small groups, large group integrative discussions will wrap up each session.

Assessment: 100% coursework

39. **CCST9042 The World of Waves**

The primary objective of this course is to elucidate the dynamics and physics of wave propagation in applied sciences and Nature. Understanding these principles and applying them wisely have dramatically improved the living conditions, safety and comfort of humankind. Wave motion acts as an agent for conveying information and energy. Elementary concepts of optics and acoustics will first be introduced, highlighting light and sound as examples of wave motion. The working principles of many novel devices and instruments – e.g. telescopes in astronomy, Doppler radar in detecting speeding vehicle and ultrasound imaging machines in the health care sector – will be explained. A major thrust will be placed on two modern devices, namely, optical fiber and mobile phones. The relation between mobile phones and radio wave transmission will be identified. Optical fiber networks are marvelous systems with tremendous capacity for carrying information electronically. Historical account, technical designs as well as social significance will be described. Finally, large scale wave motions in Nature, especially phenomena associated with earthquakes and tsunamis, will be presented.

Assessment: 100% coursework

40. **CCST9043 Time's Arrow**

This course will introduce students to a well known but poorly understood phenomenon, time. We all have a personal concept of time since it drives our lives minute by minute, and day after day. It changes us over our lifetime yet it is one of the greatest mysteries to humankind. In this course, we will discuss the concept of time and how it profoundly affects our everyday lives from different yet connected angles: cosmological, biological, geological, historical and cultural. We will explore the fundamental definition of time, how we measure it, how it is essential to the development of humankind. We will examine the patterns and laws that are exposed in the progression of events. We will investigate the concept of evolution, one of the greatest discoveries in the history of science, as an intrinsic property of life and other components of nature, and a consequence of time-sequenced events.

Assessment: 100% coursework

41. **CCST9044 Radiation: A Blessing and a Curse?**

The word “radiation” generally conjures-up extremely negative and fearful images such as mutation, contamination and nuclear war. However, radiation does not just refer to nuclear radiation, and it comes in many different forms: such as visible light, heat, and radio signals. It pervades our natural environment, and we are bathed in various types of radiation from birth to death.

Course Structure and Topics are as below.

1. Socio-scientific introduction to radiation and historical overview.
2. Radiation and human health: the evaluation of beneficial effects versus relative risks to health as well as societal responsibilities and the global impacts, official policies, governance and monitoring mechanisms of radiation.



3. Radiation in everyday life: a myriad of different applications and technologies such as: medical imaging; autopsy imaging; non-destructive analysis of cultural or historical items; airport security systems; microwave ovens; lasers; mobile phones; wifi routers; etc. are discussed. We aim to “expose” students to a variety of different forms of radiation!

This course will help students identify and appreciate commonalities and inter-relationships between human health; personal and social behavior; the natural environment; modern technologies; and underlying scientific issues related to radiation. It will be an intellectually-stimulating and worthwhile journey.

Assessment: 100% coursework

#### 42. **CCST9045 The Science and Lore of Culinary Culture**

There is an old saying, “You are what you eat”, which means the food one eats has a bearing on one's state of mind and health. Since the discovery of fire, culinary practices have been instrumental in the progress of human evolution. Culinary practices may be regarded as one of the oldest and most widespread applications of chemistry and physical sciences in everyday life. Traditionally, understanding and knowledge on cooking are based on collective experiences of diverse individuals passed down from generations to generations. In this course, we will guide the students to explore everyday life cooking and food preparation activities from scientific perspectives. We will examine critically the “folk knowledge” of cooking from the viewpoints of chemical, biological, physical and social studies. The aim of this course is to promote science literacy through exploring concepts and theories that are behind everyday cooking and cuisines. Using knowledge of cooking as a starting point, students will explore the intimate relationship between sciences, personal life and society through daily life examples and laboratory demonstrations. All course contents including practical sections are designed to be suitable for students having little or no science training.

Assessment: 100% coursework

#### 43. **CCST9046 The Science of the Mind-body-health Relationship**

Do you ever wonder what is happening to your body during times of stress? Can emotional states influence the body's physiological processes? What scientific evidence underpins the claims of mind-body effects? We undoubtedly all experience stressful times, are all recipients of healthcare, and possess lifestyles and attitudes that may impact our health. In this course, students will delve into cutting edge issues in the science of the mind-body-health relationship and analyze how communication occurs both within and across the body's systems. Such multi-system analysis will provide biological explanations for mind-body effects seen in human health and medical treatments. Furthermore, philosophical issues of mind-body duality, emotions as “drugs”, and the power of positive and negative suggestion will be critically examined. The issues dealt with in this course will shed scientific light on the interconnections between thought, behavior, and health that will recur time after time in the students' daily lives. The course does not require any prior in-depth biological knowledge.

Assessment: 100% coursework

44. **CCST9047 The Age of Big Data**

We are entering the “Age of Big Data” – an extremely large amount of information is created every day, which is revolutionizing science and technology, governments, economy, and international development. A variety of sources contribute to the Big Data, including the Internet, Wikipedia, social networks (e.g., Facebook), micro blogs, mobile phones, and cameras. This era of “information burst” has brought convenience to our daily lives. However, the availability of such a vast amount of information has also created a lot of problems. For example, reported incidents of leakage of private data, due to the use of the Foxy software, and the loss of USB drives that contain thousands of patients’ records, have raised serious legal and social concerns.

The goal of this course is to engage students in examining the critical issues that they could encounter in the Age of Big Data. They will examine how Big Data is affecting our society and daily lives. They will study the security and credibility issues of Big Data. They will also address the issues of organizing and exploring Big Data. Solutions proposed in legal, technological, and education domains will be explored and discussed.

Assessment: 100% coursework

## **II. Area of Inquiry: Humanities (39 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. 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

### **3. 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

4. **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

5. **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

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

*[Non-permissible combination: CCHU9015 Sex and Intimacy in Modern Times or CCHU9039 Sexuality and Culture]*

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

7. **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

8. **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

9. **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

10. **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

11. **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

12. **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

13. **CCHU9015 Sex and Intimacy in Modern Times**  
*[Non-permissible combination: CCHU9007 Sexuality and Gender: Diversity and Society or CCHU9039 Sexuality and Culture]*

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

14. **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

15. **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

16. **CCHU9018 Art and Ideas: East and West**

This course is about ideas that are related to art, art history and visual culture across cultural boundaries of “the East” and “the West.” It is designed to explore ideas about art, such as how art functions in various societies and its meanings. It will examine artistic traditions, the functions of art and its institutions such as patronage, art market, and roles of the artist across cultures, and will challenge assumptions about separation of cultural realms into eastern and western areas. The course will explore key monuments and concepts that shaped artistic traditions, techniques, and media and continue to define today’s international visual environment.

Art as a concept belongs to all cultures, and deploys similar strategies to create meaning. Through the application of linguistic theories, the course will look at strategies of art production and consider the meanings of certain works of art within specific cultural and historical situations. It aims to develop the skills of asking questions of a work of art and using historical knowledge along with some careful looking to answer these questions. Students will encounter works of art, not necessarily in chronological order, but connected together by common themes.  
Assessment: 100% coursework

17. **CCHU9019 From Health to Well-being**

To examine health in its truest sense, one must explore beyond the limits of medicine to engage the much wider set of questions embracing social, cultural, political, economic, moral and spiritual aspects of human experience. The aim of this course is for students to gain greater insight into the multi-dimensional aspects of health and to develop a more holistic and humanistic appreciation of health in both a personal and societal context. The course will encourage students to look critically at various models of health, to understand the complexities of health-related behaviors and to appreciate the possible roles played by politico-social forces, cultural change and spiritual disorientation in shaping well-being. The humanistic aspects of health will be examined through an exploration of the winding journey from illness to healing, with illness often being the wake-up call for individuals to re-evaluate the way they approach life and thus inspire questions about self-awareness, self-actualization and spirituality.  
Assessment: 100% coursework



18. **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

19. **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

20. **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

21. **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

22. **CCHU9025 Creativity, Technology and Law**

Do we possess the right of ownership of our own creative work? How much is innovation worth? What is lost when members of society can freely exchange creative works produced by others, and might be gained from such a circumstance? Where did the contemporary concept of ‘intellectual property rights’ come from, and who are its defenders and opponents? Using copyright as an example, this course examines the issue of how new technologies have lent new intensity to the debate over creative works in the domains of science and art, and it asks how a legal concept such as copyright in its current form could or should be used to support and sustain a free, vibrant and creative society. Drawing on their own experiences, this course invites students to analyse various real-life scenarios with a view to assessing critically whether the current copyright system promotes or

impedes creativity. In this process, students are exposed not only to the legal arguments but also the broader moral and ethical issues, as well as the more abstract questions relating to the public interest of society via-a-vis the private interest in one's own creative labour.

Assessment: 100% coursework

23. **CCHU9026 Cultures of War: Making Sense of the Human Fighting Instinct**

This course tackles the issue of fighting as a fundamental aspect of human nature as expressed through war, combat sports and random violence. In many cultures combat theories and techniques have evolved into organized systems of fighting such as warrior or military codes, combat systems or martial arts. Martial arts are the soul of the human fighting instinct; they can be used to justify violence, maintain social order, as well as foment underground dissent. Through a comparative, critical analysis of martial systems, students are led to reflect on the spiritual foundations, ethical codes, literary traditions and pervasive social functions that underlie fighting cultures. Some of the questions this course attempts to answer include: Why do humans fight? Why are males, rather than females, predominantly involved in violent acts? How do different social groups justify violence? How can the fighting instinct be controlled? Is today's world a more or less peaceful place? If so, why?

Assessment: 100% coursework

24. **CCHU9028 Happy Endings: How a Text Ends**

The tag 'happily ever after' seems transparently obvious. We read it and make automatic assumptions about what a good and happy end is, often not realising how deeply encoded in endings are ideas about how people, societies and cultures should relate to one another. This is one key issue this course will engage in – the questioning of familiar assumptions about the good ending in genres such as fairy-tales and comedies and, in the process, the identification of dominant ideological threads embodied in the good ending. Following on from this is the other fundamental issue the course addresses – the possibilities of other kinds of endings representing alternative worldviews. As such, the course will also look at re-writings of endings as a means to represent marginal points of view. By introducing students to the ideological dimensions to the endings of texts, this course will encourage them to hone their analytical skills and bring a new awareness to representations of ideals with regards to human relationships and societies. The course will show how subtly literary and filmic texts may enforce specific world-views. As such, the political subtexts amidst the pleasures of the creative arts will be highlighted.

Assessment: 100% coursework

25. **CCHU9030 Image, Architecture and Society: Finding Meaning in Architectural Representation**

How can architecture, as represented by an image, embody social, economic and cultural ideals and at times become an instrument of propaganda? In a rapidly

changing and urbanizing world, it is critical to understand how we as a society develop and build the world around us. As human beings we each impact and contribute to the development of the built world in some way. Governments, developers and even citizens have the ability to impact the built environment through supporting, commissioning and appreciating what is built.

This course will introduce students to a broad range of architectural history through images generated by various media, disciplines and cultures. It will also serve to suggest what political and social ideologies are advanced through those images and designs. Students will consider the meanings behind various modes of representation and the impacts that those visions have had. They will be asked to reflect on the hidden meanings and agendas behind the images. Students are challenged to develop a new understanding of the relationship between graphic representation and the forces of economics, culture, technology and politics.

Assessment: 100% coursework

**26. CCHU9031 Language Play as Social Communication in Multilingual Settings**

This course critically examines how people across different linguistic and cultural settings achieve mental pleasure through artful and skilful manipulation of language. By engaging students in critically examining language play as a form of socio-culturally and ideologically shaped language practice in multilingual and multicultural settings including Hong Kong and Asia where English often exists as a global language alongside other local languages, this course precisely addresses Theme III “Language, Communication and Society” of the Humanities Area of Inquiry (AoI). The course will focus on four key issues:

- (1) the formal aspects of language play that include the linguistic properties, poetic features, discourse features, and multimodal elements;
- (2) the generic and contextual manifestations of language play such as language play in literary works, mass media, popular cultural artifacts, and interpersonal conversations;
- (3) the semantic and ideational meanings of language play; and
- (4) the psychological, social, interpersonal, ideological and pragmatic functions of language play as a form of communication. Teaching and learning activities include interactive lectures, student presentations and tutorials, workshops with guest speaker input, outside class reading, and experiential learning through the Faculty on-line Learning Management System.

Assessment: 100% coursework

**27. CCHU9033 Countries of the Mind: Texts that Shape the Environment**

This course explores how literature informs the ways we understand, imagine and relate to the environment. Students will study literary texts, past to present, analysing how literary writings and representations reflect and construct our concept of place and space, shaping our attitudes and values towards the environment. The course has both historical and contemporary strands. The former examines ways in which the environment has been represented in and shaped by literature from the Classical to the Modern era. The textual basis for this will be literary extracts from a range of traditions and genres. The latter

examines how spatial constructs are employed in conceptualizing and responding to the environment in a broader sense. Students will, for instance, be asked to reflect on local environmental issues and consider these in the context of contemporary theories such as globalisation and eco-criticism. The course has three focus areas: ‘forms of environments’, ‘environmental thought’ and ‘the relation between environments and their communities’. Within these, topics such as space and place, science and nature, modernity and progress, and utopia and dystopia will be considered.

Assessment: 100% coursework

28. **CCHU9034 Metropolitan Visions: Modernity, Architecture and the City**

*[Non-permissible combination: CCHU9037 Street Sense: The City and its Environment]*

The modern metropolis – as an abstract idea and as an actual place – is not only the site of the most radical experiments of modernism but is itself an active subject in the imagination and actions of the avant-gardes. Beginning with an examination of the historical and theoretical formation of the modern metropolis as a twentieth century phenomenon, this inter-disciplinary comparative study examines how the intersection of architectural design, planning, technology, media and politics transformed the landscape of the city. Looking backwards from the global networked cities of the twenty-first century to the fin-de-siècle cities of the nineteenth century that underwent the first onslaught of major metropolitan development such as Berlin, London, Paris, Vienna, New York, colonial New Delhi and concessionary Shanghai, the metropolis will be studied through various disciplinary lens including art, architecture, planning, sociology, history, literature, film and critical theory. This course offers a cross-cultural perspective on the development and deployment of architectural and urban visions and how they aligned social relations, how they produce and reproduce the image of the city, their effect on the everyday work of building the cities and how they impact everyday life. Together we will investigate the architecture, spaces, islands, cities and worlds – built or un-built – envisioned by individuals or groups as responses to the bombardment of metropolitan experience.

Assessment: 100% coursework

29. **CCHU9035 Politics of Space**

This course explores the relationship between space, power and politics in the urban environment from the Age of Enlightenment to the present time. Contrary to the conventional approach that sees space and architecture as merely passive reflections of dominant political and economic forces, this course will view them as active participants in the structuring of our daily lives and interaction with each other. It will investigate how political power is actually produced and embedded in our urban physical environment. The course will be organized into three parts. The first part will offer a general theoretical introduction about the relationship between space and power, the concept of space as a social product and the politics of people’s daily lives. The second part will deal with specific aspects of the space-power relationship in the actual urban environment, such as institutions,

public/private dichotomies, urban monuments, mass culture and the city of everyday life. The third part will include a series of case studies devoted to current debates about urban development with regard to issues concerning the politics of space in cities such as New York City, Beijing and Hong Kong.  
Assessment: 100% coursework

30. **CCHU9036 Reflecting on Human Experience Through Literature**

This course draws on the commonality of human experiences by exposing students to a range of novels and texts. These texts then act as a springboard for students to share experiences, make connections, form opinions, and develop linguistic and cultural awareness. The texts will be organized under four main themes: love and romance, family and culture, war and conflict, and humankind's relationship with the world. Coherence across these themes is achieved by the over-arching theme of 'relationships' – love and tension in personal, family, societal and global relationships. Topics chosen for the lectures and tutorials will enable students to understand human relationships and the social fabric of human communities, to engage in critical, interpretive and analytical exploration of human qualities and experiences, and appreciate the ways in which humans express their experiences through literature and arts. The course will include lectures, in-class discussions, visiting speakers, tutorials, as well as exposure to novels, films, visual texts, songs, poems, and stories.  
Assessment: 100% coursework

31. **CCHU9037 Street Sense: The City and its Environments**

*[Non-permissible combination: CCHU9034 Metropolitan Visions: Modernity, Architecture and the City]*

The goal of this course is to give students an understanding of the rich and complex inter-relationship between contemporary urbanism and the environment. With Hong Kong as a laboratory, this course will explore the city as a series of distinct sensorial environments: light and dark, wet and dry, fragrant or noxious, hot or cool; each with its own complex relationships with civic society. How are the different environments of the city created? Which technological innovations were most important in producing the urban environments in which more than 50% of the world's population live today? What are the implications for society of public space in cities under different environmental conditions? The course introduces students to the historic origins and contemporary theories of the urban environment. Covering both the general trends in social and technological history that drive the development of cities, and specific examples in depth, this course encourages an understanding of the reciprocal relationship between technology and the environment. According to the United Nations Population Fund, 2008 marked the first time in human history that more than half the world's population, a sum of 3.3 billion people, lived in cities. The effects of this population shift are felt urgently in China, but are relevant and far reaching on a global scale. How has this intense urbanization affected the human environment, and how can future cities be planned for more healthy, pleasant and active spaces? Understanding this will be increasingly important to many fields of study.  
Assessment: 100% coursework

32. **CCHU9038 Music and the Human Body**

Whether performed, danced or listened to, music is an especially appealing starting point for challenging the old, rigid dichotomies between nature and culture on the one hand, and body and mind on the other. *Music and the Human Body* aims to make good on this premise by examining the fluid and extraordinarily productive relationship between physiology, psychology, and culture as exemplified by a wide range of types of musical behaviour.

The course will illustrate the full extent of the role of the body in music making and listening. Our initial goal is to revisit the ear's astonishing synthetic and analytical powers in the context of a holistic view of music as the (*literal*) embodiment of sound. To this end, we will use the human body as a map for the topics covered in the semester. More than a mere gimmick, the idea of the body-as-map will help the students grasp the rationale that guides our choice of topics while at the same providing a clearly defined conceptual anchor for their tutorials, readings, and assignments. The repertory will mingle the familiar with the less familiar. Many of our case studies will be drawn from the vocal and instrumental repertoires of the Western Classical Tradition, Opera, and Musical Multimedia. There will also be significant forays into early musical practices as well as dance, religious, and popular music of other traditions.

Assessment: 100% coursework

33. **CCHU9039 Sexuality and Culture**

[*Non-permissible combination: CCHU9007 Sexuality and Gender: Diversity and Society or CCHU9015 Sex and Intimacy in Modern Times*]

This course looks at relationships between sexuality and culture, bringing in speakers from the Faculties of Education, Arts, Humanities and Law, and drawing upon a range of writers and thinkers on sexuality, upon real events and their coverage in the media, and upon creative works from the world of fine art, literature, music and film. First of all we examine sexuality (that range of experiences and expressions of ourselves as sexual beings) as an aspect of our humanity. We look at the part that sexuality plays in the human condition, paying attention to the ways in which sexuality can intersect with other aspects of what we believe it is to be human. We then look at the ways in which, historically, different cultures have reflected and shaped not only the ways people have thought and talked sexuality, but also how they have experienced and expressed sexuality. We look, for example, at how sexuality has been described and portrayed in the creative and performing arts. We examine how, in our own increasingly complex, technological and globalised world, culture both reflects and shapes contemporary ideas, experiences and expressions of sexuality. We ask how the study of the relationships between sexuality and culture at other times and in other places can inform our contemporary thinking about sexuality.

Assessment: 100% coursework

34. **CCHU9042 Human Language: Nature or Nurture?**

Language is an indispensable part of human experience, and yet, the ability to construct linguistic structures to make oneself understood and to interpret correctly the structures that others have produced is, almost always, taken for granted. The understanding of this course description is, in fact, made possible by a number of highly complex linguistic/cognitive processes in our mind. A fundamental question that arises, then, is *how* we human beings come to have this ability to possess and apply knowledge of language. How is it possible to obtain knowledge of language? Is language unique and specific to human beings? What are the stages of language acquisition? There are a number of different hypotheses regarding how human beings obtain knowledge of natural language. On the “nature” side, researchers argue that human beings are born with the ability to acquire and process language. Proponents on the “nurture” side, however, think that our ability to use language is learnt, much like how our other cognitive and intellectual abilities are learnt. In this course, students will be taken through a critical survey of these hypotheses, and consider what the various views tell us about the nature of the human mind. This course is of relevance and interest to anyone who uses language.

Assessment: 100% coursework

35. **CCHU9043 “Thinking” Women: Their Oppression and Resistance**

This course explores women’s struggles for empowerment, across time, space, and culture. It focuses on “thinking women”—challenging historical views of women as homemakers, rather than as part of the public sphere.

In diverse societies of East and West, North and South, women have been viewed as “other”—foreign to the “masculine” work of thinking, debate, and civil duty. Even in education and healthcare, women were seen as “doers”, not “thinkers”: as nurturers and caregivers, rather than as professionals or intellectuals.

Women thus had to fight for equality. Feminism emerged to defend women’s rights to vote, read, and be educated. This work remains important in developing countries and Islamic societies. Feminists today also fight sexist beliefs and attitudes, and include diverse groups, such as “riot girls”, and “lipstick feminists”. Today feminism faces new challenges. Younger women may value feminism less than their mothers, who fought for rights they take for granted. Women of colour and/or from postcolonial societies experience additional issues, such as being treated as “exotic other”, or facing further struggles as part of oppressed racial or ethnic communities.

The course thus considers women’s experiences in areas of life such as politics, education, health, and dress, using a global perspective to connect history to today.

Assessment: 100% coursework

36. **CCHU9044 Creative Arts as a Way of Knowing**

Understanding human existence and the world is broader than scientific comprehension. In every culture and moment of history, expression of the human experience is based as much in literal and verbal discourses as it is in the



arts. Visual arts, music, dance, drama, poetry, and literature have provided imagery to document, explore and understand life. The symbolic and multiple meanings conveyed through both viewing and creating art offers enormous space in which imagination and creativity can be cultivated for knowledge. A guiding question throughout this course is, “How do the creative arts increase our ability to know more about the world, others, and ourselves?” Beginning with the roots of art expression in ritual settings offers an approach to seeing art as innate to the human experience, particularly in bringing order, making meaning and transforming the ordinary. This same urge to create allows us to appreciate the arts for expressing emotion, sharing thoughts, and reflecting on attitudes. As such, the arts serve as a vehicle for enhancing an empathic and intimate understanding of others and oneself. Engaging in creative arts offers unlimited access to unique, non-verbal, and sometimes unconscious content of human experience, thereby promoting world, other and self-understanding.

Assessment: 100% coursework

### 37. **CCHU9045 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

### 38. **CCHU9046 Critical Readings of Popular Culture**

Popular culture is a powerful source of fun, excitement, fantasies, desires as well as social controversies. It propagates and circulates cultural and subcultural images and texts, encourages communal identities and affiliations, but also underlines social divisions and prejudices. It is embedded in our increasingly global capitalist consumption culture, and constructs notions and stereotypes of race, gender, class, sexuality, physical dis/ability, different religious persuasions and so on. We are immersed in popular culture in our everyday life often without having a chance to critically reflect on how our own sense of self and our ways of seeing things and relating to others are implicitly shaped by the many popular cultural texts that we consume pleasurably (e.g., TV dramas, movies, fiction, pop music, on-line games, youtube videos). This course is designed to arouse students’ interest in taking a critical, fresh look at what seems familiar, ordinary and innocent by drawing on concepts and analytical tools from cultural studies and critical discourse analysis to re-think and re-examine what has been taken for granted in our pleasurable everyday consumption of popular culture. Guest

speakers from the popular cultural industries will also be engaged to provide insider perspectives on the making of popular cultural texts.

Assessment: 100% coursework

39. **CCHU9047 The Press, the Public and the Public Sphere**

This course addresses concepts of the role of the press in modern societies, and the relationship between the press, the public and government. It asks what citizens should expect from the press in different social and political contexts and examines different frameworks for the public to assess the performance of the press.

The course aims to help students to be better citizens by allowing them to develop a critical understanding of the different theories of the press and its functions, looking at institutional, governmental and business constraints on the press in different countries in the region, and looking at new models of citizen journalism and social media and the impact they might have on the relationship between the press, the public and government.

The course will expose students to different theoretical frameworks for understanding the functions of the media in democratic and authoritarian societies, the concept of the public sphere and its role in the formation of public opinion, and the role of public opinion in governance.

They will use these concepts to assess the performance of the media by critically analyzing media reports and assessing their quality.

Assessment: 100% coursework

### **III. Area of Inquiry: Global Issues (37 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**

*[Non-permissible combination: CCGL9026 Think Global, Act Local: You, Hong Kong, and the World]*

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**

*[Non-permissible combination: CCGL9006 Asian Regional Governance in an 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: 100% coursework

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

*[Non-permissible combination: CCGL9025 The Political Economy of Growth and Poverty in the 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: 100% coursework

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

*[Non-permissible combination: CCGL9004 Governance and Democracy in the 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: 100% coursework

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 McDonaldization of social and cultural sphere of life, the local consumption habits and patterns, and the global discourse of media and fashion, etc.

Assessment: 100% coursework

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: 80% coursework, 20% examination

13. **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: 100% coursework

14. **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: 100% coursework

15. **CCGL9016 Feeding the World**

*[Non-permissible combination: CCGL9017 Food: Technology, Trade and Culture or CCGL9041 You, Food and the City: Local and Global Food Networks]*

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: 100% coursework

16. **CCGL9017 Food: Technology, Trade and Culture**

*[Non-permissible combination: CCGL9016 Feeding the World or CCGL9041 You, Food and the City: Local and Global Food Networks]*

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: 100% coursework

17. **CCGL9018 Corporate Social Responsibility**

In this course, the idea that corporations have social responsibility beyond maximizing shareholder value is examined from two competing perspectives. The market failure conception sees corporate behavior as voluntary responses to market failures that are not adequately corrected by state action alone and is therefore complementary to the market. Students study the central arguments of Peter Drucker on why businesses should embrace responsibility for the impact of



their activities on their communities, environment, consumers, employees, and all other members of the public sphere. The government failure conception of corporate social responsibility sees it as a reaction to an interventionist state captured by interest groups. Milton Friedman and George Stigler made the case that in a free society the primary, if not sole, social responsibility of corporations is to maximize profits. Social action is seen as advocacy for special interests that have conflicting loyalties to local, national and global constituencies. Their actions are viewed as misguided and worst as advancing special interests that are socially harmful to the broader social interest. Through the study of examples, the course examines the adequacy of these two conceptions in explaining the behavior of corporations. Students examine well known issues like, global warming, pollution, contagious diseases, public security, consumer product safety, employee satisfaction, and the extinction of animal species.  
Assessment: 50% coursework, 50% examination

18. **CCGL9019 Economic Globalization: Issues and Challenges**

*[Non-permissible combination: CCGL9022 Globalization in Question: Human and Economic Consequences]*

Globalization is a buzzword that means different things to different people. This course is about the economic dimensions of globalization. It refers to the integration of national economies into the world economy through trade, investment, technological transfer and labor movement. Globalization has created not only winners and losers but also new economic issues for mankind. The costs and benefits of globalization to individuals, firms, and governments are intertwined and complex. The aim of this course is to provide a clear, coherent and holistic roadmap for students to understand the economic issues and challenges of globalization and how the latter affects the interests of various stakeholders in the world economy.

Assessment: 70% coursework, 30% examination

19. **CCGL9020 Environment, Globalization, and the Law**

Globalization is a process under which economies, societies, and cultures are integrated through a worldwide network. Environmental protections together with other shared objectives in the face of globalization pose fundamental challenges to humankind in the 21st century and need to be addressed. In this course, students will develop an understanding of environmental issues arising from economic globalization and how they are addressed by global governance and international conventions. Course topics include: (i) Theoretical framework from a layperson's perspective – externality, the tragedy of the commons, Coase Theorem and public good; (ii) Pollution, deforestation, hazardous substances, and climate change; (iii) Globalization: economic, political, and legal dimensions; (iv) Global governance: international conventions and treaties on environment; (v) Trade and environment: WTO Agreement and environmental protection; (vi) Regulating the environment: law and policy, tax, and economic incentives.

Assessment: 100% coursework

20. **CCGL9021 Globalization and Tourism**

The issue of whether globalization is beneficial remains controversial, particularly because globalization policies are often examined without consideration of their interactions with key sectors of economy, notably tourism. Tourism is arguably the world's largest industry and has been considered as an economic development option by many developing countries. However, it is questionable whether income generated through tourism can bring marginalized communities increased economic independence and life standards. This course aims to use tourism as a lens to explore key issues of globalization and economic development and how tourism, a global phenomenon, influences local people's lives. Course objectives are to 1) introduce the concepts relevant to tourism and globalization; 2) apply theoretical frameworks to the analysis of contemporary issues of the globalization of tourism, and the complex relationships that link local, regional, national and international processes and patterns of tourism development; 3) explore the dynamic relationship between the forces of globalization, transnational tourism corporations, and the state and civil society in the context of tourism; and 4) assess critically the economic, political and social ramifications of the systemic sources of power and inequality which are reflected in and sustained by international tourism, for all actors involved in the international tourism system. Assessment: 100% coursework

21. **CCGL9022 Globalization in Question: Human and Economic Consequences**

*[Non-permissible combination: CCGL9019 Economic Globalization: Issues and Challenges]*

This course demonstrates how globalization affects developing and industrialized countries in various areas of the world. It enables students to develop a broader perspective of the global interconnectedness of modern societies. The course is divided into three parts. First, it offers a theoretical overview and definitions of what globalization is, how it started, and how it affects present modes of production and consumption. Second, it discusses how the existing global governance system (including the United Nations, the World Bank and the World Trade Organization) can address new challenges under globalization, including economic slowdown, job creation, and environmental degradation. The third part, case studies, investigates concrete examples of how development in various regions has been influenced by globalization and by international institutions. The case studies in particular focus on developing countries in Africa, Latin America and Southeast Asia. The intellectual underpinning of the course is based on the interpretation of three main economic frameworks, namely, the communist theories of Karl Marx, the free market approach of Adam Smith, and the social liberalism proposed by John Maynard Keynes.

Assessment: 60% coursework, 40% examination

22. **CCGL9023 Internet, Media and Society**

This course will explore the history and global impact of the Internet, how it is reshaping individual and mass communications worldwide and how these

globalizing changes affect the personal, social, cultural and economic aspects of the daily lives of its users. Course elements will also provide an overview of how Internet users are affected by growing efforts internationally to control the Internet in the wake of such moral controversies as cyberbullying, hate speech and sex photo scandals, as well as the objectives and strategies of key stakeholders in those efforts. A critical examination of the duties and responsibilities of users as global citizens within ethical and legal frameworks will enhance students' abilities to assert their rights, to respect those of others and to build on their capacity to promote quality dialogue and critical reflection of important topics.

Assessment: 80% coursework, 20% examination

23. **CCGL9024 The Life and Death of Languages: Diversity, Identity and Globalization**

This course critically examines the issue of endangered languages, with particular focus on the role of globalization, ethnic identity and language policies in the life and death of languages. Since ancient times, population movements, war and trade have affected the ways in which different languages have fared. Western colonization of many parts of the world brought about drastic changes in the ecology of languages, in particular a dramatic decrease in diversity. The distribution of languages in the world today reveals that 78% of humans today express themselves in one of 85 large languages, while the remaining groups of humans speak over 5,000 different minor languages. Why is there such an imbalance? The fact that a few global languages represent modern and powerful nations while thousands of small languages usually represent indigenous and marginalized groups leads to a discourse of endangerment in which a threatened language requires 'saving' or revitalization efforts. Others argue that the demands of modernity and globalization challenge this view. Who is right? In this course students are led to a deeper examination of the political, cultural and educational forces that shape the destiny of languages, so as to be able to more insightfully discuss the tension between preservation and modernization of human cultural heritage in modern society.

Assessment: 100% coursework

24. **CCGL9025 The Political Economy of Growth and Poverty in the World**

*[Non-permissible combination: CCGL9005 Poverty, Development, and the Next Generation: Challenges for a Global World]*

Globalization has been criticized for failing to bring prosperity for all and blamed for the poverty that has continued to exist, if not worsened. This course examines the empirical evidence for these claims. It develops and applies economic concepts to understand how growth and poverty as development outcomes are affected by the economic and political processes within and among nations. The role of trade, migration, capital flows, and technology are studied as global market processes that affect growth and poverty. The behavior of the state in promoting development, regulating economic activities, and as an agent for corporate and special interest groups is examined critically for its affects on growth and poverty. The course helps students to:

- (1) gain an understanding of why some nations succeed to grow and others remain poor;
- (2) learn why prosperity within and across nations is not equally shared;
- (3) understand the interplay of the state and the market in affecting growth and poverty; and
- (4) attain a critical appreciation of why different individuals and groups support or oppose globalization.

Students are introduced to examples of how political processes in one nation can impact development outcomes in another nation. They study how political processes interacting with economic processes at local, national, and global levels can lead to great variations in development outcomes.

Assessment: 50% coursework, 50% examination

25. **CCGL9026 Think Global, Act Local: You, Hong Kong, and the World**

*[Non-permissible combination: CCGL9002 Hong Kong Culture in the Context of Globalization]*

The catchphrase, “Think global, act local,” has become widespread in the last two decades, as global connections have vastly expanded while the local context is increasingly recognized to be crucial in efforts to improve the world. Given the increasing complexity and interconnectedness of the contemporary world, it is important for each of us to understand how we are linked to the multitude of people and places in it, and what impacts our actions have on them. This course covers six topics – trade, consumption, labor, the carbon economy, finance, and sustainable development – in the context of Hong Kong and the world. In each topic we first connect examples from lives in Hong Kong to the rest of the world. Then, we will use related academic theories to understand how changes in our lives in Hong Kong can change the world. Students who have taken the course should be able to answer both ‘big’ questions related to the global economy as well as seemingly ‘simple’ questions about everyday life, about the consequences of actions like recycling, buying organic food or wearing acid-washed jeans.

Assessment: 60% coursework, 40% examination

26. **CCGL9027 Criminal Organisations, Clandestine Globalization and the Illicit World Political Economy**

Globalization has provided expansionist opportunities for less-than-honest entrepreneurs, criminal organizations and outlawed radical groups worldwide. Illicit and illegal flows of goods, services, information, money and even people cross national borders each day – and these flows represent the shadowy side of globalization that has eluded the attention of vast majority of scholars and signify a real if understudied dimension of the global economy – that of the illicit world political economy. This course introduces students to this facet of globalization that pertains to organized crime, radical terrorist cells and covert groups. The course first provides the students with a conceptual and theoretical introduction. It then goes on to present an empirical survey of various activities within the illicit world political economy in relation to globalization. By inviting students to consider selected case studies on the trafficking and trade of illicit goods such as

weaponry, drugs, credit card numbers and human organs, as well as illicit services such as money laundering and counterfeiting, students are encouraged to reflect on how these activities are intricately linked to their local lives, and the opportunities and challenges these issues present for global governance and economic development of the societies they live in.

Assessment: 100% coursework

27. **CCGL9030 Understanding the Financial Crisis**

As a subprime mortgage crisis that started in America in 2008, the crisis speedily mutated into a “systemic risk” threatening the financial system of every advanced and emerging economy. The financial contagion quickly exacerbated the impact of the crisis by transmitting the financial shocks through the interlinked financial markets to the whole global economy.

Sooner than expected, millions of people in America, Europe and even China lost their jobs and fell into poverty. Almost overnight the entire investment banking industry worldwide was wiped out. The crisis that started out in America has turned into the worst global economic crisis since the Great Depression.

*Understanding the Financial Crisis* aims to bring to students an exploratory account of the crisis and an understanding of the conceptual underpinnings of the issues that lie at the heart of it. The course will focus on how the current financial crisis began, how it developed, how the different countries dealt with it with their own politico-economic means and measures, what are the effects on people, and what is its implication for the global economy, and its broader ramifications for our society.

Assessment: 100% coursework

28. **CCGL9031 Entrepreneurship: Global and Social Development**

This course introduces entrepreneurship from historical, global, and social perspectives. It aims to provide a basic understanding of entrepreneurship and to guide students to embrace the fundamental changes occurring in both the business communities and the society. Students will learn about the history of entrepreneurship in the ancient civilizations, which will help students develop an objective and balanced view on entrepreneurship. Furthermore, the course brings in the modern elements by examining the evolution of entrepreneurship with the proliferation of information technology and economic globalization. This is important for motivating students to deepen their understanding about entrepreneurship and its connection with global phenomena. Lastly, students are guided to think about entrepreneurship in the context of social enterprise. It is particularly relevant to acknowledge ways to leverage successful business models to address social and environmental concerns. The course links historical and societal interests with business strategies, which have critical implications far beyond profitability.

Assessment: 100% coursework

29. **CCGL9032 Rule of Law in a Globalizing World**

The footprint of the Rule of Law, as an ideology of law, can be found throughout the world in almost all domestic jurisdictions as well as international governance bodies. The Rule of Law can be expressed as different levels depending on the ultimate goals in introducing the Rule of Law in a society. With a different goal, the demands on the legal institutions to implement the Rule of Law are also different.

Understanding the Rule of Law as different levels also provides a framework to understand how the Rule of Law is being globalized. For non-western societies aiming to develop the Rule of Law, owing to their different historical, political, economic, social and cultural contexts, the specific level of the Rule of Law that they aim to sustain or achieve and the form and manner of the legal institutions operating to implement the Rule of Law may be different from the western societies. The development of the Rule of Law in these societies also does not necessarily follow the same sequence as in the West.

This course aims to explore the developmental processes of the Rule of Law in different societies under globalization.

Assessment: 100% coursework

30. **CCGL9033 Weapons of Mass Destruction: Science, Proliferation and Terrorism**

Weapons of mass destruction (WMD), i.e. nuclear, chemical and biological, comprise the most destructive and lethal weapons ever developed by humankind. Given that these weapons pose a severe threat to the survivability of humanity, increasing our understanding of their development, deterrent potential, reduction and more recently, the threat posed by proliferation networks as well as terrorist groups is of utmost importance. This course will start with the historical development of WMD and will be followed by a discussion of the underlying physical principles involved in WMD technology as well as biological and medical effects of nuclear weapons and other weapons of mass destructions. We will then draw the student's attention to the political and philosophical aspects of weapons of mass destruction, the current spread of WMD technology and non-proliferation treaties that aim to regulate and reduce WMD proliferation. We will also take a close look at the evolution of WMD proliferation networks, the emergence of nuclear terrorism and the consequences of terror-networks acquiring WMD materials. Finally, we will end this course with an important question: can the world move towards the complete disarmament of all WMD and would such a goal be desirable?

Assessment: 100% coursework

31. **CCGL9034 Globalization and Architecture**

This course aims to examine how the condition of globalization reveals itself in architecture and the urban environment. With an improved understanding of the various forces at play, students are encouraged to think of ways to support a healthier kind of citizenry participation in the making of our buildings and cities

in the era of globalization. Paul Ricoeur described a condition of “universal civilization” that encapsulates a scientific spirit and a consumer culture. Today, we are perhaps operating universally under the effect of globalization, aided in no small part by the advent of the information age as well as a more liberal flow of capital and labor. This course will seek architecture and the city we live in as a barometer that measures these effects – appraising specifically the qualities and identities of buildings and districts built or transformed as a result of globalization, co-operative forms, as well as resistances of local practices to such global forces. The course will examine eleven specific types of buildings and environments in our cities.

Assessment: 100% coursework

32. **CCGL9036 Dilemmas of Humanitarian Intervention**

The course takes a very broad understanding of humanitarian intervention, looking not only at states but also at international NGOs and the aid business, and not only at aid but also at other forms of political action. It focuses on the emergence of humanitarian intervention, its contemporary nature, success and failure, moral challenges, and ways forward. It requires students to select one developing country for in-depth study, both to deepen their learning and to build a platform for comparative analysis. It examines dilemmas generated notably by great power politics, by the tension between state sovereignty and global humanitarian action, by resource constraints in a world of potentially limitless need, and by issues of authentic country ownership. It explores these issues both through overview analysis in lectures, and through real-world case studies in seminars. In classroom discussion, students’ country expertise will be very much in the lead.

Assessment: 50% coursework, 50% examination

33. **CCGL9038 English as a Global Language in Asian Contexts**

What fundamental issues – social, cultural, political, ideological – confront all communities when a global language is transplanted to a new locale, specifically a multilingual, Asian context? Focusing on the global language par excellence, English, with particular attention to the situation of Hong Kong, but also drawing on settings elsewhere in the region, such as Singapore and India, where English is even more established and localised, and mainland China, where the presence of English is burgeoning, this course has three main thrusts:

- (i) the social and linguistic consequences for the positioning of English when it encounters other languages, such as Cantonese, including the spread of multilingualism, the emergence of code switching/mixing practices, the evolution of New Englishes, and the occurrence of language shift;
- (ii) the challenges that these pose for the concepts of language norms and standards and the notion of the native speaker of English, and the implications that this has for issues of identity and the ownership of language; and
- (iii) the dilemmas faced in the management of such New Englishes and multilingual practices in language policy and education, the challenges encountered in the liberation of such codes in popular culture, including e-

communication and pop music, as well as the commodification and commercialisation of global languages.

Assessment: 100% coursework

34. **CCGL9039 World Heritage and Us**

This course is designed to enable students to develop a broader perspective and a critical understanding of the complexities and the interconnectedness of World Heritage inscriptions and the related issues such as social, geo-political, cultural and economic properties. It also introduces students to the theory and method of a range of academic disciplines and intellectual inquiry, demonstrating how each line of inquiry brings a specific perspective and adds values to the understanding of the holistic knowledge base represented by World Heritage properties. Students are asked at the end of the course, to explore issues such as heritage conservation philosophies, principles, and urban management in Macau and Hong Kong. They will have to employ all the intellectual tools learned in the semester and address the question, “Why Macau can have a World Heritage property within its territory, while this goal has so far escaped Hong Kong”.

Assessment: 100% coursework

35. **CCGL9040 Energy Futures, Globalization and Sustainability**

The course explores the relationships between energy, globalization and sustainability at the global, regional and local levels. It examines how the globalization process affects energy supply and use, and how energy systems affect economies, societies and our environment. The course discusses different energy resources, such as fossil fuels, nuclear power, renewable energy, and how these are developed and managed within processes of globalization and how their production and use impact on the environment. The course focuses on the linkages between energy and sustainability and explains some of the key challenges confronting contemporary societies, such as climate change, and how these are being tackled. Case studies of countries in Asia, North and South America and Europe are used to illustrate how the processes of globalization, energy system development and sustainability interact, the problems that arise, and how countries develop strategies and policies to manage these problems.

Assessment: 100% coursework

36. **CCGL9041 You, Food and the City: Local and Global Food Networks**

*[Non-permissible combination: CCGL9016 Feeding the World or CCGL9017 Food: Technology, Trade and Culture]*

What is food? Where does it come from? How does it get to us? Where does it go when we dispose of it and its packaging? What is the sustainable future of local, urban, and global food networks?

The course ‘You, Food and the City: Local and Global Food Networks’ is intended to engage students in a discussion about their relationship to food both as local and global citizens. This course introduces local and global networks of food supply, distribution and demand through a series of urban case studies, with a



special focus on Hong Kong. The aim of the course is to increase students' awareness and understanding of the local and global impacts of their everyday food choices. The course will introduce past and present local, regional, and international food networks and their environmental, cultural and physical effects. Tracking backward from consumption to distribution to production, the course will introduce texts and case studies which theorize, explain and explore contemporary discussions on food issues and sustainability, including environmental and health impacts, food security, urban agriculture and other initiatives to create a more sustainable, equitable and food secure future for the city.

Assessment: 100% coursework

### 37. **CCGL9042 The Evolution of Civilization**

This course will draw on economics, evolutionary theory, and psychology to address the key issues:

1. How did humans go from relatively isolated tribal life to an increasingly cooperative, interconnected, globalized world?
2. How can our knowledge of human nature and past progress be used to help solve major societal challenges?

The theme of this course is that natural selection is a useful framework for understanding how humans have progressed from subsisting in relatively isolated groups to where individuals are highly specialized in their productive efforts and highly integrated with the entire world through globalization. The course will explore how this progression may be the result of genetic selection, but likely more the result of selection acting on ideas, or *memes*, rather than genes, but in an analogous manner.

Through an understanding of human evolution, the origin of economic development will be explored. Combined with the psychological perspective of understanding the individual, we attempt to shed light on how complex civilization has come into existence. Lectures will ask one or two main scientific questions and then focus on answering them, showing the types of evidence that can be used to address the question and the logical progression of ideas.

Assessment: 100% coursework

#### **IV. Area of Inquiry: China: Culture, State and Society (36 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: 80% coursework, 20% 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: 100% coursework

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: 100% coursework

12. **CCCH9012 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: 100% coursework

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: 50% coursework, 50% 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. **CCCH9020 Science and Technology: Lessons from China**

In spite of the vast and superior knowledge possessed by the ancient Chinese relative to the rest of the world, China did not develop into a dominant technoculture. This course will explore some of the lesser known inventions and scientific development in ancient China and factors that caused China to fall behind the West in technological development. The contents of the course include perception of the material world in ancient China, early Chinese views of the universe, earth and Nature, changes in the perception of these entities over time, scientific inventions and theories of ancient China, and the linkage between science, art and literature in China. Guest speakers will give insights on specific areas of technological advancement in ancient China.

Assessment: 70% coursework, 30% examination

20. **CCCH9021 Chinese Business Practice 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

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: 50% coursework, 50% 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. **CCCH9027 China’s Ethnic Groups: Cultural Assimilation or Cultural Pluralism?**

Few countries in the world have a total population that exceeds the 110 million ethnic minorities in China. What does this mean for China's rise in the 21st Century? As the income gap between Han Chinese and ethnic minorities widens, the centuries old debate over values, identities, and cultural heritage intensifies. China's rise will be determined by how well it governs the ethnic lands that occupy half of the country and 90 percent of its border. In short, the future hinges on being able to integrate diverse cultural groups, a challenge for any multi-ethnic states. What will happen to China’s 55 culturally diverse minority groups? This course uses basic data and current information to examine the central theoretical question: What social processes occur when people of different ethnic groups come together in a rapidly rising China?

Assessment: 100% coursework

25. **CCCH9028 Hong Kong and China’s Economic Development**

Hong Kong has been playing a pivotal role in China’s economic reform since the inauguration of her open door policy in 1978. In recent years, however, the rapid development of coastal cities and gradual opening of China to the world following her accession to the WTO have called into question the future roles of Hong Kong in China’s economic development. This course provides an overview of the economic linkages between Hong Kong and China. It traces the changing roles that Hong Kong has assumed during different phases in China’s economic reform and analyzes the roles that Hong Kong can continue to serve in China’s economic development.

Assessment: 70% coursework, 30% examination

26. **CCCH9029 Ideas and Practices of Healing in Traditional China**

This course introduces ideas and practices of healing in Traditional China through a critical exploration of Chinese medical culture in its dynamic formation and transformation. The course seeks to enhance students’ interests in Chinese civilization from intellectually challenging angles and increase students’ knowledge of key ideas and methods of healing seen in medical sciences, philosophy, religion, and literature. It also engages them in cross-cultural inquiry by contrasting or connecting Chinese with Western medical cultures. In light of influential holistic theories in Traditional Chinese medicine, such as “*tian-ren*

*xiangying*”(correlation between man and nature), *qi* (vital energy) and pulse reading, a number of key concepts in Chinese medical culture will be explained. All three major schools of Chinese thought – Confucianism, Daoism, and Buddhism – will be explored with regard to their respective share in contributing to the formation of Chinese medical culture. There will also be debates on controversial cases to stimulate student discussion. First-hand experience of Chinese medical culture will be demonstrated with student participation and a cross-cultural discussion on the vital interactions between Chinese and Western medical traditions will be held in the class.

Assessment: 100% coursework

27. **CCCH9030 Modernization and Constitutionalism in China**

*[Non-permissible combination: CCCH9041 The Rule of Law in Contemporary China]*

Constitutionalism is not merely having a constitution but includes a series of values which were developed from Western historical experiences. The theoretical and institutional developments in constitutionalism are deeply embedded in the cultural context of a specific society. This course examines some of the most important constitutional scholars and events in modern China and help students understand how the adoption of constitutionalism had actually been seen as an effective way to achieve the wealth and power of state in the process of China’s modernization. Students will be encouraged to reflect on the reasons for China not achieving a truly democratic and constitutional government after so many years of constitutional struggle. Students will be given opportunities to explore how the constitutional values are going to be incorporated into Chinese legal culture in the future.

Assessment: 100% coursework

28. **CCCH9031 Property Rights, Built Heritage and Sustainable Development in Hong Kong**

The goal of this course is to stimulate students’ interest in built heritage conservation and utilization, along with a view to motivate and empower them to partake in community action for heritage conservation as responsible citizens. Through organized local field studies and lectures, the course examines how heritage conservation, as an emerging policy issue in Hong Kong and China, can be understood in terms of basic concepts of property rights and sustainable development. It introduces simple theoretical concepts of property rights and sustainability to first year university students through observing examples of heritage conservation in Hong Kong from a media perspective and from personal experience as informed by an awareness of relevant policy initiatives and social actions. Students will have opportunities to review selected case studies and participate in organized field trips to selected Hong Kong military heritage sites. The knowledge base of professional skills and concepts is in the fields of architecture, building development, and development control. Attention will be particularly drawn to examples of local real life attempts to transform areas

suffering from environmental degradation into positive and attractive environmental uses.

Assessment: 100% coursework

29. **CCCH9032 Sports and Chinese Society**

This course deals with sports and their impact on Chinese society with special focus on the role of sports in China's search for national identity and internationalization. It will provide students with an in-depth understanding of Chinese society, popular culture, and politics. Students will learn how the Chinese have interacted with different peoples from the rest of the world in international games such as the Olympics and the Football World Cup. The course will help students to examine how different peoples, nations, and governments have responded to sports, how the Chinese turned sports into vehicles for both nationalism and internationalism, how Chinese governments in different stages and periods have linked sports to their political legitimacy, and how sports serve as tools for nation building, expressions of national identity and national honor or personal freedom in China. By examining the role of sports in Chinese society, students will gain valuable contextual understanding to better explain culture and politics and better understand China, its society, and its positions in the world.

Assessment: 100% coursework

30. **CCCH9033 Sustainable Urban Development and Hong Kong**

The course explores how Hong Kong responds and reacts to various issues relating to sustainable urban living. As a global city with unique cultural, historical, economic and political setups, sustainability is a pressing concern and holds the key for the long-term urban development of Hong Kong. The emphasis of the course is on understanding sustainable urban development in the context of a high-density, market-oriented Asian world city. Urban sustainability is more than an environmental concept. Ethical utilization of resources, geographical equity and living within the carrying capacity of Mother Nature are important components underlying the principle. Sustainable urban living is concerned with both inter- and intra-generational equity; touching upon such social, economic and political issues as satisfying basic needs, accommodating multi-cultural and diversified aspirations, ensuring public engagement as well as nurturing public participation and partnership in the development process. The course offers a regional and comparative perspective to the understanding of the challenges that Hong Kong faces in maintaining her role as a world city.

Assessment: 100% coursework

31. **CCCH9035 Music Along the Silk Road**

From roughly 100 B.C.E. to 1350 C.E., the Silk Road bred and facilitated dynamic cultural exchanges, many of which were manifested in various musical traditions that flourished along the ancient conduit. This course examines some of these musical traditions and treats each of them as a cultural process, focusing on the spread and development of these orally-transmitted art forms, thereby

highlighting the complexity of Chinese culture by way of its interaction with other cultures on the Silk Road.

In this course, the Silk Road is understood as an ever-changing series of peoples, places, and musical traditions. Through examining a broad range of these pre-modern Eurasian musical cultures, the course helps students move beyond their preconceived understanding of music, open their minds and ears to musics of the past, and interpret interconnections between past and present.

By exploring the globalized music scene of the Silk Road as a product and reflection of culture, the course nurtures critical intellectual enquiry and self-reflection across a wide range of socio-cultural issues, so as to enable students to be aware of the wider world, to respect and value diversity, and to understand how the world works culturally, socially, and politically.

Assessment: 100% coursework

### 32. **CCCH9036 Environmental Pollution in China**

Mainland China has created an economic miracle during the past 30 years. However, the environmental pollution in mainland China is getting more severe and the long-term sustainable development is facing a great challenge. This course will offer an in-depth look at key issues in environment pollution of mainland China, including historical Chinese attitudes toward nature, environmental protection thoughts in traditional Chinese philosophy, current popular attitudes toward nature and environment, water shortage and pollution, air pollution, ecosystem deterioration, drinking water safety, land and soil contamination, and mainland China environmental diplomacy. Students will develop a strong integrated scientific, technical, cultural, economic, and political understanding of the environment pollutions of and challenges to a developing mainland China after learning topics offered in this course. The main topics include 1) environmental challenges to developing China; 2) public attitudes to environment; 3) water pollution; 4) air pollution; 5) land/soil pollution and food contamination; 6) global pollutants; 7) legislation and policy; 8) technologies and strategies for pollution control and reduction; 9) sustainable development, etc.

Assessment: 60% coursework, 40% examination

### 33. **CCCH9038 Chinese Social Values: Authority and Anarchy**

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: 100% coursework

34. **CCCH9039 Curing the Chinese: Medicine and Society in Modern China**

Being healthy is a fundamental human desire. But different cultures have different understanding of the body and employ a wide variety of methods for curing ill-health. Consequently, the history of medicine provides an important avenue for deepening our understanding of global diversity and cross-cultural interactions. Since the 19<sup>th</sup> century, both Western medicine and Traditional Chinese Medicine have played important roles in curing the Chinese. This course focuses on the social, cultural and political contexts underpinning the transmission of Western medicine and the transformations of Traditional Chinese Medicine from the early 19<sup>th</sup> century to the present.

The course draws upon materials and experiences that prompt interdisciplinary inquiry such as: fiction, videos, posters, photos, as well as field trips. Beneath the overarching theme of cross-cultural interactions in the realm of medicine and health, the core problems explored in the course are:

1. Challenging the idea that China was an isolated empire and reluctant to interact with the outside world.
2. Exploring the idea that scientific knowledge domains like medicine are objective and value-free.
3. Examining the capacity of human societies to adopt new ideas and assimilate them to fit local conditions.

Assessment: 100% coursework

35. **CCCH9040 Representing Contemporary China through Film**

The course looks at representations of contemporary China (1979-present) in popular Chinese-language films. The cinematic texts are read not just as a “reflection” of Chinese society but as discursive constructions, the product of variable and historically specific sets of relations within particular contexts, and with a complex relationship to social change. Centering on the dynamic interplay between film and society, class discussions encompass issues that have attracted increasing scholarly attention in the field of China Studies in recent years, such as the rise of Chinese nationalism, the emergence of middle class(es) and a consumer society, globalization and cosmopolitanism, nostalgia about the Cultural Revolution, etc. The course aims at cultivating critical thinking among students about the identity of China and Chineseness as well as an array of important

cultural and social issues related to post-socialist China and the rise of China in the 21<sup>st</sup> century. It also seeks to enable students to explore the interpretive possibilities of working within a comparative framework in researching a non-western culture.

Assessment: 100% coursework

36. **CCCH9041 The Rule of Law in Contemporary China**

*[Non-permissible combination: CCCH9030 Modernization and Constitutionalism in China]*

This course examines the legal transformations in modern China and developments towards the rule of law.

After introducing the key concepts, it examines the following topics:

1. The Chinese legal tradition up until the late Qing Dynasty, e.g. the factors leading to legal reforms; obstacles faced; and the conflicts between Chinese and Western legal thinking.
2. The continuation of late Qing legal reform in the Republic of China (including Taiwan), e.g. the problems arising; the move to one-party rule under the Nationalist Government; economic equity and land reform in Taiwan; the successful implementation of Dr Sun Yat-sen's *Three Principles of the People* and the rule of law in Taiwan.
3. Law in post-1949 Mainland China, e.g. the ideological justification; the people's democratic dictatorship; the constitutional documents and the era of lawlessness; the Great Proletarian Cultural Revolution; and the attitudes towards the rule of law.

The modernization of the Chinese legal system in the post-Cultural Revolution years, e.g. the road to modernization; the transformation from a socialist economy to a market economy; constitutional reforms for protecting property and human rights; the rule of law in post-WTO China.

Assessment: 100% coursework