

## Syllabus of the Common Core Curriculum for 2015-16

### **I. Area of Inquiry: Scientific and Technological Literacy (43 courses)**

#### **1. CCST9001 Redesigning Life**

What exactly is life? Can we make it better? We are now beginning to be able to recreate and engineer life through the emerging field of synthetic biology. Synthetic Biology has been heralded as a solution to many of contemporary society's most pressing problems in energy, healthcare, food, and the environment. It has been described as '*genetic engineering on steroids*'. Will synthetic biology really deliver on its big promises? What are the risks and hazards? How does synthetic biology intersect with entrepreneurship, big business and the global economy?

We will explore these and other questions by critically analysing the impact of synthetic biology on the individual, the global community and the natural environment. The course is designed for students from diverse academic backgrounds where key scientific concepts and breakthroughs are covered but the focus remains on the interconnectedness between and across disciplines. We will discuss the impact that synthetic biology may have upon human health, global inequalities, and emerging 'bio-inspired' technologies; using evidence-based arguments to reach reasoned positions. There is a strong emphasis on collaborative group learning to enable students to engage creatively with one of the most exciting frontiers in human endeavour.

Assessment: 100% coursework

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

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

This course aims to develop students' quantitative literacy for the understanding of scientific, technological and social issues. It consists of three themes: (1) Synthesizing multiple representations of quantitative data; (2) Understanding risk and uncertainty; and (3) Modelling and prediction of phenomena. The course will help students develop mathematical reasoning in contextualized scenarios.

The course will focus on the use (and mis-use) of quantitative information in the understanding (and mis-understanding) of scientific and technological issues we face in our daily lives. The limitation of quantitative information is also highlighted. Through case studies of various issues with the use of quantitative information, students will be able to develop critical eyes when handling socio-scientific/technological issues and to make informed decisions. Although the course addresses the use of mathematical reasoning in the better understanding of socio-scientific/technological issues, no pre-requisite specialized mathematics and science knowledge is required.

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 through the Internet. The ultimate objective of this course is to help students

develop a “computational” state of mind for everyday events. Specifically, the course will 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? We will also discuss intensively the societal impacts of computing technologies on our daily life. The course will be taught with minimal levels of mathematical and technical detail.

Assessment: 100% coursework

#### **4. 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. Numerous methods have evolved to improve and maintain health, in the context of different cultural and ethnic backgrounds among various regions in the world. However, obstacles and limitations are always ahead during the development of scientific achievements to improve health. More importantly, even when we have attained 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. We are always at the crossroads of how much more we should achieve in one respect at the expense of others. This course will enable students to: (i) acknowledge from history the improvement of health through scientific achievements as well as realize the limitations of science in solving health-related problems; (ii) be aware of the motives and challenges when developing, making judgements and applying scientific achievements from theories to real practice on human health; (iii) 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; (iv) realize the importance of moral and ethical obligations/considerations when performing scientific research on human beings; (v) identify the actual social, national and global judgements and conscience to ensure equity and justness to enjoy scientific achievements; and (vi) comprehend the cross-influences between science and health and how health improvements develop and foster new motives and discoveries in future scientific research. Field trip visits to the Hong Kong Observatory, Daya Bay Nuclear Power Station and the Department of Clinical Oncology at Queen Mary Hospital will be arranged to keep abreast of the recent hot issues of radiation leakage, safety and surveillance.

Assessment: 100% coursework

#### **5. CCST9006 Biomedical Breakthroughs in a Pluralistic World**

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

The aim of this course is to help students 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: (i) Literacy in biomedical science – basic process of scientific discovery, combat with microbes, drug development, genes and the human genome; (ii) Interdisciplinary nature of scientific research for technological empowerment – organ transplantation; (iii) Complexity of the dynamic interactions between science and humanities in finding pragmatic solutions to major health problems.

Assessment: 100% coursework

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

Infectious disease is one of the key threats to global health. The emergence of new pathogens, the re-emergence of old pathogens, the growing problem of antimicrobial resistance, and the threat of bioterrorism pose substantial difficulties to public health and patient management. HIV, SARS, avian influenza and pandemic influenza, extensively-resistant and totally-resistant tuberculosis, cholera, community-acquired methicillin-resistant *Staphylococcus aureus*, and other multiple-resistant or pan-resistant bacteria are just some recent reminders that emerging infections can strike both the developing and industrialized countries equally. China, as the most populous country in the world and one of the fastest growing economies, has also been one of the epicenters for emerging infectious diseases. This course aims to: (i) introduce the concepts of microbes and infection; (ii) introduce the concepts of emerging and re-emerging infectious diseases and their local and global significance; (iii) illustrate the importance of infectious disease in the history of humankind; (iv) study the role of nations in the global control of emerging infectious diseases, with special reference to China and Hong Kong; (v) examine some basic tools to understand infectious diseases and the pathogens; and (vi) explore some of the controversial issues in the prevention and management of infectious diseases.

Assessment: 100% coursework

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

Discoveries in biological and medical sciences in recent decades have transformed our life and society. The potential of stem cells to replace ‘new cells for old’ offers great hope for the treatment of many diseases, yet it is uncertain whether these cells will live up to the expectations of doctors and society at large. Some bioethicists have expressed concerns that society’s drive to find cures is obscuring our judgment and forcing us to step over inappropriate moral boundaries.

This course will guide you through the scientific discoveries to allow you to appreciate how stem cells can be a therapeutic tool, both now and in the future. It will give you the opportunity to explore the relevant moral issues and bioethical framework for evaluating the benefits and dilemmas of stem cell-based regenerative medicine. It will also allow you to examine Hong Kong’s current stem cell policies and regulations in relation to other countries, providing you with both the scientific and ethical perspectives necessary to inform future stem cell policy making.

The topics will be addressed through scientific, literary and popular media in a combination of lectures, tutorials and case studies. There will be many opportunities for interactive group work and sharing of ideas during the classes.

Assessment: 100% coursework

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

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

This course introduces students to the scientific, legal and ethical concepts that underpin forensic science. Forensic science spans 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

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

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

This course provides 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

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

This course discusses the historical changes in the perception of our place in the universe as a result of astronomical development. We begin with ancient models of the universe in different cultures and the religious and philosophical interpretation of celestial objects, through the Copernican revolution and the work of Kepler, Galileo and Newton, towards our current physical model of the universe.

Topics include:

- Changing perceptions of our place in the universe as the result of astronomical development. Illustration of the development of the scientific method and how science has influenced the evolution of our philosophical thinking and cultural development;
- Ancient models of the universe and the early philosophical and religious interpretation of celestial objects;
- The development of concepts of time and calendars through the observation of solar, lunar, and planetary motions;
- The Copernican revolution and the change from geocentric to heliocentric cosmology;
- The application of scientific method and a physical interpretation of the universe through the work of Kepler, Galileo and Newton;
- The expansion of the spatial scale of the universe as the result of modern astronomical observations;
- Expansion of the time domain in cosmic history through the study of the history of the Earth, biological evolution, and cosmic evolution.

Assessment: 60% coursework; 40% examination

**11. CCST9013 Our Living Environment**

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

This course will 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

**12. 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. Finally some scientific understanding of musical appreciation will be given by looking at the factors that make music pleasing.

Assessment: 100% coursework

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

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

From digital computers, smart mobile phones, Apple watch to many modern gadgets and intelligent robots, electronic technologies have become an indispensable part of our everyday life. In order to make informed decisions as to whether we should adopt these ever-changing electronic technologies, we have to develop a basic understanding of the principles, "substances" and cost-benefit considerations behind them. This course aims to: (i) arouse students' general interest in science and technology, particularly with regard to current "high-tech" electronic products that they encounter everyday; and (ii) enable students to develop critical intellectual enquiries concerning existing and latest technologies they encounter in their everyday lives through lectures, discussions and hands-on experimentation. At the end of the course, students will not only be able to recognize how electronics works, but also be able to understand its social implications, as well as to develop critical thinking and to carry educated discussion about merits and common misconceptions associated with new technologies. The hands-on experiments will also allow the student to have the experience and some confidence in handling electronic components to solve a real problem using electronic technology.

Assessment: 100% coursework

**14. 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 and prosperity. However, our present heavy reliance on fossil fuels has caused a serious energy crisis, air pollution and climate change problems. Active technological development is needed on both the 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 their appreciation of various viewpoints and responsibilities as global and local citizens, 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

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

Although not obvious, mathematics actually permeates 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 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 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

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

Among the most fundamental questions we can ask ourselves as humans 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 humankind? These questions focus on the origin, evolution and future of life, a field of study termed astrobiology. Answers to these questions 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: (i) how the conditions for life arose on early Earth and perhaps elsewhere and how advances in science and technology have changed our perception of the origins of life; (ii) the various scientific studies supporting the emergence of life, the evolution and diversification of life

beginning with simple molecular systems, compartments (cells) to the evolution of intelligent self-conscious life, and; (iii) the societal implications of discovering extraterrestrial life.

Assessment: 100% coursework

### **17. 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 will provide students with the scientific literacy needed to understand climate change and consider existing and proposed solutions. The guiding objective is to promote the understanding needed to evaluate, develop and propose emerging and creative solutions at individual, local and global levels. Students will be required to critically examine different media on the subject including critiques of “An Inconvenient Truth” and “The Great Global Warming Swindle” films that present opposing sides of the climate change argument. Besides lectures, the course will use self-directed web-based learning and “blog” discussions together with a climate lab and 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

### **18. CCST9020 Sustainable Development of the Built Environment**

“First we shape our buildings; thereafter they shape us.” (Winston Churchill)

An ever growing awareness of the adverse impacts that humans are having upon the natural environment is prompting a greater public awareness of the need to live in a sustainable manner. An opportunity to enact such a manner of living is no greater than the very place we spend a significant portion of our lives; the built environment. The sustainable functioning of large cities, such as Hong Kong, offers an ideal opportunity to positively influence the present and future impact of human activity on our planet.

Students of this course should gain an informed understanding of the central issues associated with sustainable development of the built environment and the ways in which these issues have been responded to throughout history and the present day. The central question is about continued quality development of the built environment into the future. Students will develop an ability to critically reflect on the different strategies, best practices and technologies to tackle issues of the built environment in a systematic manner. Topics specific to this course include (i) global issues related to the natural and built environment, (ii) the sustainable development framework applied to the built environment and associated technologies, (iii) relevant ethical, socio-economic, philosophical and political issues and the role of different stakeholders, (iv) energy and carbon, and (v) case studies locally and abroad. Students will be expected to attend lectures and tutorials, participate in tutorial discussions, search literature and read widely, and to also undertake a field trip (within Hong Kong) and report on their learning experience.

Assessment: 60% coursework; 40% examination

### **19. 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

**20. 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

**21. 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

**22. CCST9025 Genetics and Human Nature**

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

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

Assessment: 100% coursework



**23. CCST9026 Scientific Revolutions: Their Continuing Impact on Our World and Society**

This course will review some of the most important scientific revolutions that have taken place in the history of science and that have led us to where we are today. These include major paradigm shifts in the Physical, Astronomical, Relativistic and Quantum domains. They will be placed in their historical contexts and include the struggle of individual scientists to reveal scientific truth, often against established societal dogma and the prevailing views on nature. These scientific revolutions had a deep social impact by changing the way the world is seen and understood and by laying the foundations for the emergence of game-changing new technologies that continue to profoundly shape our lives and social order.

The course will promote deep thinking and open discussion on the social contexts and socio-cultural impacts of the major scientific revolutions. Scientific knowledge and its application by scientists influence, even unconsciously, the way individuals in society think about themselves and interact with others and the world around them. The way of life for billions of people are deeply affected by the technologies and truths that have emerged.

The course will address the following fundamental issues: what is science and how does it work; what is the nature of scientific research; how does science develop and how do paradigms change; how do scientific controversies begin and end so that rival professional commitments become shared scientific endeavour; what are the social, cultural and technological impacts and consequences of scientific revolutions.

Assessment: 100% coursework

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

Human judgement and decisions are often irrational. People subscribe to fallacies, hold superstitious beliefs, make inconsistent judgements, 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. A number of class demonstrations, modelled after actual studies, will help illustrate the effects.

Assessment: 100% coursework

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

*[Non-permissible combination: CCST9035 Making Sense of Science-related Social Issues or CCST9038 Science and Science Fiction]*

Science and technology are important parts of modern life, and understanding of scientific concepts is necessary to form an informed judgement 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

**26. 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 rumours.

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 discussion 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

**27. 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 fibres, fingerprints and shoeprints, soil samples, and drug analysis, 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 from TV shows and movies. All course contents including practicals are designed to be suitable for students having little or no science training.

Assessment: 100% coursework

**28. 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. This enables 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 a key component of the course. This complements 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 the concept of intelligent architecture may lead to.

Assessment: 100% coursework

**29. 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 Nepal, the volcanic eruption in Iceland in April 2010 and flooding in Thailand in 2011, 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. Spatial and temporal variation of various hazards will be examined and 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 prevention, adaptation, mitigation, and the role of science and technology in these, will be evaluated. Disaster management will be discussed.

Assessment: 60% coursework; 40% examination

**30. 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 the 19th century and the invention of the transistor in the 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

**31. CCST9037 Mathematics: A Cultural Heritage**

*[Non-permissible combination: CCST9017 Hidden Order in Daily Life: A Mathematical Perspective]*

Mathematics is one of the major threads, together with language, science, and the arts, that weave the beautiful fabric of human civilization. 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

**32. CCST9038 Science and Science Fiction**

*[Non-permissible combination: CCST9028 Science and Technology: Facts and Fallacies]*

Science fiction represents a blend of science, social science and arts. It frequently draws 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 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

**33. 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

#### **34. 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” vs. “unhealthy” food; good drugs vs. bad drugs, good science vs. bad science? The course covers how evidence is used to support particular value-based orientations through a series of examples.

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 based on exemplary problem solving and debate. 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.

Assessment: 100% coursework

#### **35. 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

**36. 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, 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, astronomical, biological, geological, socio-cultural and philosophical. We will explore the fundamental nature of time, how we measure it, and its important role in the human society. We will also scrutinize footprints of time on different time scales, manifested as different events in the past history of our Earth, our solar system, and even our Universe.

Assessment: 100% coursework

**37. 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

**38. 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, behaviour, 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

### **39. 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

### **40. CCST9048 Simplifying Complexity**

This course will introduce the concept of complexity examining both the methods used in complexity science and examples of complexity found in nature and everyday life. Complexity science is an interdisciplinary field that seeks to explore the behaviour of strongly interacting systems made of simple components with no central control. It represents a new framework for science as a departure from a reductionist or “bottom-up” framework in favour of a “top-down” or systems level framework. We will explore the story of Mandelbrot and the beautiful patterns of fractals. An introduction of chaos will show how scientific measurement and prediction can fail even in simple examples. We will show how patterns can emerge and discuss the concept of computational irreducibility and computational equivalence with a study of cellular automata. With the tools of networks we will see the role of science in dealing with global issues such as the intricate relationships between humanity and the global environment. We will explore our everyday lives through the study of social networks, learning and urban ecology. Finally, this course will bring us to the frontiers of sciences as we learn how complexity shapes our current understanding of the global climate, ecological characteristics and animal behaviours.

Assessment: 100% coursework

### **41. CCST9050 Robot: Flesh, Machines, Intelligence**

What happens when intelligence, flesh, and the machine intersect? Robots are playing

an increasingly important role in applications including daily life, arts and entertainment, manufacturing, healthcare, and the military. They are getting ever closer to our lives, such that our ways of living will be substantially affected. This paradigm change raises a series of questions ranging from philosophy, technology, to economics. Through such wide-angle discussion about the applications of robotics in our daily life, students will not only be inspired by the numerous ground-breaking technologies which nurture our economics, medicine, arts, humanities and culture, but also will be capable of justifying the corresponding impacts in both positive and negative aspects. This course will offer students an opportunity to explore not only the technological advances of robotics, but also various key issues and perspectives such as a) The historical emergence of robots and their current prevalence in daily life; b) The relationship between the human body, machines, and intelligence; c) The general perception of robots and intelligent machines, in contemporary film, music, or video games; d) The cutting edge of robotic research; e) The major principles of problem solving in robotics; f) The socio-economical, legal and ethical impacts as well as the latest controversial issues of using robots.

Assessment: 100% coursework

#### **42. CCST9051 What are We Made of – the Fundamental Nature of Matter**

Ever since the dawn of civilization, people have been asking the question whether there is any fundamental structure of matter behind the rich and diverse universe around us. The hot pursuit is still on nowadays, culminating in the discovery of the Higgs boson in 2012. This course intends to introduce a coherent understanding of the matter world that we live in, and on how the “basic structure” question evolves over time from one which is religious and philosophical in nature to a scientific inquiry whose solution requires the construction of one of the biggest technological marvels ever built by humans, the Large Hadron Collider (LHC). This course aims to arouse students’ interests in “big science” topics such as the atomic theory and the mystical quantum nature of our world. The numerous applications of those fundamental particles, particularly contemporary ones related to our daily lives, will be highlighted to encourage students to appreciate the elementary, yet complex, nature of matter around us.

Assessment: 100% coursework

#### **43. CCST9052 Coffee, Cigarettes, and Alcohol**

Coffee, cigarettes, and alcohol are among the most visible and commonly consumed chemical substances. Starbucks branches proliferate on city street corners, enjoying a glass of wine or beer features regularly in many cultures, and people can still be found smoking cigarettes, undeterred by known health risks. Despite frequent exposure to these substances, few people understand in detail how they affect the body.

How does coffee function to keep you alert? How do alcohol and cigarettes affect the nervous system, and why do they have potential for abuse? What is the prevalence of drinking and smoking in different societies, and what challenges arise for gathering large scale public health data? How have advertising, public awareness campaigns, and legal pronouncements regarding these substances affected their consumption?

In this course, students will delve into these issues to obtain an in-depth understanding of each substance’s effects on the brain, body, and also society as a whole. We will traverse an arc for each that goes from small scale effects (receptor pharmacology, signal transduction), to larger scale organ effects (brain, heart, lungs), to individual



lives and practices, to very large scale institutional, governmental, and social consequences.

Assessment: 100% coursework

## **II. Area of Inquiry: Humanities (38 courses)**

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

The course examines a broad range of sustainability issues including:

- population and urbanization;
- resources - water; energy; and food;
- systems – transportation; technology and communicational health and environment; and community and governance.

The ideas raised in the lectures are discussed in weekly tutorial sessions and are brought together at the end of the course with an intensive workshop, in which students look to define their own sustainable project. This course is intended to inspire thinking about the way we should construct our living environments in future, in order to find a sustainable balance.

Assessment: 100% coursework

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

What is the state's final frontier? How and why have governments around the world been vested with the authority to manage the most intimate aspects of our existence: from the food we eat to our sexual behaviour? What has the impact of this encroachment been on our sense of self? Engaging with these questions from an historical perspective provides a critical lens for re-evaluating our own relationship to society and the state, as well as furnishing a context for considering the extent to which we are ever fundamentally 'free' to possess our own bodies. Exploring the birth of 'surveillance society' enables us to reflect upon – and challenge – the inherited assumptions which underpin our reliance on government and our aspirations for personal autonomy. This course ranges from the formation of the modern state in Europe and the technologies it developed for managing populations, to global health surveillance and recent biomedical advances which have resulted in progressively interventionist governmental measures, with profound social, political and ethical implications. Topics include: surveillance; 'medical police' and state-sponsored interventions in eighteenth and nineteenth-century Europe; the invention of the 'population' as a collective body; colonialism and the global exportation of ideas about what is 'normal'; 'healthy citizens': the coercive state and the democratization of society; and, finally, the limits of public health in the twenty-first century.

Assessment: 100% coursework

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

The past is no longer present, but its influence can be felt everywhere. We connect with the past in many ways in our everyday lives. But what relevance or value does the past have in a globalizing world? Why should we care about the past? Could it help us to build a better future? Is there such a thing as a 'true' historical account? What is the relationship between commercial, political and professional discourses of the past? And how do these relate to our own memories of the past? This course engages with these questions from multiple perspectives. It brings students face to face with the myriad ways in which the past is present in our lives today, and the importance of thinking historically. The course introduces students to the richness and value inherent in reading, writing and reflecting on the past; or in other words, making history.

Assessment: 100% coursework

#### 4. **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 the justification of health policies about food and drugs. We shall also look at the relationship between food and art, and the objectivity of taste. 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 lives.

Assessment: 100% coursework

#### 5. **CCHU9006 Girl Power in a Man's World**

Girl Power has emerged as the subject of much popular, policy and scholarly interest in the new millennium. This interest has been sparked by multiple, competing debates about girlhood for it is girls and young women whose lives have long been shaped by male-dominant societies and patriarchal structures and yet who have, with the rapid changes resulting from a globalizing political economy, experienced a surge of new opportunities and challenges. These range from choices in the domains of personal health, sexuality, education and occupational choice to changes in their roles in their interactions with family, peers, and colleagues. Boys and men have also had a significant role in “Girl Power”. *Watch*

<http://www.youtube.com/watch?v=NhcqoxNhrSY>

<http://www.itsagirlmovie.com/> and <http://www.unwomen.org/en/digital-library/videos?videoid=3FvIjf-hVp4>

*Read* <http://www.guyland.net/> and [http://topics.nytimes.com/top/news/world/series/the\\_female\\_factor/index.html](http://topics.nytimes.com/top/news/world/series/the_female_factor/index.html) to gain

an understanding of some of the issues which will be covered. The debates about girlhood and their implications for their male counterparts have largely been in the context of the social transformations and experiences of girls and young women in developed countries. But the majority of the world’s female adolescent (10 to 24 years) population lives in the developed world. While gender discrimination occurs across the life cycle in most developing countries there are particular threats to adolescent development in these contexts. The relevance of girls’ empowerment – the emerging opportunities, the traditional demands, and the choices created and taken – clearly extends beyond the borders of developed countries. Indeed girls’ and women’s issues are core to Millennium Development Goals (MDG), the main development targets to improve the human condition. Against this background 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]*

What is sexual and gender diversity? How does the experience of our own genderedness and sexuality define members of sexual and gender minorities as people, and shape our opinions about those people who do not share our experiences or who do not express their sexuality in the same ways as we do? In this course, which we believe has the potential to be life-changing, we will look at these sorts of questions.

And we will do so while learning about (and in many cases meeting and talking with) people whose gender or sexuality places them on the fringes of mainstream society (in some cases beyond it). People who are gay, lesbian, bisexual or asexual. Transgender people and individuals who cross dress, or play with bondage, domination, and sado-masochism, use pornography, and/or are involved in commercial sex activities. And other people whose own experiences, known by strange-sounding names such as acrotomophilia and apotemnophilia, have their own story to tell. In lectures and tutorials we will examine other questions such as: To what extent are sexual and gender diversity biologically 'hard-wired' rather than learned? What is 'normal' in human sexuality and gender? How, when thinking about sexual and gender diversity, do we distinguish normal from abnormal, different from deviant, and healthy from sick? When responding (as individuals and as a society) to those whose sexuality and gender are different to our own, how do we balance individual rights (e.g. to sexual and gender expression) and responsibility to others (e.g. 'to protect family values')? What roles do society and culture play in forming our ideas about sexual and gender diversity? What roles do language, the arts and religion, the family, education, and the media play, not only in forming those ideas, but also in transmitting them? What effect has science and medicine had on the lives of individuals from sexual and gender minorities? How, in an increasingly interconnected world, are our ideas about sexual and gender diversity changing? We expect students will come out of the course with an informed, open-minded and critical understanding of the issues covered, and better able to join contemporary debates on sexual and gender diversity: debates that so often 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: animal use, assisted suicide, prostitution, and biomedical enhancement. 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 and deontology, as well as methods of critical thinking in moral reasoning.

Assessment: 100% coursework

#### **8. CCHU9010 Being Different: Understanding People with Disabilities**

This course focuses on disability as a social phenomenon and social construct. It engages students to look into the everyday life situations people with disabilities (PWDs) commonly encounter, particularly people with physical and intellectual disabilities as well as mental illnesses (PD, ID and MI). Issues that arise from these situations will be examined through the critical lens of sociology, politics, culture and social policies. Stereotypical images of PWDs, myths and erroneous assumptions about them, and the basis of discrimination against them are major aspects students will reflect upon. They will explore how these attitudes have been shaped by the media, cultural representations, knowledge from medical and social sciences and further obtain an empathetic understanding of PWDs through class activities and direct contact in NGOs or self-help organizations.

By the end of the course, students should be able to appreciate the value of social inclusion and human diversities. They should have been equipped to critically identify necessary amendment to be made in related social policies and service provisions and to take individual and collective actions in their future positions for building an inclusive society.

Assessment: 100% coursework

## **9. CCHU9011 Social Divisions in Contemporary Societies**

This course aims to enhance students' awareness of social divisions and their implications for the distribution of resources and life chances in contemporary societies. It examines how social divisions are shaped; how they can be understood from different theoretical perspectives; and the ways they can be dealt with at personal, societal and policy level. Various social divisions (such as class, gender, age, health and sexuality) will be used as examples for illustration. Critical thinking, social analysis and reflection on personal experiences will be emphasized. Through video viewing, guest lectures and visits, students will have the opportunity to learn about the real life experiences of social groups who are in different positions in social divisions. Students with an interest in understanding social issues and a commitment to search for ways to improve the life of disadvantaged social groups would find this course particularly stimulating.

Assessment: 100% coursework

## **10. CCHU9012 Body, Beauty and Fashion**

This course takes students on an exploration of the links between body, beauty and fashion from a variety of perspectives ranging from sociology, social policy, economics, psychology and medicine. These various perspectives together offer students a way of seeing how individual level issues (like self esteem, stigma and identity) shape and are shaped by community level issues (mass media), societal level issues (gender) and global level issues (globalization and westernization). The course examines these issues in a variety of formats using guest lectures, mass media analysis, video clips, problem solving activities and discussion. The course also focuses on cultural representations and understandings of the human body and ideals of beauty. Although the emphasis is primarily on contemporary Hong Kong society, lectures will also include in-depth analyses of how beauty is culturally constructed and historically situated around the world. To this end, the course is gender inclusive and presents both the female and male perspectives on beauty 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, will be critically discussed. Aside from the media influence on an increasingly globalized interpretation of beauty standards, the course also explores how diet and fashion industries are gaining momentum in shaping beauty ideals. Lectures address other globally and socially constructed aspects of beauty and identity, such as: race, class, culture, ethnicity, sexual identity, age, and ability/disability.

Assessment: 100% coursework

## **11. CCHU9014 Spirituality, Religion and Social Change**

The aim of this course is to engage you in a reflection on spirituality and religion, and on their relevance to contemporary social change. It will aim to do so in a manner which is personally meaningful, appropriate for critical analysis, and relevant to social action. Society is undergoing a resurgence of religious beliefs and practices. Many of

us are personally committed to spiritual or religious beliefs, are engaged in what could be called a “spiritual search”, or at the very least have many questions of a spiritual nature. As faith in secular ideologies declines, there is a growing tendency to turn to religious traditions as conceptual and social resources for personal growth and social engagement. But is this appropriate or even right? 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 constructive or destructive. Given the historical record, is it realistic to expect religion to provide answers to personal and social problems?

Open to believers, agnostics, skeptics, atheists and seekers, this course will give you exposure to, and an opportunity to engage with, the spiritual heritage of humanity: you will discuss passages from the scriptures of the world’s major religious traditions, as well as spiritual themes contained in popular feature films. You will critically consider the contemporary social implications of religious teachings and spiritual principles when applied to questions of truth and knowledge, power and authority, conflict and cooperation, and sacrifice and service. You will reflect on whether these approaches to human spiritual life are part of the cause or part of the solution for global social problems.

Assessment: 100% coursework

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

*[Non-permissible combination: CCHU9007 Sexuality and Gender: Diversity and Society or CCHU9039 Sexuality and Culture]*

Great transformations have been taking place in the realm of intimacy – the rise of non-monogamous non-marital forms of intimacy, the increasing visibility of lesbian and gay existence, the well established commercial sex industry, the popularized public report of private stories, the huge development of the popularity of cosmetic surgery, and numerous possibilities for intimacy in the cyber world, just to name but a few. New forms of identity, intimacy and sexuality have emerged in the era of the post-modern/globalized world, which blur the boundaries of what constitutes private matters and public issues and challenge the meanings of normal/abnormal citizen, natural/artificial body, real/virtual relationship, authentic/counterfeit intimacy, and so forth. 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 foster new pleasures, bodies and practices and the problems that arise from this. 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

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

To examine health in its truest sense, one must explore beyond the limits of medicine to engage a 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 behaviours 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

**14. 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

**15. 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 biochemistry's knowledge of 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 be further encouraged 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 of encountering an individual with mental illnesses in their social circles, workplaces or even family in the future. The development of a comprehensive and critical view towards mental illnesses will definitely prepare them to face this future challenge.

Assessment: 100% coursework

**16. 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 restoring the balance between humans 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 Workshop + Exhibition", in which students can learn how to express their environmental opinions through the creative process of making their own land art. The "**Land Art Workshop**" will be conducted on a selected **site** in the Hong Kong landscape. It will start with field study to explore how human civilization integrates or challenges the relationship with the landscape of the selected site. Then, based on their findings, students will use creative medium to explore their environmental critique to the site. After the workshop, students will prepare a **Land Art Exhibition** to communicate their creative works to the public, and present their works during the Opening of this exhibition (tentatively on a **Saturday during November**).

Assessment: 100% coursework

#### 17. **CCHU9024 The Last Dance: Understanding Death and Dying**

"If you are not aware of death, you will not be mindful of your practice, but will just spend your life meaninglessly, not examining what sorts of attitudes and actions perpetuate suffering and which ones bring about happiness." (Dalai Lama, 2002). "In confronting death however, life takes on new meanings. In accepting death, we experience the fullness of life. It is like being reborn." (David Kuhl, 2002).

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. Whilst 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 beliefs, family values and social structures. This course provides an interdisciplinary overview of the major themes and theories on death and dying from a global viewpoint with a critical focus on the Chinese perspective. Through interactive lectures, experiential workshops and creative group projects, students will be offered an opportunity to examine the psycho-socio-spiritual, economic, ethical and political issues of mortality through a range of cultural lenses. Such exploration will facilitate insights, reflections and personal growth for enhancing students' capacity in dealing with the inevitability of loss, death, dying and bereavement.

Assessment: 100% coursework

#### 18. **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 what 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 and patent as examples, 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 or patent 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 analyze various real-life scenarios with a view to assessing critically whether the current intellectual property 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

**19. CCHU9026 Cultures of Violence: Making Sense of the Human Fighting Instinct**

This course tackles violence as a fundamental aspect of human nature as seen in war, combat sports and criminal gangs. Human violence has been codified into combat philosophies and fighting systems since the beginning of civilization, and is the driving force in modern armies as well as organized crime syndicates. Through an interdisciplinary, critical analysis of conflict and, other forms of organized violence students are led to reflect on the evolutionary foundations, ethical values, 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

**20. 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 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. Through weekly lectures and readings the course presents how, why and for whom architects make drawings, models and diagrams. 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 architectural 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

**21. CCHU9032 Language, Institution and Power**

In this course we will examine the issues of *power* and how it relates to *language use* in various *institutions* such as law, medicine, and business among others. Language presents one of the most important (but not exclusive) power resources. We will learn that language can be both *powerful* and *empowering*. We will discuss how people in power can influence the ways in which language is used, and exercise control over access to language by others. We will also examine examples of how these others, in their turn, can contest and negotiate power. In language power can be expressed in a more or less overt ways. To minimize opposition, for example, power is increasingly exercised covertly or indirectly in different institutions. A particular attractive feature of the course is that we will examine real-life language data collected in a number of Hong Kong institutions. We will also discuss similarities and the differences in institutional language practices across different sociocultural contexts including Hong Kong and other countries and Asia and beyond.

Assessment: 100% coursework

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

This course explores how literature informs the ways we understand, imagine and relate to our environment. Students will study extracts from literary texts and explore how these reflect and construct generic concepts of place and space, and shape attitudes towards the environment. The course has historical and contemporary segments. The former examines ways in which the countryside, wilderness and the city have been represented in and shaped by literature since ancient times. The latter focuses on how texts present contemporary issues of environmentalism, postmodernism and digital culture. As well as responding to literary texts and film, students will be asked to reflect on local environmental issues and consider these in the context of contemporary theories of globalization and environmentalism.

Assessment: 100% coursework

**23. 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

**24. 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 various forms of culture, bringing in speakers from the Faculties of Medicine, Arts, Humanities and Law, and drawing upon a range of writers and scholars 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” in society, e.g. in medicine and sexuality. We then look at the ways in which, historically, different cultures have reflected and shaped not only the ways people have thought and talked about sexuality, but also how they have experienced and expressed sexuality.

We will 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 globalized 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

**25. 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

**26. CCHU9043 "Thinking" Women: Their Oppression and Resistance**

Should women be educated? And what should they be educated for? Are women more

likely than men to be mad? Should they have access to birth control? And how should they dress? Should they have the right to vote and enter politics?

This course explores women's struggle for empowerment, across time, space, and culture. In the diverse societies of East and West, North and South, women have been viewed as "other"—that is foreign to the "masculine" world of thinking, debate, and civil duty.

Women have had to fight for equality. Feminism emerged as a movement to defend women's rights and this work remains important in many societies today.

The course considers the way in which religion, science and philosophy has positioned women as 'other' and explores women's experiences in areas of life such as politics, education, health, and fashion. Centrally, we will discuss those 'thinking' women who set out to challenge and resist limitations on how they could live their lives as women. Modern day 'thinking' women will bring our journey to a conclusion.

Assessment: 100% coursework

## **27. 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

## **28. 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 the following topics: (i) "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, delusion and hallucination; (ii) "Can we trust our eyes?" – This looks at digital photography and photojournalism. We will examine how a picture tells a story and find out how our perception can be manipulated to influence our perception; and (iii) "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 affects the way we think, feel and behave.

Assessment: 100% coursework

**29. 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 pleurably (e.g. TV dramas, movies, fiction, pop music, online 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 be engaged to provide insider perspectives on the making of popular cultural texts.

Assessment: 100% coursework

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

What is the role of the press in a modern society, and are there minimum standards that you as a citizen can expect from the press? What is the relationship between the press, the public and government in different societies? Has the growth of social media made the traditional press increasingly irrelevant as a forum for spreading information and opinions?

These are some of the challenging questions that this course will examine. The course aims to help students become 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

**31. CCHU9048 The City: Histories of Urbanism and the Built Environment**

What is a city? Through what processes is our built environment constituted? How do we dwell in our cities and how do different kinds of urban space shape our sense of place and community belonging? This course will explore practices of urbanism across a range of contexts from antiquity to the present day. By doing so it will allow students to develop insights into the social relations and human struggles that have been produced by, and continue to produce, particular types of built forms in different

places over time. In the broadest sense, the course will use urbanism as a lens to understand the relationship between urban forms and the complex, multiple processes that constitute cities and their urban milieus.

The course content will be organized around sets of case studies, with each focusing on a specific theme that indicates particular continuities and congruencies between cities of different locations and time periods. The discussion throughout the course will engage with questions related to contemporary urbanization and consider how historical knowledge may impart a better understanding of the challenges we are facing in the global present.

Assessment: 100% coursework

### **32. CCHU9049 Reinventing Classical Music**

This course brings to light the processes by which classical music has been reinvented over time. At the heart of the matter are competing notions of tradition, innovation, and reinvention in the cultural production of Western art music from the early modern era to the present. Students will learn how different generations have deliberately or unconsciously chosen what to cherish or reject from the past. Whether it be composers altering their musical language to adhere to the political climate of their time, performers reinterpreting the canon, or the music industry repackaging ancient melodies for the consumers of Christmas recordings and video games, classical music continues to be reshaped by society, economics, politics, and technology.

Inherent in many of the terms used to describe musical works and practices is the prefix "re"—recording, recital, rehearse, revival, and so on. Is it a coincidence that these words rely on a common syllable denoting a return to a previous state or a renewal of the past? This course examines choices made by selected composers, performers, entrepreneurs, and members of the music industry as a way of revealing that classical music is a negotiated art form that is in a constant state of change. Indeed, classical music may be more relevant today than many people think.

Assessment: 100% coursework

### **33. CCHU9050 Freedom: Spirits, Experiences, and Expressions**

The course explores the concept of freedom across global history and geography, focusing on artistic and cultural “artifacts”, as windows for understanding historical ideas of freedom, as well as the contemporary social and philosophical landscape. The word “freedom” here is not strictly defined, but open to interpretation, as students engage in investigation of artifacts selected from different fields of artistic expression, including artifacts of (1) space and architecture (from Chungking Mansions to country parks), (2) Western and Eastern enlightenment and religion, (3) fashion and dress, (4) music (reggae and punk), and (5) bodily movement (protest and travel). Student engagement with meanings, visions, and experiences of freedom will be informed by class discussions and examinations of historical, political, and cultural contexts. Artifacts will be compared alongside each other, enabling students to come away from the course with a greater understanding of how human experiences and expressions interweave with the material world, of past and present. Students will also be asked to consider the implications of diverse meanings of freedom in their lives today, and which freedoms in their historical context they hold paramount.

Assessment: 100% coursework

**34. CCHU9052 The Best Things in Life: A Philosophical Exploration**

This course helps students address difficult issues raised by the question of what makes a good life. It begins by discussing a few fundamental questions: What does it mean to live an examined life? Is an unexamined life worth living? How can philosophy help us pursue an examined life? The course then proceeds to examine the sorts of things that are often thought to give value to the human life. What constitutes the good life? Many people would say: pleasure, happiness, accomplishment, status, material comfort, knowledge, virtue, love, and friendship. But what are these things really, and how valuable are they?

In examining the “best things in life,” the course will introduce and evaluate several major philosophical theories of the good life, namely, hedonism, the objective list approach, the desire-fulfillment theory, and the human flourishing theory. The course will also critically discuss some visions of life developed by historical and contemporary thinkers. These visions provide profound, albeit controversial, reflections on the art of living – how we should cope with personal failure and success, the loss of loved ones, temptation of vanity and pride, constraints of social powers, and one’s own death.

Assessment: 100% coursework

**35. CCHU9054 Borderlines – Questioning Boundaries in a Vague World**

What are boundaries in human societies? On what grounds are social, legal, medical and scientific boundaries drawn, and who draws them? When do we need to draw boundaries? These are the central questions that will be discussed in this course. We will focus especially on the problem of borderline cases, which arise as an inevitable consequence of drawing boundaries in a world that seems inherently vague and gradual. A boundary, whether it is physical, social, political or intellectual, creates separation. Once such a separation is created, we typically find that there are borderline cases: things that do not quite belong on either side of the boundary. Sometimes these borderline cases will be unproblematic, but frequently they affect human lives. Boundaries define whether you are a citizen or a foreigner, healthy or ill, alive or dead. What happens in cases where we cannot tell on which side of these boundaries a person falls? To address these questions, we will be using a theoretical approach that is well grounded in particular case studies, such as legal and medical determinations of life and death, the setting of measurement standards in the natural sciences, and the establishment of socio-economic boundaries like poverty-lines.

Assessment: 100% coursework

**36. CCHU9055 Metamorphoses**

Metamorphosis, which means a change in form, is an enduring motif in literature and popular culture, and characterizes many momentous social practices, such as rites of passage. In this course, we consider transformation as an engine of the Western imagination by tracing the legacy of selected short stories in Ovid’s *Metamorphoses* (1 C.E.) as they are reworked in literary texts and other media across the centuries. The mythical figures in Ovid’s tales have themselves undergone telling changes at key historical moments.

In tales of shape-shifting, a magical or supernatural power is often at work and alters characters so radically that it sparks reflection on how we define the human being — in contrast to objects, animals, machines, or deities. In other cases, physical mutation is less important than the suggestion of a divided human nature that requires us to

move among a range of identities to address conflicting desires.

Thus the central topics that we will examine include: metamorphosis as a driving principle within art and a link connecting texts via creative adaptations; the concept of the human implied in the various conversions represented; and how the ‘technology’ of modification reveals the overarching ideational concerns and commitments of the culture that produced it.

Assessment: 100% coursework

### **37. CCHU9056 Virtual Worlds, Real Bodies**

How have modern virtual reality technologies (VR) shaped and influenced the way we perceive reality, communicate and interact with each other, and with the world? In what ways do these cyber machines play a part in diminishing the physical barrier between the human body and the external world, and extending our living experiences across space and time, thereby transcending geographical, cultural and knowledge boundaries? And how do these experiences differ from the traditional communication mediums? By engaging students on an explorative journey of the emergence and development of VR in our modern societies, and giving them hands-on practice in creating their own virtual worlds, this course encourages students to reflect, evaluate and contemplate from multiple perspectives on how modern computer and digital technologies “inhabit” our bodies, and the world. Through realizing how our physical bodies have come to embody such technologies and making them an inseparable part of our everyday realities, we thereby expand the horizon of human experiences and meaning making. And ultimately, through grasping the notion of techno-embodiment, students are expected to raise and attempt to answer the philosophical and ethical questions of what technologies can and cannot do, and should and should not do in creating new human living experiences.

Assessment: 100% coursework

### **38. CCHU9057 Killing Stories: A Search for Truth in the Narratives of War**

The goal of this course is to acquaint students with a broad spectrum of literature, cinema and visual documentation of war, spanning both time and geography, in order to help them gain perspective on the concept of killing in war. Ultimately, our effort will be to use the killing stories, both ancient and modern, both real and imagined, both written and illustrated, to help us to understand *how and why we kill in war and what its true consequences are*.

We will examine what it takes to motivate someone to kill in war; the training involved, both physical and psychological; the familial, community and national pressures to fight and kill in war; and the *impact* on both combatants and the societies that sent them. We will pay particular attention to the secondary psychological destructive effects on those *sent to kill*—and ultimately on *the society that sent them*, and to several approaches to how we might heal these effects.

Assessment: 100% coursework



### **III. Area of Inquiry: Humanities (36 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 cooperations. 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 globalization. Film critics and scholars will be invited to conduct guest lectures.

Assessment: 100% coursework

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

How have epidemics shaped the modern world? In what ways has globalization contributed to the spread of disease? And how can historical awareness help us meet the challenges of the present and reconsider the relationship between the local and the global? This course addresses these critical issues from a number of perspectives, mapping the intertwined histories of globalization and infection from fifteenth-century European conquests of the 'New World' to the present. The course explores the economic, political and social processes that have contributed to the rise of global epidemics, including: early modern transoceanic exchanges, the slave trade to the Western hemisphere, global conflicts and epidemics, imperial responses to contagion, the rise of global health agencies after WWII, and emergent twenty-first-century animal-to-human infections such as SARS and avian flu in Asia, Europe, the Americas and Africa. Within this broad scope, the course engages with a number of fundamental questions: How and under what conditions did the 'unification of the world by disease' come about? What challenges to global security does this infectious interconnectedness pose? What potential might globalization offer in helping to contain epidemics? How, and with what consequences, has the past shaped the way we think about contagious outbreaks today?

Assessment: 100% coursework

#### **3. CCGL9004 Governance and Democracy in the Age of Globalization**

*[Non-permissible combination: CCGL9006 Asian Regional Governance in an Age of Globalization or CCGL9035 Challenges of Global Governance: Past and Present]*

How can global problems and issues be solved when there is no global government? This issue-driven course explores how the world is likely to be governed in the 21st century.

We will examine some of the most important issues and challenges facing the world today: structural changes in the international order; conflicts and global security; and the impact of cross-border crime and migration on the social stability and the wellbeing of societies. The course elucidates how these challenges are being addressed by a growing variety of actors, some of which are beyond the control of nation-states.

The aim is to raise your awareness of the risks globalization poses to state-based governance in general and democracy in particular. The course illustrates the connection between global developments (which often impact on individual societies but can no longer be controlled by them) and the need to bring about effective decision-making arrangements. But how accountable, transparent, and open are these new governance mechanisms? We will analyze the interplay of state-based and international institutions, regimes, and agreements, as well as the emerging impact of private and non-state actors. The aim is to critically reflect on the evolution of global governance and explore solutions to stem the erosion of democracy.

Assessment: 100% coursework

**4. 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 examines the ways in which poverty and development affect the lives of people around the world, with a special focus on the lives of young people. What are the challenges faced by young people living in poverty? What actions can individuals and organizations take to help young people better meet these challenges? We examine these questions in the context of current debates over international development as well as case studies of organizations involved in the fight against poverty.

Assessment: 100% coursework

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

*[Non-permissible combination: CCGL9004 Governance and Democracy in the Age of Globalization or CCGL9035 Challenges of Global Governance: Past and Present]*

Using the globalization challenges of the East Asian context and East Asia's institutional responses is a useful lens to explore themes within the Global Issues AoI. Taking an historical approach and using key theoretical perspectives, students will learn how the East Asian region has coped with their own interdependence and contentious issues, and why Asian regional governance has evolved into its current forms. This course will also explore the dynamics of regional institutional governance in our era of globalization.

Assessment: 100% coursework

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

This course facilitates 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

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

As evidenced by a wide range of fundamental social, cultural, political and economic transformations, the world today is becoming increasingly globalized. Within this environment, it is essential that we examine how Information and Communication Technology (ICT) is directing and redefining what it means to live in a “global society”. The melding of technology and globalization has become the touchstone of the new millennium and it is impossible to discuss the impact and significance of one without the other. In short, these dual revolutions are shaping each other and, through combined forces, directing the way we live, learn, work and socialize.

This interdisciplinary course examines how ICT allows for high-speed global access – making it possible to instantly connect to anyone and anywhere – and how this immediate access has created a nexus of social, cultural, economic and political implications for everyone. The course offers students an opportunity to critically evaluate not only how globalization and ICT have revolutionized the way we live, but also how this new environment uniquely situates them to, in turn, direct many of these changes. Within this context, the course will ask: What kind of global society are we heading toward? Who should participate in deciding the future? How will the “big” decisions be made and by whom? The course also requires students to reflect critically on their own uses of technology and how today’s Net Generation is confronted with global technologies that are, at once, both constraining and empowering. As such, students will be inspired to not only broaden their interest and understanding of globalization, but develop a position as informed global citizens and articulate the impact of technology on all human endeavours.

Assessment: 100% coursework

## **8. 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 choice. This course will explore these issues through a perusal of different topics, such as work and labour in multi-national corporations, the McDonaldisation of social and cultural sphere of life, local consumption habits and patterns, and the global discourse of media and fashion.

Assessment: 100% coursework

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

Assessment: In this course, students will examine the role of the globalized media in shaping perceptions of global and local realities, the extent to which the growing access to information from around the globe fosters information sharing and citizen participation in public affairs. The course will also consider the extent to which an increasingly globalized and fragmented media system impacts on power balances in information flow, domestic information production and dissemination. 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” media institutions and values? What is the role of Hong Kong, China and Asia in

providing their own narratives in the global media? In a multipolar cultural world, how could citizens contribute to the global conversation on local and global issues? The course will also reflect on critical media-related values such as the freedom of expression, privacy and transparency.

Assessment: 100% coursework

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

This course examines the social, political, economic, and cultural dimensions of globalization from an African perspective. We will cover a range of topics that exemplify the agency of the peoples of Africa in shaping the globalized world of today, as well as the impact of globalization on Africa. Pre-colonial patterns of exchange between Africa, Asia and other world regions were disrupted by European intervention from the 15th century onwards. We will see how, in spite of the difficult legacy of colonialism, African nations have taken up the challenge of political reconstruction, economic growth, and regional integration.

One focus of this course is the massive expansion of Africa's creative industries – digital media, music, arts, literature, fashion, and film – both within the continent and on a global scale. We will have the chance to look at the pivotal role in this development, of urbanisation, mobility, digital technology, entrepreneurship, and the extraordinary linguistic and cultural diversity and vibrancy of the peoples of Africa and the global African diaspora. Another aspect to be covered in more detail is the rapid and far-reaching socio-economic change that African nations have been undergoing in the last three decades or so. Here we will consider, among other aspects, the reorientation of many African nations away from the former European colonial powers and their growing involvement with China and other (emerging) regional and global powers such as Brazil, India, Japan, Russia, the USA or Turkey.

Assessment: 100% coursework

#### **11. CCGL9014 Thinking about Global Ethics**

This course provides, against the background of some of the most significant global problems and concerns, an introduction to 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

#### **12. CCGL9015 Globalization and Migration**

This course will introduce students to the key sociological perspectives of globalization and its impact on diverse forms of migration and mobilities. There will be twelve lectures comprising two main themes. The first theme introduces some of the structural forces that shape different forms of migratory flows (e.g. from the highly mobile transnational professionals to trafficked persons and domestic migrant workers), and elucidates the way the world economic order is underpinned by global

economic disparities and widening class and gendered inequalities. The second theme introduces key debates about cross-border mobilities and provides a framework for understanding contestations around national belonging and multiculturalism and how these challenge our conventional understanding of migration across the global North-South divide.

Assessment: 100% coursework

### **13. CCGL9016 Feeding the World**

Continuing human population increases, competition for water supplies, and concern about energy prices have led to profound pessimism about long-term food supplies. Already a billion people go hungry every day. This course offers an in-depth look at key issues in global food sufficiency, food production, food distribution, prospects and constraints. You will develop an integrated technical, economic and political understanding of the global food supply crisis. You will be equipped to understand and appreciate media reports related to this issue in your 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; alternative agricultures; meat production; agriculture as an energy-intensive business; water and agriculture; and biofuels.

Assessment: 100% coursework

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

*[Non-permissible combination: 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 – such as salt, sugar or spices; major beverages – such as wine or coffee; and newly globalized products – such as pizza or chocolate. 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

### **15. CCGL9018 Corporate Social Responsibility**

This is a course on corporate social responsibility and business ethics.

We study what a corporation is, why it exists, and what its relationship is with the market and the government. We study Milton Friedman's and Peter Drucker's concepts of the social responsibility of corporations.

Business ethics inform corporate social responsibility. Behind the various concepts of business ethics are moral and ethical systems. These include Utilitarianism, Kant, Nozick, Rawls and Sandel. These are studied and applied to human behaviour and

their implications for management practices are examined.

Applications to management issues are studied through cases, for example, Enron, Wal-Mart, Facebook, HIV drugs, genetic testing, Citigroup, Johnson & Johnson, Lockheed, Google, and DeBeers. And these will be discussed in our tutorials.

Assessment: 50% coursework; 50% examination

#### **16. 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

#### **17. 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.

Assessment: 100% coursework

#### **18. CCGL9022 Globalization in Question: Human and Economic Consequences**

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

This course explores how globalization affects developed and developing countries and cities around the world. It enables students to understand how their own lives and personal choices are shaped by market forces and global interconnectedness. The first part of the course has two components. First, it overviews globalization: what it is,

how it started, and its positive and negative effects. Contemporary Marxist, capitalist, and liberal orientations towards globalization are highlighted. Then it examines today's global governance system (including the United Nations, World Bank, and World Trade Organization), and how international, intergovernmental, and non-governmental organizations (NGOs) drive globalization, and respond to world challenges, such as economic slowdown and environmental degradation.

The second half of the course investigates concrete examples of how various contexts and regions have been influenced by globalization. Case studies focus on development issues in rural and urban areas in Africa, Latin America, and Southeast Asia, as well as the rise and sustainability of world cities. In this part of the course, students will compare and analyze how diverse individuals' lives are impacted by globalization. Major factors include migration; market forces; global climate change; technology; education; and movement of cultures, values, religions, and ideologies... for better and for worse. The cases invite students to reevaluate the major theoretical orientations to globalization discussed in the course, reflect on major debates about globalization, and hypothesize its future impacts.

Assessment: 100% coursework

#### **19. 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 moral controversies such 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.

*The overriding goal of this course is to teach you to use critical thinking skills in evaluating both the issues and content surrounding the Internet.*

Assessment: 100% coursework

#### **20. 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

**21. 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]*

This course studies how poor nations have alleviated poverty through economic growth and why inequality continues to persist in rich nations. We examine closely how empirical evidence is used to arrive at robust findings of falling inequality globally, but rising inequality within nations. Simple economic ideas on economic growth, international trade and investments are learned and used to explain why the spread of markets and economic globalization has fostered growth and reduced poverty in many poor nations. We also examine why some poor nations have failed to grow and remain mired in poverty. We also consider why poverty has not been eliminated in rich countries and why inequality has increased in recent decades. The role of human capital investments, technological advances, and political economy factors are introduced and used to investigate the experiences of the rich economies, including Hong Kong.

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

**22. 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 several key aspects – trade, finance, consumption, labour, professionalism, global environment and sustainable development – in the context of Hong Kong and the world. We will use related 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.

Assessment: 60% coursework; 40% examination



**23. CCGL9027 Criminal Organizations, 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. These flows represent the shadowy side of globalization 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 and the various illicit industries around the world. 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

**24. 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

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

This course introduces entrepreneurship from historical, economical, global, and social perspectives. First, students will be introduced to the evolution of entrepreneurship ever since the ancient civilizations. Students will then learn the basic economic analyses of modern entrepreneurship. The course will help students to develop a historical and balanced view on entrepreneurship and its role in human society, particularly in economics. Further it will examine how globalization shapes the landscape of entrepreneurship. Students will be motivated to deepen their understanding of entrepreneurship and broaden their view of entrepreneurship in a global context. Lastly, students will be guided to think critically regarding the consequences of entrepreneurship and the impact of entrepreneurship on society and individuals. This course aims to provide a comprehensive understanding of

entrepreneurship and expose students to the fundamental changes occurring in both the business community and overall society.

Assessment: 100% coursework

## **26. 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 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

## **27. 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 developed by mankind. Given that these weapons pose a serious threat to the survivability of humanity, a fundamental understanding of WMD development, deterrent potential, reduction and more recently, risks posed by proliferation networks and terrorist groups is of particular importance. This course further deals with the historical development of WMD systems and will be accompanied by a discussion of the underlying principles involved in WMD technology and the environmental legacy of nuclear weapons testing. We will draw students' attention to the strategic, political and ethical aspects of WMD programmes, 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 WMD 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

## **28. CCGL9034 Globalization and Architecture**

This course aims to examine how the condition of globalization reveals itself in architecture and the urban environment. In our immediate surroundings, it would benefit us greatly if we can grasp how the buildings that we inhabit are made and how they function. With an improved understanding of the various forces at play in the shaping of our human-made environment, we should be encouraged to think of ways to support a healthier kind of citizenry participation in the making of our buildings in the era of globalization. Paul Ricoeur described a condition of "universal civilization"

that encapsulates a scientific spirit and consumer culture. Today, we are perhaps operating universally under the effects of globalization, aided in no small part by the advent of the information age as well as technological advancement, and a more liberal flow of capital and labour. This course will seek the architecture and 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. By understanding the innovative and co-operative forms that have emerged, as well as resistances of local practices to external forces, we will be better equipped to cope with these global forces. This course will examine seven different types of building typologies and environments in our cities.

Assessment: 100% coursework

**29. CCGL9035 Challenges of Global Governance: Past and Present**

*[Non-permissible combination: CCGL9004 Governance and Democracy in the Age of Globalization or CCGL9006 Asian Regional Governance in an Age of Globalization]*

This course will introduce students to some of the past and contemporary global governance challenges. Students will learn how the world order has evolved into its current forms, and they will explore the main issues associated with global governance and international cooperation. The course begins by borrowing insights from a number of theoretical paradigms on the meaning of global governance. Our discussions will then examine how the contemporary system of global governance through the historical processes of colonization, industrialization, and the emergence of the modern nation-state system. Some of the substantive issues studied in the course will include the development of the regulation of the global economy, international law, human rights, and transnational security problems. Through the examination of a variety of theoretical perspectives drawn from disciplines that range from anthropology and history to economics and political science, students will have analytical skills to evaluate current, salient transnational problems facing policymakers. Since the course covers various aspects related to understanding international cooperation, students are prompted to reflect on the complex historical, political, and economic issues surrounding the problems that they study.

Assessment: 50% coursework; 50% examination

**30. 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 localized, 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

commercialization of global languages.

Assessment: 100% coursework

**31. 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 explains some of the key sustainability challenges confronting contemporary societies, such as climate change, and how these are being tackled. Examples from 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

**32. 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

**33. CCGL9043 Obesity: Beyond a Health Issue**

For the first time in history, there are now more overweight than underweight people and obesity has been proclaimed as an epidemic. Although professional organizations view obesity as a top health challenge; fat activists remain skeptical and criticize the overhyped obesity fear. Can obesity continue to be viewed as a personal health ailment or are there many embedded societal contexts that need to be unveiled?

This course aims to elevate students' understanding on obesity from being a personal,

straightforward problem to a multifaceted, worldwide phenomenon. It will address four fundamental issues (1) “Should Obesity be Problematized?” by considering the alternate views of the fat acceptance movement, and challenging the science that legitimates its war against fatness, (2) the creation of a fat nurturing environment, (3) the consequences of obesity at macroscopic and microscopic levels, and (4) actions taken by supporters and critics in the war against fatness. Students will be engaged to reach a reasoned position in the obesity controversy, and act proactively at individual, societal and global levels.

Assessment: 100% coursework

**34. CCGL9044 Mobile Identities: Dwelling, Place-making, and Global Flows**

How does place affect who we are and how does who we are affect place? This course will engage students with their own sense of place in their neighborhoods, in Hong Kong, and in the larger world. It will ask how place and identity are interwoven; how each interacts with other concepts such as “space”, “non-place”, “city”, “home”, and “earth”; and, how the local and global traverse all of our identities via the mobilities of travel, commerce, ideas, food, images, media, money, migration, and digital technologies. Through discussion, short reflective writing, and student projects—based on video, photography, writing, mapping, or sound—the course will deepen our understanding of the cultural dynamics of “self” and “other”, our attention to the intersections between the local and the global, and our capacity for analysis, creativity, and collaboration.

Assessment: 100% coursework

**35. CCGL9047 Power, Leadership, and Legitimacy in a Globalizing World**

This interdisciplinary course is about important changes in the nature of power, leadership, and legitimacy around the world. What is power, how can it be deployed, and how can it be generated? What role does leadership play in the exercise of power? Why is there so much talk of a leadership crisis in many countries? And when can we consider power to be legitimate?

We will look at different conceptions of the exercise of political authority, explore past practices, and examine recent case studies (from the shifts in the global order to how this affects us in Hong Kong) from an interdisciplinary angle. The course exposes us to the problems of the growing diffusion of power in global politics (including the scenarios of great power competition or a leaderless world), the increasing limitations for exercising political leadership, the erosion of legitimacy in decision-making, and the consequences these trends have for local communities.

The objective is to give you the necessary analytical and empirical know-how to identify important changes in the patterns of political behaviour around the world that have emerged as a cumulative consequence of what is called ‘complex interdependence’ and which are likely to directly impact on your lives as citizens and responsible stakeholders in a globalizing world.

Assessment: 100% coursework

**36. CCGL9048 Global Crime and Injustice**

This course aims to introduce students to the varied ways of thinking about the crime problem and the criminogenic consequences of the globalization of economic, political and cultural activities across the world. It introduces a number of key concepts in sociology, criminology and human rights that will help students develop a more

inclusive and imaginative picture of how their lives are shaped by events and social institutions far removed from their local contexts and the range of harms that individuals and communities may be subjected to across the global North and South divide. The course's key themes include social inequalities and rights; the intertwining of the global and the local in a global risk society; hierarchies of victimization and citizenship; the limits and possibilities of crime control and social justice movements; and the extent to which communities, states and NGOs can facilitate the preservation of social life and the enactment of human rights. The substantive topics include state crimes, corruption, white collar and corporate crime, trafficking, and environmental damage. Overall, the course will examine whether and how globalization may bring various risks and new harms which challenge our conventional understanding of the problem of crime and justice.

Assessment: 100% coursework

#### **IV. Area of Inquiry: China: Culture, State and Society (35 courses)**

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

By looking into the physical significance of Chinese architecture, cities and landscapes, this course introduces theories and principles of Chinese houses and gardens. 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 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 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 a distinct stage of social and economic development in Chinese history.

Assessment: 100% coursework

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

students with an understanding of the evolution and driving forces of urban development in major Chinese cities in the last three decades; helps them to develop an appreciation of the rapidly changing urban development and landscapes in Chinese cities; and exposes them to the key issues and challenges facing these cities in the 21st century. The topics covered include urban economic development, housing, transport, urban sustainability and planning.

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 into 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 19th century to the 20th 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 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**

During the late imperial period (17<sup>th</sup>-19<sup>th</sup> centuries), China was involved in substantive exchanges with the West in politics, religion, sciences, and arts. They made great impacts on China's later development towards a modern nation. How did the Chinese

people perceive and conceptualize the West in textual and visual representations? What factors may have contributed to the creation of diverse ideas and images of the West, including “red-haired barbarians”, “Holy Mother”, “scholars from the West”, “heavenly brothers”, and “foreign masters”, etc.? In what ways did these images facilitate or impede China’s transition from tradition to modernity? Why do some old ideas and images still affect the Chinese minds today, as can be seen in the name “foreign devils” (*Yang guizi* in Mandarin, or *Gweilo* in Cantonese)? In this course, we will find answers to these questions by looking at a set of exemplary cases. Both textual and visual sources will be used to investigate the formation and transformation of an idea or image of the West, followed by critical reflections on its historical and cultural implications. Some important theories in history, literature, and cultural studies will be introduced to foster students’ critical thinking and research skills. From an interdisciplinary perspective, students will be able to reflect upon the increasing presence of the West in late imperial China, explore the changing Chinese cultural/national identities mirrored by the Western *other(s)*, and express their own opinions on such controversial issues as the meaning of *Chineseness* and compatibility between Chinese culture and Western culture.

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 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 enables students to understand and appreciate China's quest for modernity since the 19th century, contextualized against the development of her neighbours in East Asia. Beyond examining the various forces that prompted the modernization process in East Asia, students will scrutinize 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 civilization of the 1800s to the modern nation-state we see today? Is modernization 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 modernization process? What are the continuities and discontinuities in the modernization process of China, as it evolves from Qing China to Republican China to the People's Republic? The course will also examine the impact of modernization on contemporary China thematically and comparatively by scrutinizing modern day political and social institutions such as state-society relations, the family, marriage, education and social mobility etc. By the



end of the course, students would be able to apply the knowledge gained to analyze 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 in the context of the global economy. The impacts of China's economic development on a number of national and global issues are explored. These include China's external trade relations, direct and portfolio investment both in and from China, the renminbi as an international currency, China's role in the global payments imbalance, intellectual property rights and China's demand for world resources.

Assessment: 60% coursework; 40% 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 and in its neighboring jurisdictions in Southern China. The course is organized around three major themes to help achieve its overall objectives: the sustainability dimensions of Hong Kong as a compact city; the links between economic restructuring and changing environmental challenges; and the constraints to, and opportunities for, cross-boundary environmental cooperation.

Assessment: 50% coursework; 50% examination

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

In order to understand the prospect of China's quest for modernity, this course examines the key governance challenges that have 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 with those in other developing countries.

Assessment: 100% coursework

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

This course examines the rise of China in the 21st 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: (i) 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; (ii) 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; (iii) analyze the perspectives and strategies of the major powers in Asia (such as the US, Japan and other Asian nations) towards an emerging China; and (iv) 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

## 11. **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 21st century will be one of such historic events reshaping world order. Measured in its comprehensive national capabilities, military power, and growing influence on a global scale, China is increasingly becoming a global power whose influence is felt in all corners of the world. 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

## 12. **CCCH9013 Love, Marriage and Sex in Modern China**

This course enables students to understand how love, sex and marriage constitute a useful lens for understanding Chinese culture, thoughts, values and ways of life so as to provide a glimpse into the complex interconnections between political, cultural, economic and interpersonal realms of experience. The course begins with issues that are personally relevant to young people – mate choice, love, marriage, sex and family – with a view to help them think about the historical and cultural roots of values concerning love, sexuality, marriage, and family life in China. In particular, the course will examine the profound transformation in Chinese values, lifestyles, norms and desires, from Maoist utopianism to reform-era hedonism, brought about by market reforms and the opening of China. Through case studies of love and marriage in Hong Kong and the Pearl River Delta, we hope to enable students to understand the diverse characteristics 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. Documentary films will be used to give a vivid sense of the different strategies modern Chinese men and women use to fulfill material, affective and sexual desires as a response to social changes. Possible topics include: the three bonds and five relationships in Confucian humanism; the class-based consciousness and the movement-based passions of Mao-era socialism; the impact of Post-Mao reforms on family life; urban families in the eighties and the one child policy; family strategies and economic transformation in rural China; postsocialist China and quality-based desire; *shengnv* and the changes under the Marriage Law in China; temporary love in urban cities; *xiaojies* and sex workers in the Pearl River Delta; queer China and cooperative marriage; political dissidents and civic movement in contemporary China.

Assessment: 100% coursework

### **13. CCCH9014 Social Development Challenges in China**

Starting in late 1970s, the Open Door Policy ushered in an era of privatization, decentralization, modernization, and the dismantling of the Mao era's 'iron rice bowl' (鐵飯碗 *tiě fàn wǎn*). The reforms have had a profound impact on Chinese society, creating, on the one hand, a rising quality of life and income, but also contributing significantly to rising inequalities.

Is inequality a must to motivate social development? Who are the emerging urban poor, and how can China achieve poverty reduction? Is it unrealistic to provide a universal pension in China? Why is it expensive and difficult to obtain quality health care? How can housing policy help to achieve social integration? This course focuses on the nature and magnitude of key social development challenges in China, and how Chinese policy-makers at the central and local level are addressing them. Key questions explored will include differing definitions of social development drawing on international comparisons, the limits of market power in providing social goods, social-environmental issues, and the challenges of policy implementation in the Chinese institutional context in a globalizing world.

The course relies extensively on current information including newspaper articles, audio-visual news clips, documentaries, statistic case studies, interviews, and discussion of current events to explore the topics.

Assessment: 100% coursework

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

Very much like 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 persist such as extremely low fertility, gender imbalance, cross-border marriage, shrinking workforce, and ageing population. 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 introduces 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: 100% coursework

### **15. CCCH9016 Hong Kong: Becoming a Chinese Global City**

This course examines Hong Kong as a Chinese global city and its position in relation to the Pearl River Delta and China's national economy. By understanding Hong Kong as both Chinese (Cantonese-speaking) by majority and a global finance centre by historical construction, students will be introduced to basic readings on urban sociology, global cities and Hong Kong studies. Students are expected to learn more about Hong Kong's position in the Asia region and the multiple challenges facing the city, including global economics and China's rapid development as well as current debates on democracy and civic society. This course is divided into three components with the first part focusing on the historical perspective of Hong Kong by studying the inter-relations between colonial government administration and policies, manufacturing industries and migration patterns. The second part of the course will

explore the rise of the middle class and their consumption practices in the city. The complex anxieties surrounding the year 1997 will be discussed in relation to its historical significance in political, economic and socio-cultural terms. The last component of the course will investigate how Hong Kong measures up to the standards of being a Chinese global city and address future issues facing the ongoing development of Hong Kong in the larger schema of China's global economy and its impact on local understandings / identity crises of the city's positioning.

Assessment: 100% coursework

#### **16. 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 see 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 that the proliferation of the Chinese media is transforming it from a vehicle of mass propaganda into a vehicle for mass communication. The diversification of the media--from the rise of celebrity micro-blogs and pop idol talent shows, to citizen journalists publishing independent investigative reports, to alternative forms of cultural expression through art and film--is changing the chief function of media from merely serving as party mouthpiece to that of gathering and disseminating information and a working tool for self expression. This media development is creating new public channels that monitor and expose Party malfeasance, social ills, and reflect the views of the general public.

This course engages students in a cross-disciplinary investigation on the social implications of this changing media environment on China's nascent public sphere. By analyzing Chinese media and cultural content including news stories, films, street tabloids, TV entertainment shows, and new media technologies, advertisements, and art, the course examines the dynamic interplay of evolving social, political, economic, and media forces and the prospects for the transformation of mass culture and civil society in China. The course will survey the historical roots of media and mass propaganda in the Mao Era, analyzing its political, social and cultural role. This will be followed by an in-depth look at how market liberalization policies reshaped China's media landscape within the context of continued government control. Specific examples will be used to illustrate social media's role as a mass communication vehicle and the challenges and prospects of this shift on media, state and social relations.

Assessment: 100% coursework

#### **17. 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 thousand 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 and its influence is seen in many aspects and at all levels of 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 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. Topics include: Buddhist impact on Chinese culture; intellectual exchange between Buddhism and Chinese culture; Buddhist and Chinese attitude to life: A comparative study; Buddhist and Chinese ethics of filial piety; Buddhism and Chinese visual art; Chan and Chinese culture; Buddhist influence on Chinese language and literature; Buddhist influence on religions and popular beliefs; Guanyin belief in Chinese life.

Assessment: 100% coursework

### **18. CCCH9019 Emperors**

Emperorship was the core institution of Chinese government for over 2000 years (221 BC-1911 AD). The emperor, the Son of Heaven, embodied both the unity of the empire and the unity between Heaven and Man. This enduring institution originated from ancient Chinese civilization and was only abolished after confrontation with global modernization. Emperors, therefore, provide a key to understanding the structures of society and government, disputes in philosophy and religion, patterns of history, and transformations in culture and civilization. They also tell us about China's struggles in global modernity and are still used in constructing Chinese identity and culture today.

This course studies emperorship as the defining institution of Chinese civilization. It shows how the emperor has repeatedly been perceived as an "essence" of Chinese civilization, and how this enduring institution has been continuously contested and transformed by shifting political, social, cultural, and global forces. This interdisciplinary course teaches students to distinguish divergent disciplinary methodologies, including history, philosophy, religion, literature, and film. It also requires students to critically assess the sources and arguments of existing scholarship.

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: 100% coursework

### **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 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 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 two decades, family composition has substantially changed in parallel with socio-economic development in China. Traditional values of a family had been evolving from Confucian basis to greater individual autonomy. From the late Mao era, China introduced the one-child policy to limit the population growth in 1978 as a prerequisite for economic development and for the success of the Four Modernizations programme. The one-child policy, urbanization and migration have deeply influenced family norms, disrupted family structures and affected all family members. The transformation of family norms and values not only deeply affects marriage, family formation, childbearing behaviours as well as obligations to old age support, but also aggregately restructures the population composition. This course aims at introducing the various family theories, concepts, facts and general demographic techniques to understand the inter-relatedness of the demographic, social, cultural, economic and political issues with family transitions in Modern China.

Assessment: 100% coursework

## **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 practising the dao that focus on effort, spontaneity, purification, and reform.

Assessment: 100% coursework

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

*[Non-permissible combination: CCCH9038 Chinese Social Values: Authority and Anarchy]*

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. 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 from the 20th century to the present. It traces the changing roles that Hong Kong has assumed during different phases in China’s economic development and explores the roles that Hong Kong can continue to serve China in the future.

Assessment: 60% coursework; 40% examination

#### **25. 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 enriches students’ knowledge of key ideas and methods of healing 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 “陰陽五行” (Yin-Yang and five elements), “天人相應” (correlation between man and nature), “原氣論” *Qi* (vital energy) and “藥食同源” (the same origin of herbs and food), a number of key concepts in Chinese medical culture will be explained. Comparison of Chinese medicine with Western medicine will be involved. 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

#### **26. CCCH9030 Modernizing China's Constitution: Failures and Hope**

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

In the past 150 years, there were many attempts to modernize China’s Constitution in the process of its modernization. Struggling between the practical goal of achieving the wealth and power of state in the process of China’s modernization and the incorporation of the values of constitutionalism including democracy, rule of law and human rights, the constitutional path of China had been rough and tough. As constitutionalism is not merely having a constitution but includes a series of values which were developed mainly from Western historical experiences but have now been spread worldwide, the successful development of constitutionalism in China depends very much on whether the political and legal culture of the Chinese society would

reject or could be reshaped in its modernization process to allow those values to be embedded in the Chinese society. This course examines the ideas of some of the most important constitutional scholars, major constitutional events in modern China, and the provisions of the present Constitution of the People's Republic of China to help students understand how far the different attempts to modernize China's Constitution has achieved constitutionalism. Students will be encouraged to reflect on the reasons that China has yet to achieve a truly democratic and constitutional government after so many years of constitutional struggle. Students will be given opportunities to explore whether there is any genuine hope for establishing constitutionalism in China and whether the constitutional values will be incorporated into Chinese's political and legal culture in the future.

Assessment: 100% coursework

**27. 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 on selected Hong Kong military heritage sites 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 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 in tutorials 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, property rights, 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

**28. 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 honour 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



**29. 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

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

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.

The course is designed for students of all disciplines. No pre-knowledge of music is required.

Assessment: 100% coursework

**31. 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 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 towards nature, environmental protection thoughts in traditional Chinese philosophy, current popular attitudes towards 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.

Assessment: 55% coursework; 45% examination

**32. CCCH9038 Chinese Social Values: Authority and Anarchy**

*[Non-permissible combination: CCCH9025 Humanity and Nature in Chinese Thought]*

This course traces the evolution of Chinese social and political values in the classical period of Chinese thought. Their discussions about, society, human nature, culture and coercion led to the great Legalist experiment of the Qin Dynasty (221–206 BC) and its aftermath which produced the Han conception of what we now know as Chinese political values. We start with the theory of the “mandate of heaven”, which leads us to Confucius’s appeal to ritual practices grounding a cultural account of social role ethics. We look at Confucius’s arguments for his educational methods including his rejection of punishment and coercion. Next we turn to the rival Mohists’ critique of Confucian social values. Mohist innovations launched a greater focus on 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

**33. 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

**34. 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

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

*[Non-permissible combination: CCCH9030 Modernizing China's Constitution: Failures and Hope]*

This course examines the legal transformations in modern China and developments towards the rule of law. First, the key concepts are introduced in a straightforward way suitable for students from all backgrounds. The course then examines the Chinese legal tradition up until the late Qing dynasty, outlining the obstacles to legal reform and the factors which led to change. This is followed by looking at the continuation of the late Qing legal reforms in the Republic of China, including the move to one-party rule under the Nationalist Government, economic equity and land reform in Taiwan, and the successful implementation of the rule of law there.

This course also covers law in post-1949 Mainland China. The final topic is the modernization of the Chinese legal system since the Cultural Revolution, which considers the move from a socialist economy to a market economy, constitutional reforms to protect property and human rights, and the rule of law since China became a member of the World Trade Organization in 2001.

Assessment: 100% coursework