

Syllabus of the Common Core Curriculum for 2017-18

I. Area of Inquiry: Scientific and Technological Literacy (46 courses)

1. 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

2. CCST9003 Everyday Computing and the Internet

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

[This Common Core course is a Small Private Online Course (SPOC), i.e. traditional in-class lecture materials are replaced by video recordings or other online learning materials, thus leaving more time for interactions in face-to-face sessions.]

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.

Online lectures would be available for the whole course, making room for more in-depth learning in lecture sessions. Specifically, four to five lecture sessions would be conducted in collaborative workshop formats, whereby students need to work in teams to complete hands-on tasks corresponding to the topics covered in the course.

Assessment: 100% coursework

3. CCST9006 Chasing Biomedical Miracles: Promises and Perils
[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

4. 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/AIDS, SARS, avian influenza, extensively-resistant and totally-drug resistant tuberculosis, multiply-resistant and pan-resistant bacteria are just some reminders that emerging infections can strike both the developing and industrialized countries equally. Epidemics of infectious diseases occur almost regularly. Pandemic influenza, Ebola virus disease, and Zika virus infection were some of the recent outbreaks that caused global concerns. China, as the most populous country in the world, has also been one of the epicenters for some emerging infections. This course aims to: (a) introduce the concepts of microbes and infection; (b) introduce the concepts of emerging and re-emerging infectious diseases and their local and global significance; (c) illustrate the importance of infectious disease in the history of humankind; (d) study the role of the individuals and global community in the control of infectious diseases; (e) examine some basic tools to study infectious diseases and the pathogens; and (f) explore some of the controversial issues in the prevention and management of infectious diseases.

Assessment: 100% coursework

5. 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

6. 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 tutorials involving scientific analysis of forensic evidence. Knowledge gained will be applied and students will be required to work on an assigned case and offer solutions.

Assessment: 100% coursework

7. 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.

[There will be an optional visit to the Hong Kong Space Museum to see the Planetarium show on Tuesday (11am-1pm) in Reading Week.]

Assessment: 60% coursework; 40% examination

8. 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

9. CCST9014 Science and Music

The course aims at an appreciation of the close connection between music and science that has existed historically from Pythagoras 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

10. 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 like intelligent robots and autonomous vehicles, 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 electronic 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 their 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

11. 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.

[There will be a compulsory field visit to a zero-carbon building scheduled during Reading Week.]

Assessment: 50% coursework; 50% examination

12. 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

13. 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 now 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

14. 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

15. 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.

[A half-day field trip will be held off-campus in Hong Kong during Reading Week. Three options of time will normally be provided for the field trip, and students will be required to choose one for participation.]

Assessment: 60% coursework; 40% examination

16. 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

17. 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 through issues such as public/private funding sources, control samples, 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

18. CCST9023 The Oceans: Science and Society

The oceans are the last frontier on earth. They cover 70% of the earth's 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

19. 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, behaviour 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

20. 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, Atomic, 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; and what are the social, cultural and technological impacts and consequences of scientific revolutions?

Assessment: 100% coursework

21. 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: 70% coursework; 30% examination

22. 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

23. 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.

[The Laboratory component of this course (with four laboratory sessions) is compulsory. The laboratory sessions will be arranged during the semester on Wednesday or Friday mornings from 9:30 am to 10:50 am or 11:00 am to 12:20 pm. Please make sure you do not have time conflicts before enrolling on this course.]

Assessment: 100% coursework

24. 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. 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

25. CCST9033 Left Brain, Right Brain: Science and Myth

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

Assessment: 100% coursework

26. 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

27. CCST9035 Making Sense of Science-related Social Issues

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

The course aims to enhance students' understanding about science and technology, and to enable them to critically evaluate socio-scientific issues (SSI) as reported in the media. Such critical evaluation should enable them to make rational and responsible decisions on these issues, and to be aware of the implication of such decisions.

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

Assessment: 100% coursework

28. 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, whose chemical components 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

29. 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 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

30. 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

31. 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

32. 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 vehicles 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 accounts, 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

33. 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

34. 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

35. 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 is the placebo effect, and do the "complementary and alternative medicine" fields owe their existence to it? 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 (nervous, endocrine, immune). Philosophical issues of mind-body duality, the power of positive and negative suggestion, and the influence of brain architecture on behaviour 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 knowledge of biology – we will build key principles in a step-by-step manner that allows students of all majors to grow and excel.

Assessment: 100% coursework

36. 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 many 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

37. 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

38. CCST9049 From Human Vision to Machine Vision

This course will study the fundamental principles of the human vision process, and how such principles can be applied to technology. Can we build machines that are able to see?

Students will learn how our brain and eyes cooperate to perceive brightness, color, depth and motion. This will enable students to analyze and explain various optical illusions observed in everyday life (for example, the barber-pole illusion), as well as the techniques used to produce depth perception in art (for example, perspective drawings used by architects and Renaissance artists). Through discussions and analyses of analogies (for example, birds and airplanes), students will understand why direct replication of the human biological vision system to machines is neither feasible nor necessary, and appreciate how the study and generalization of the principles behind human vision facilitates the development of machine vision. A geometric framework for machine vision will be introduced to students (with minimal mathematical and implementation details), with focus on stereo vision for depth perception. Several machine vision applications, such as deep learning for self-driving cars and active vision for virtual / mixed reality, will be discussed. Finally, the course investigates the impact of vision technology on our lives and societies.

Assessment: 60% coursework; 40% examination

39. 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

40. 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 now, culminating in the discovery of the Higgs boson – or so-called “God particle” - in 2012. This course intends to introduce a coherent understanding of the material 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

41. 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

42. CCST9053 Responding to Natural Disasters

This course focuses on a critical analysis of how science and technology are woven into our responses to natural disasters, especially (but not only) the meteorological ones. The two key perspectives in the course are about the interplay between natural disasters, science and technology, and the roles of science and technology in our responses to natural disasters. To illustrate these two perspectives, lectures and tutorials are arranged in such a way that students are led through the 3 phases of disaster response: preparation for a disaster, response during the acute event and post-disaster management. A special feature in this course is the inclusion of a community-based disaster risk reduction project. It adopts a participatory approach with experiential learning in order to enhance students’ problem solving and analytic ability.

Assessment: 100% coursework

43. CCST9054 War, Peace, and the Natural World

War is often used as a means to advance political agendas and justified through perceived benefits to society. Yet, the act of war is universally disastrous for our planet's environmental health. War and violent conflicts displace humans, destroy terrestrial and aquatic resources, and lead to the exploitation and extirpation of biodiversity. At the same time, military infrastructure and "off-limits" areas have become some of the world's best conservation areas. Regardless, the human toll of war makes it easy for the public to overlook the immeasurable damage and few benefits that war inflicts on nature.

This course will cover the major themes of conservation biology and ecology through the lens of direct and indirect consequences on ecosystems as a result of human conflicts. These themes include species extinctions, habitat loss, climate change, pollution, invasive species, and a few positive examples of conservation, ecosystem restoration, and species recovery. The course will highlight case studies for students to critically evaluate, providing a historical context for the conflict and the ecological and socio-economic consequences.

Assessment: 100% coursework

44. CCST9056 The Force is with You: How Things Work

The Force is with You! The world is a dynamical system for which 'forces' are acting everywhere to produce numerous sophisticated phenomena. Students taking this course will surf the world of forces through daily life examples and explanations based on scientific arguments. Fundamental laws of science are abstract, but their implication and applications are concrete. In addition to a scientific exploration of 'force,' we will examine the inter-relationships between science and society, as well as a brief historical survey of our understanding of the nature of force since the revolutionary work of Isaac Newton. The discussion will include classical mechanics, thermodynamics, electricity, and magnetism, etc. No prior knowledge in physics is assumed.

Assessment: 100% coursework

45. CCST9059 Poisons

This course will offer students the opportunity to learn about poisons through a cross-disciplinary conversation between medicine, physiology, biology, psychology, history, literature and film.

The course will address the concept of poisoning from several perspectives, including the basic principles of *posology*, which is concerned with dosage and is the foundation of toxicology. The basic concepts of poisoning will be illustrated with simple clinical examples such as specific human organ toxicities related to drugs, household poisons, plant and animal sources of poisons, food poisoning and seafood poisoning. In addition, examples of poisoning in Hong Kong will be explored from a historical and legal perspective. The psychology of poisoning will also be explored with examples that highlight precautions needed to ensure safe handling of toxic materials. Finally, the course will develop a thread of common metaphors, symbolism and other associations used to describe poisons in cinema, late Victorian and early 20th century detective fiction, and other historical references.

[All students are required to attend a field trip (3 hours) during Reading Week.]

Assessment: 100% coursework

46. **CCST9060 Exploring Human Longevity**

Human life expectancy has significantly increased in recent generations. The oldest verified person lived to 122 years. Progress in science and technology relating to ageing and disease now predicts the possibility of a longer lifespan. Our current understanding of the science of ageing, chronic disease, regenerative medicine, emerging technologies and how our lifestyle influences ageing are coming together to tackle the challenges of longevity. Increased human lifespan will have a momentous impact on the life course of the individual, on the structure of society, and on our environment.

In this course, we will explore the intersection between science, technology, ageing and longevity. Reviewing how modern medicine and science have already influenced a longer human lifespan, we will take an evidence-based approach to evaluate the science behind ageing and the promise of emerging technologies relating to prolonging life, ageing, and chronic diseases. We will investigate the implications of how a longer living population has affected our society; discuss the impact of an increased lifespan on the community, societal infrastructure, and our environment; and explore how innovative technology industries are intersecting with traditional healthcare and pharmaceutical industries. Finally, we will critically analyse the constraints of human longevity, breakthrough technologies, and strategies for challenging the maximum limits of a healthy lifespan. This course will use an interdisciplinary evidence-based learning approach that does not require prior specialised knowledge.

Assessment: 100% coursework

II. **Area of Inquiry: Humanities (45 courses)**

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

[This Common Core course is run in ‘flipped classroom format’, i.e. the bulk of the course content is delivered on-line and classroom sessions are run in workshop format with a wide range of group activities and interactive exercises. For details, please visit <https://learning.hku.hk/catalog/course-cat/flipped-classroom/page/2/>.]

The course examines a broad range of topics including: population and urbanization, materials resources, and societal systems such as transportation and public health to understand the modern conceptualization of ‘sustainable’ forms of development and how this has come about. It has been designed to inspire thinking about the way we should construct our living environments in future, in order to find the most sustainable balance.

Starting from 2016-17, the course has been offered in a ‘flipped classroom’ format. In their own time, students are required to watch 2 or 3 on-line course videos, review other on-line materials and to research issues, in preparation for the classroom session. The on-line components deliver the bulk of the course content. Classroom sessions are run in workshop format and engage students in a wide range of group activities and interactive exercises. Through discussion, reflection and application these help students to fully understand the content, explore contexts and interconnections, and actively apply the knowledge gained. On-line preparation and classroom sessions replace the lecture + tutorials used in previous course offerings. A description of the flipped classroom and student responses to in-class activities can be viewed at the TELI “Interactive Online Learning” website: <https://learning.hku.hk/catalog/course-cat/flipped-classroom/page/2/>

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. 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 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. People who are gay, lesbian, bisexual or asexual; transgender people and individuals who cross dress, or play with bondage, domination, use pornography, and/or are involved in commercial sex activities. In lectures and tutorials we will examine 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? How, in an increasingly interconnected world, are our ideas about sexual and gender diversity changing? What are the intersectionality that we can discover in the whole course of learning and how do we use these learnings to help make a better world? We expect students will come out of the course with an informed, open-minded and critical understanding of the issues covered, and be 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

6. 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

7. 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.

[There will be a compulsory agency visit scheduled during Reading Week.]

Assessment: 100% coursework

8. 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

9. 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

10. 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

11. 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

12. CCHU9018 Arts and Ideas: East and West

This course is about ideas that are related to art, art history and visual culture across cultural boundaries of “the East” and “the West”. It is designed to explore ideas about art, such as how art functions in various societies and its meanings. It will examine

artistic traditions, the functions of art and its institutions such as patronage, art market, and roles of the artist across cultures, and will challenge assumptions about separation of cultural realms into eastern and western areas. The course will explore key monuments and concepts that shaped artistic traditions, techniques, and media and continue to define today's international visual environment.

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

Assessment: 100% coursework

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.

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.

[All students will be required to plan and organize a compulsory experiential learning activity for service users at a mental health agency/setting during Reading Week. The experiential activity is compulsory and if interested students foresee that they cannot commit to this, they should not be enrolling in this course.]

Assessment: 100% coursework

16. CCHU9024 The Last Dance: Understanding Death and Dying

The study of death and dying is concerned with questions that are rooted at the core of human experience. Individuals who set out to increase their knowledge of mortality are embarking on life's most important exploration, a constructive journey of personal discovery and spiritual awakening. 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.

[There will be a compulsory field visit to a funeral home / death-related social welfare agency scheduled during Reading Week.]

Assessment: 100% coursework

17. 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

18. CCHU9030 Image, Space and Society

The course examines the relationship between the representation of space -- through drawings, models, photography, film, virtual environments -- and the economic, cultural, technological and political forces that shape contemporary society. Each of us has a personal relationship to architecture and the city as well as a felt understanding of space through our daily confrontation with artifacts of the built environment. It is therefore critical to understand how the world in which we live is planned and conceived in order to effectively engage in the shaping of that world.

Drawings and models are the key tools that architects and planners use to consider, communicate and construct the spaces of our everyday lives. These spaces are projected on sheets of paper, modeled in three dimensions and sometimes visualized with digital modeling and animation tools. These forms of spatial representation such as drawings, models, films, and photography have the capacity to do much more than lay out the foundations for buildings or cities, for they are mechanisms of provocation, discourse, and critique. They make arguments, influence society and change the course of history. Students will consider the meanings behind various modes of representation and the impacts that those visions have had and they will be asked to reflect on the relationship of technology to the way we think, build and ultimately live.

Through weekly lectures, writing exercises, readings and tutorial discussions, students will develop a capacity to engage with different forms of spatial representation and to critically articulate a personal understanding of their relationship to architecture and the city.

Assessment: 100% coursework

19. 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

20. CCHU9038 Music and the Human Body

The course will illustrate the full extent of the role of the body in music making and listening. Our goal is to revisit the ear's synthetic and analytical powers in the context of a holistic view of music as the (*literal*) embodiment of sound. To this end, we will use the human body as a map for the topics covered in the semester. More than a mere gimmick, the idea of the body-as-map will help the students grasp the rationale that guides the choice of topics while at the same providing a clear anchor for their tutorials, readings, and assignments. The repertory will mingle the familiar with the less familiar. Many of our case studies will be drawn from the vocal and instrumental

repertoires of the Western Classical Tradition, Opera, and Musical Multimedia. There will also be significant forays into early musical practices as well as dance, religious, and popular music of other traditions.

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

Assessment: 100% coursework

21. 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 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

22. 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

23. CCHU9043 Rethinking Women: The Big Debates

Should women get married or stay single? Are women natural homemakers? Is it wrong for women to enjoy sex? Should women be given access to birth control and the right to abort? How should women confront sexual violence? What are the opportunities and challenges facing lesbians and transgender women? How do women fight?

During the course we engage in the big debates about women's livelihood across time, space and culture. To what extent have social expectations for women changed throughout history? How have these expectations been enforced and resisted by women? What do women think about themselves today?

Rethinking Women focuses on contemporary societies through the critical lens of the past. It explores the great strides that women have made in educational and professional achievement in recent decades. But it also explores the social expectations and gender stereotypes that continue to limit women's capacity to develop their abilities and make life choices. The aim is to encourage students from diverse backgrounds to rethink and challenge the assumptions about women's identities and experiences. In *Rethinking Women* we discuss a wide range of material, including texts, films and adverts in order to consider such issues as gender relations, sexuality and reproductive rights, through facilitating a dialogue between the sexes. The course presupposes no previous knowledge of the subject.

Assessment: 100% coursework

24. 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 always 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

25. 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 social media. 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. All of this is at play in the art and science of perception.

Assessment: 100% coursework

26. 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 increasingly important role of social media, 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.

[A one-hour student-facilitated online forum discussion will be arranged during Reading Week.]

Assessment: 100% coursework

27. 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.

[Students will sign up for one half-day field trip scheduled during Reading Week.]

Assessment: 100% coursework

28. CCHU9049 Reinventing Classical Music

This course explores classical music and the ways in which it has been reinvented over time. 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 “great works,” or the music industry repackaging ancient melodies for use in contemporary media, classical music figures in a vast social and cultural landscape that is in a constant state of change. This course examines the history and culture of classical music from the early modern era to the present, focusing on the themes of innovation and tradition, in order to understand the social and cultural processes through which Western art music is made anew again.

Assessment: 100% coursework

29. 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) protests on the streets and online, (3) liberty vs. surveillance, (4) academic freedom and freedom of speech, (5) fashion and dress. Students are encouraged to think critically about socio-political and economic policies, the discourse behind how a certain understanding of freedom is linked to these policies, and how the technologies we use in our everyday lives affect our freedom. Such student engagement with meanings, visions and experiences of freedom will be informed by class discussions and examinations of historical, political, and cultural contexts. The artifacts thus provide a groundwork and substance for holistic considerations of the meanings of freedom, enabling students to come away from the course with a greater appreciation for the ways in which human experiences and expressions interweave with the material world, of past and present. Action and arts are framed by experience and history, revealing the way that human goods interconnect with values (aesthetic and ethical) as humans strive to pursue different visions of freedom.

Assessment: 100% coursework

30. 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

31. CCHU9053 Contested Words, Disputed Symbols

The meanings and values we assign to words and symbols (“signs”) are often the subject of profound controversy. In the public sphere, such disputes often reflect a background of historical, political and ideological disagreement. Issues over usage may arise in many ways, for example in relation to forms of address (there is a choice of terms for “you” in many languages), titles (Miss vs. Ms), gender specific language (“generic he” vs. “he or she”), personal names (must names reflect the gender of the baby?), brand names (can I call my coffee shop McStarbucks?), ethnic designations (Eskimo, Gypsy, Black vs. African-American), names of sports teams (The Washington Redskins) and of cities (Bombay vs. Mumbai, Peking vs. Beijing). In analyzing such disputes we gain an insight into how participants assign meanings, the interpretative strategies they employ, and the sources of authority to which they appeal. At stake in such disputes are questions of freedom of expression, the control and censorship of the public sphere, the boundary between private and public discourse, the moral ownership of signs, and the right to control their use or interpretation.

Assessment: 100% coursework

32. 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

33. CCHU9055 Metamorphoses: Tales of Transformation

Mutant superheroes, zombies bereft of empathy, machines becoming self-aware, invasive technologies altering your identity – tales of transformation fascinate the popular imagination as we struggle to figure out what it means to be human in the twenty-first century. In this course, we will consider stories of transformation (or metamorphosis) that have themselves undergone transformations as they are told, and retold in written, oral, and visual media. Such stories often use an element of fantasy in order to question our assumptions about identity and difference, power and vulnerability, the boundaries and relations between humans and other life forms: what if a man could turn into an insect? What if a machine could fall in love? What if you turned into somebody else? What if your neighbor became a wolf? What if trees could feel and communicate, much like humans do? We will trace such motifs and questions across a wide range of materials, from oral tales to popular fiction, to science and journalism, visual media, performance, and film. Throughout the course, we will thus also explore the transformative potential of art and storytelling in different media and students will have a chance to create their own story of transformation for their final project.

Assessment: 100% coursework

34. 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.

[There will be film screening (optional) during Reading Week.]

Assessment: 100% coursework

35. CCHU9057 Killing Stories: A Search for Truth in the Narratives of War

Why do we kill in war? Are we Homo Sapiens natural born killers, homicide hard-wired into our very DNA? Or, do we actually have to overcome a resistance to killing within our species, learning to do it out of loyalty or perceived necessity to protect our own specific group or community? There’s compelling factual and anecdotal evidence supporting *both* arguments. The goal of this course is to explore, examine and interrogate a broad spectrum of literature, cinema and visual documentation of war, spanning both time and geography, in order to learn the truth about why we kill in war. In that pursuit, we will study the killing stories, ancient and modern, real and

imagined, written and visual. Students will also create their own killings stories, using one-act plays to see what it's like to march in the boots of soldiers, what it takes to motivate them 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. Finally, we will look at secondary psychological destructive effects on those *sent to kill*—and ultimately on *the society that sent them* as well as new approaches on how *each* may heal.

Assessment: 100% coursework

36. CCHU9058 Nature in the City: Beyond the Concrete Jungle

Nature and the city are frequently, but not always, in conflict. This course explores our relationship with the natural environment using the urban built infrastructure, cultural habits and traditions, and the creative arts to provide a framework for the students' exploration of the intersection between the natural world and our urban environment

- *Survey - The human relationship with nature in the urban context:*
First, we will look for evidence of nature in the city, at different scales, and observe both our attempts to replicate or enhance nature and our attempts to exclude or suppress it (both of which are often unsuccessful).
- *Analysis - How that relationship influences the form of the city:*
We will then critically explore the relationship between development and nature in the urban context, using an understanding of natural laws to investigate how cultural traditions, perceptions, and meanings, and the realities of urban infrastructure, lifestyle and economics, complement or flout those laws.
- *Design – Using an understanding of that relationship as a basis for articulating issues and ideas:*

Finally, we will apply our observations and understanding of nature in the city to develop techniques, analyses, and metaphors, to illustrate and communicate issues related to other disciplines and to a variety of public stakeholders.

Assessment: 100% coursework

37. CCHU9059 Making and Appreciating Drama

This course is suitable for students who like to enjoy themselves, be creative, are willing to work hard and collaborate with others and perform in front of an audience. Course participants will learn about the theory and practice of drama-making and will consider the following issues: What is drama? What, briefly, are its histories and current forms? What is necessary for drama to take place? What is entailed in the creation of drama? What does drama tell us about the human condition?

'Drama' will, in this course, not consist of a series of texts for study, but will be taught primarily as a series of inter-related activities in which all students can hone performance skills, critically analyse the theoretical concepts underpinning these skills, and then select, rehearse and perform a traditional tale in front of an audience. The performance produced at the end of the course will be that which takes the voice and body and a story to tell as the starting points for drama.

[The 2-hour lecture and 1-hour tutorial will be held back to back each week on Wednesday.]

Assessment: 100% coursework

38. CCHU9060 Games: Play, Learning and Society

Have you played games with friends and family? Do you have rewards points on your credit cards? Have you ever thought what it means to “game” the system or have you studied “game theory”? Playing games is, and always has been, a basic attribute of humans at all stages of life and across all cultures. Games and their applications – for example, My Starbucks Rewards, NikeiD and Facebook – have been used to enrich our lives in many different contexts, including business, education, and pleasure. However, games can also associate with negative consequences, such as addiction, which can greatly affect our health and social life.

This course will cover the theoretical and practical foundations of game application and its social consequences using design techniques that originate from the field of psychology and the study of motivation. You will (i) experience our gamified teaching style, (ii) explore various scenarios about playing/using games, (iii) recognize the psychological, social, economic, and educational benefits of game application, (iii) be alert to the potential harms and risks, (iv) understand how games are applied in different contexts, and (v) critically evaluate game and gamification projects.

Assessment: 100% coursework

39. CCHU9061 Science and Religion: Conflict or Conversation?

Science and religion are two of the most significant influences shaping global society today. We shall examine the relationship between disciplines in the natural and social sciences, and a variety of religions, including Christianity, Buddhism, Daoism, and Islam. Broadly speaking, scholars have identified four main perspectives concerning the relationship between science and religion: Conflict (science is incompatible with religion); Compartmentalization (they belong to separate domains of knowledge); Conversation (they overlap at certain points at which they can respectfully dialogue), and Convergence (they can be integrated). We shall examine how each of these perspectives plays out in the history of science and religion in East and West, and assess their contemporary significance. The course will achieve the goals of the Common Core by helping students connect across different disciplines and cultures, as well as by developing the ability to examine controversial issues from multiple perspectives. Students will achieve these aims through interactive learning, outside the classroom activities, and group debates.

Assessment: 100% coursework

40. CCHU9062 Buddhist Visions in World Cinema

Film is a universal medium that mirrors, documents and recreates moral, aesthetic, and spiritual sensibilities and experiences. It cuts across space, time, culture and language and marks their boundaries. It is an ideal platform for exploring how Buddhism envisions ethical ways of living and how it responds to wider questions such as: What is the relation between mind and body? Truth and illusion? Death and beyond? During this course we will explore how films produced in the East and West possess the power to bring to life existential themes, philosophical questions, and contemporary beliefs. Through an analysis of vision, sound, narrative, silence, and symbolism, we will gain a greater appreciation of Buddhist visions in World Cinema.

Assessment: 100% coursework

41. CCHU9063 Cultures of Madness

What is it like to be mad? How have various cultures depicted this state? How do doctors, government and the society respond to individuals who “lose their mind”? This course examines how ‘madness’, the most remote yet intimate experience of human beings, is understood in various cultures and across time. By looking at madness, we are also investigating the intellectual foundations of social norms and ways of reasoning in different historical and social circumstances. Using the perspective of science, technology and society (STS), this course explores how mental disorders, insane behaviours and those who are considered social deviants are described, treated and managed historically and contemporarily in different cultural contexts. Students will not only compare multiple factors that determine our understanding of madness but also learn how concepts and managements of mental illnesses and their socio-cultural implications contest each other in a globalized society. Through discussion, readings, and videos, themes explored in the course include the cultures of asylums, the birth of “psy” sciences, the legacy of psychoanalysis, colonial psychiatry, war and mental health, the pathologization of gender minorities, drugs and deviances, and debates on suicide, creativity, and anti-psychiatry.

[There will be two film watching activities in addition to lectures and tutorials which students will be required to attend.]

Assessment: 100% coursework

42. CCHU9065 A Life Worth Living

What does it mean to live a worthy life? This is one of the most fundamental questions of human existence and this course addresses the relevant issues through an engagement with various philosophical and religious traditions, such as Buddhism, Taoism, Confucianism, Hinduism, Christianity and Secular Humanism. We shall discuss how the teachings of important historical figures from these traditions have influenced the choices of people over the centuries, and how they have been contextualized and adopted in contemporary society. We shall examine how these figures regard the place of bodily pleasures, intellectual pursuits, power, status, possessions, accomplishments, virtues, relationship with other human beings and the relationship (or not) with the transcendent in their vision of a good life. We will explore the resources they offer for dealing with stress, temptations, disappointments and failures, social oppression, the loss of possessions and of loved ones, and with one’s own death. The course will help students connect across different disciplines and cultures, and develop the ability to examine controversial issues from multiple perspectives. Students will achieve these aims through interactive learning and high impact practices such as group debates and interviewing contemporary advocates of different worldviews concerning the question of “what makes a worthy life?”

Assessment: 100% coursework

43. CCHU9066 Human Learning: A Life-long Adventure

This course addresses core aspects of human learning. Together, we will explore how we learn social concepts, language, and patterns in the world throughout our lifespan. We will investigate how and to what extent different types of learning mechanisms develop, and, finally, we will consider how learning can help us to survive and better interact with others and with our rapidly changing society. By examining different types of social and cognitive learning, students will gain critical understanding of the nature of human learning as well appreciate the interactive nature of human beings by better understanding the links between learning and society.

Assessment: 100% coursework

44. CCHU9068 Shaping our World: Liberalism, Socialism and Nationalism

This course introduces students to liberalism, socialism and nationalism as a complex set of very powerful ideas that have influenced the political, economic and cultural development of Europe, and, subsequently, the world. We are now all living in a period where all of these systems are being questioned and reconfigured.

Liberalism places the individual at the center of things and gave birth to the core concepts of liberty, equality, and individual rights. Socialism gave rise to other concepts like fraternity, a community of workers, and the redistribution of wealth. Nationalism focuses its identity on the nation-state, and, often, on particular groups within the nation as the source of political power. We will explore the intellectual mainsprings of these movements through excerpts from their writings of Hobbes, Locke, Rousseau, Smith, Montesquieu, Kant, Hegel, Mill, Marx, Lenin, Schmitt, Arendt, Freud, Nietzsche, de Beauvoir, Foucault and Mao. Students will be asked to engage in debates and to articulate how these global movements shape their own lives today in very tangible ways.

All three philosophies have given birth to social movements—sometimes violent and sometimes peaceful—across the world. Together, they have shaped the modern world of nation-states and market economies, emigration and immigration, human rights and terrorism, economic crises and world wars. The apparent triumph of liberalism in the late 20th century is now being reassessed, but its revolutionary vision to sweep away entrenched and protected privileges remains a vital body of ideas.

Each ideology has reacted and responded to an increasingly integrated economic world and to each other over the course of their histories. Their enduring influence and continued relevance make them worthy subjects of study for comprehending the world in which we all live.

Assessment: 100% coursework

45. CCHU9069 Finance and Society: How Human Societies have Innovated to Deal with Risk

Why has violence declined in the last two millennia? How have human societies innovated and developed increasingly better ways to deal with the challenges of risk events such as natural disasters, climate shocks, epidemic virus, and wars? And how can financial knowledge help us understand the relationship between economic-social history and the history of civilizations? This course addresses these global issues from an interdisciplinary historical perspective, developing a risk-mitigation perspective on the evolution of human civilizations so that we can better understand how civilizations have evolved the way they have and how we, as potential investors and professionals, can better foresee future growth areas in frontier, emerging, and developed markets. The course explores a number of social innovations, including mythology or magic and supernatural beliefs, technologies, social structures and cultural norms, religions, financial markets and welfare states. This broad scope of knowledge on the historical evolution of risk-sharing arrangements allows us to embark on our quests to appreciate how cultures and institutions have each evolved historically as a way to maximize the probability of human survival, which in turn allows us to see where they can go as better risk-mitigating tools become available due to technological and financial progress.

Assessment: 70% coursework; 30% examination

III. Area of Inquiry: Global Issues (38 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. CCGL9002 Hong Kong Culture in the Context of Globalization

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

Globalization has become the keyword to signify the profound changes common to contemporary human experience. This course provides an interdisciplinary and critical analysis of the impact of globalization on Hong Kong culture. We start by asking: What is culture? What are the important global cultural trends that Hong Kong also participate in and contribute to? What aspects of globalization are relevant to the study of Hong Kong culture? How can postcolonial Hong Kong culture offer new ways to understand the relation between the colonial past and the present global world order? How can we understand the global-local cultural dynamics that drive Hong Kong into the future? What will we learn about Hong Kong culture if we adopt new critical and self-reflective perspectives? The course introduces key concepts and theories of globalization by focusing on cultural analyses and critical cultural responses to globalization. Particular emphasis is placed on the creative media, transnational cultural industries and global cultural phenomena relevant to everyday Hong Kong experience. This includes the analysis of Hong Kong's participation in global cultural trends like the creation of cultural districts, the changing emphasis on cultural industries, the conditions of cultural production and consumption, the proliferation of urban redevelopment framed in terms of cultural heritage preservation and tourism, as well as the transformations in our everyday experience due to global cultural trends like the Disneyization and McDonaldization of society, new technologies of video and internet gaming and other new media phenomena.

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. 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

6. CCGL9008 Cybersocieties: Understanding Technology as Global Change

The dual revolutions of technology and globalization are shaping each other and directing the way we live, learn, work and socialize. 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.

Within this context, this course asks: What impact does the internet and online social networks have on how we interact with each other, how we perceive global issues as well as how we perceive ourselves? What kind of global society are we heading toward? How is digital activism, especially by youth, changing society? This 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 empowering and constraining. This course is designed to inspire students to not only broaden their interest and understanding of globalization, but to develop a position as informed global citizens and to articulate the impact of technology on all human endeavors.

This course will make use of a mix of online videos and broad-based lectures. It is intended to be interdisciplinary in scope, embracing topics within the field of sociology, criminology, anthropology, gender issues, philosophy, international studies, political science, economics, science and technology and the humanities. Students are expected to actively participate and have a willingness to immerse in social media such as web forums, blogs, tweets, YouTube and related video sharing sites.

Assessment: 100% coursework

7. CCGL9009 Local Cultures and Global Markets

Consumption is a central part of our everyday lives, encompassing everything from our homes to our iPhones. Consumption is also often regarded as central to fuelling both economic growth and creating increasing interconnection throughout the world in the form of globalisation, as well as creating enormous environmental problems. However, attempts by politicians to ‘create’ or ‘control’ consumption are often unsuccessful. Can sociology offer better ways to understand why, and, how people consume?

This course adopts an ethnographic perspective to examine the wide-ranging impacts of contemporary goods as they circulate around the world recognising that as much as people produce goods, goods also produce people. We will examine how adopting a human-centred approach to understanding global brands, transnational commodity chains and issues of labour, environment and media can help to better understand—and influence—such areas.

Far from being a “theoretical” course, we will emphasise the development and discussion of students’ sociological research skills through developing unique research projects to uncover the hidden meanings and consequences of brands and goods in our everyday lives.

Assessment: 100% coursework

8. CCGL9011 Media in the Age of Globalization

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? 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

9. 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 roles 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 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 Western powers and their growing involvement with China and regional powers such as Brazil, India, Japan, Russia or Turkey.

Assessment: 100% coursework

10. 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

11. 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 trafficked persons, refugees and asylum-seekers, sex workers 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 legality and ‘illegality’ in migration, national sovereignty, citizenship and belonging, and how these challenge our conventional understanding of migration across the global North-South divide.

Assessment: 100% coursework

12. 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

13. 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

14. CCGL9018 Corporate Social Responsibility

This course provides an interdisciplinary overview of Corporate Social Responsibility (CSR), focusing on the interplay between corporations and their key stakeholders. Over the past several decades many factors have contributed to increased expectations for corporations to carry more social responsibilities. Asia is not an exception. At the

same time, our governments have acted to reduce their roles in addressing social problems, in favor of market-based approaches.

CSR has progressed from traditional philanthropy and donation to encompass not only what companies do with their profits, but also how they make them. Through their stakeholder relations management and innovative business models, companies can not only develop practices to address environmental and social issues, but also identify opportunities for innovative products and technologies.

In recent decades the emergence of CSR has brought a new wave of social innovations to the marketplace. “Social enterprises” have emerged that emphasize *both* social and financial sustainability, and, therefore, traditional non-profit organizations, governments and corporations need to adapt themselves to embrace this social innovation. Thus, the topics of sustainability reporting, nonprofit organizations, social enterprises and other topics of interest to students will be discussed in-depth to bring this course to a more forward-looking perspective.

Assessment: 100% coursework

15. CCGL9020 Environment, Globalization, and Institutions

The global physical environment, as a result of human activities in the pursuit of economic efficiency and growth without due care for ecology, is subject to global warming due to the accumulation of greenhouse gases and irresponsible exploitation of natural resources and looming oceanic pollution. In response to threats to human existence, the world community has generally accepted the concept of “sustainable development”. There are international agreements to impose national controls over the use of carbon (and, hence, reduce the generation of greenhouse gases) and many Western countries have environmental taxes/levies to support these controls. Non-governmental organisations (NGOs) have become increasingly important in addressing local and international issues. This CCC course, with the help of visits to business firms and NGO managed places/field observations and a study of the literature: (a) discusses and observes the impact of globalization driven by world trade and tourism on the natural and social (incl. business) environment; (b) examines specific examples of local and international laws in response to these issues; and (c) ponders one’s role to play in globalization as a citizen of the world in support of sustainability.

[There will be a compulsory field trip of 8 hours scheduled for Tuesday during Reading Week.]

Assessment: 100% coursework

16. 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

17. 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

18. 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.

[Two field trips will be held during Reading Week, and students must participate in at least one. Each field trip will be completed within three hours, including round-trip transport time between campus and the destination.]

Assessment: 100% coursework

19. CCGL9027 Criminal Entrepreneurs, 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

20. CCGL9028 Gender, Health, and Globalization

Ming and Mohammed are traveling to the UAE to gain access to reproductive technologies that they cannot obtain in their home countries. Aki travels to Israel to receive a kidney transplant, bypassing the long waitlist for organ transplants in Japan. These are just two examples of the immeasurable ways in which gender, health, and globalization interact.

This course explores the issues of new reproductive technologies, reproductive tourism, organ transplants, organ tourism, and legal and ethical debates to highlight the linkages of globalization, gender and health, and to examine the impact globalization has on women and men's health around the globe. Globalization is also a cultural process whereby symbols, meanings, structures, and practices that both enable and constrain human thoughts, bodies, and actions circulate unevenly around the globe. Gender, masculinity and femininity, are inherently unstable categories which are produced and reproduced, and increasingly shaped and remolded by the force of globalization. The notions and treatments of health are also gendered and unstable, and the processes of globalization interact actively with shifting perceptions of bodies, health, and illnesses, creating new opportunities and dangerous disparities.

Through readings, class discussions, and other exercises, students will explore a) issues of reproductive and organ tourism, b) bioethical theories on reproduction and organ transplants, and c) globalized health issues, services, and utilization by gender. This course will challenge students to consider the three keywords from a variety of

intellectual perspectives and engage more deeply with the increasingly globalized world today.

Assessment: 100% coursework

21. 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

22. 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” since ancient civilizations and 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 by reaching out the campus and interacting with real entrepreneurs. 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

23. CCGL9032 Rule of Law in a Globalizing World

The footprint of the Rule of Law, as an ideology, 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 it into 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 it 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.

Assessment: 100% coursework

24. 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 humankind. 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

25. 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, more specifically, examine seven different types of building typologies and environments in our cities.

[Students have to conduct compulsory fieldwork in a group as part of group project and will need to choose and spend one day during Reading Week for field visits.]

Assessment: 100% coursework

26. 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 explores how states and internal organizations confront and solve a variety of transnational problems ranging from climate change to transnational terrorism. In particular, the course examines why international cooperation is often weak or non-existent despite the dizzying number of international challenges that require cross-border cooperation. The course begins by borrowing insights from several theoretical paradigms to apply to challenges of global governance. Then, the course applies these theoretical insights into a number of critical issues such as global public health, international financial crises, international law, and humanitarian intervention. Through the examination of a variety of theoretical perspectives drawn from disciplines that range from psychology and sociology to economics and political science, students will obtain the analytical skills to evaluate current and salient transnational problems facing policymakers. Since the course covers various aspects related to understanding of international cooperation, students are prompted to reflect on the complex historical, political, and economic issues surrounding the problems that they study.

Assessment: 100% coursework

27. CCGL9036 Dilemmas of Humanitarian Intervention

The course takes a very broad understanding of humanitarian intervention, looking not only at states but also at international NGOs and the aid business, and not only at aid but also at other forms of political action. It focuses on the emergence of humanitarian intervention, its contemporary nature, success and failure, moral challenges, and ways forward. It examines dilemmas generated notably by great power politics, by the tension between state sovereignty and global humanitarian action, by resource constraints in a world of potentially limitless need, and by issues of authentic country ownership. It explores these issues both through overview analysis in lectures, and through real-world case studies in seminars. In classroom discussion, students' country expertise will be very much in the lead. The course is assessed 100% through coursework, with class participation and one term paper counting towards the final grade.

Assessment: 100% coursework

28. 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

29. CCGL9040 Energy Futures, Globalization and Sustainability

The course explores the relationships between energy, globalization and sustainability at the global, regional and local levels. Examining 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 managed within processes of globalization. The course explains some of the key sustainability challenges confronting contemporary societies, such as climate change, and how these are being tackled. Examples from developing and developed countries in Asia and elsewhere are used to illustrate how the processes of globalization, energy governance and system development and sustainability interact, the problems that arise, and how countries develop strategies and policies to manage these problems.

[A compulsory field trip will take place during Reading Week. The field trip will last for 5 to 6 hours.]

Assessment: 100% coursework

30. 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

31. CCGL9047 Power, Leadership, and Legitimacy in a Globalizing World

This 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

32. CCGL9048 Global Crime and Injustice

This course aims to introduce students to the varied ways of thinking about the crime problem and the 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. Just as 'global' issues such as warfare, human trafficking, and environmental problems must be understood in an international context, so too must traditionally 'local' arenas of criminological interest be located within a comparative perspective, and understood as being shot-through with transnational and global dimensions. 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.

In this context, there is growing recognition of the importance of new geographical sites of knowledge production, in particular those beyond traditional Anglo-American bases of power. This course will therefore equip students with the theoretical and methodological tools to 'reach for the global' in their criminological imagination by drawing on a range of case-studies framed from the global and comparative perspective.

Assessment: 100% coursework

33. CCGL9049 Carbon, Money, and Lifestyle

Carbon, Money, and Lifestyle aims to enable students to develop a broader perspective about the structural causes of human-induced climate change and how individuals and society can overcome the challenges. The lectures will deepen students' understanding about how society, economy and governing regimes can be re-structured to achieve the decrease of a "carbon-based economy" and the move toward a healthier planet. The curriculum includes two main themes: 'Changing climate, changing people' and 'Managing transition toward a low-carbon economy'. The first theme will focus on the ways in which global climate change is portrayed in the public sphere and affects our carbon-intensive consumption and production activities. The second one will involve a series of discussions and learning activities about the climate change-driven transition of the society, moving from the personal domains towards the societal ones. The lectures will elaborate on the structure of the global networks of climate governance and the ways in which they operate in various

areas—including politics, finance, business—and help students explore how their own actions can make a difference in the development of a healthier economy and lifestyle.

Assessment: 70% coursework; 30% examination

34. CCGL9050 Europe without Borders?

Europe has decisively shaped the modern world and has been in turn influenced by the global forces it unleashed. The very process of globalisation, in fact, can be traced back to eighteenth century enlightened thinkers who dared to think large: imagining one world and one humanity. Yet, we still live in a world of sovereign nation states. States, their borders, and nations themselves are relatively recent inventions and borders have been as often sources of conflict as they have served the aim of maintaining peace and political stability. Yet, in an intensely globalised world, boundaries today may well seem like a relic of the past. To the extent that Europe embodies and cherishes the ideal of “one world,” it appears hypocritical for it, for example, to block off migrants through impenetrable walls and barbed-wired fences. Such policies, cosmopolitans argue, are fundamentally unjust and incompatible with the values that Europe is meant to represent: democracy and freedom.

The course’s ultimate focus is on the function and status of national and European borders and the question of what it means to belong to a political community: who is in, who is out? How and why are people included or excluded? And, what, finally, is the future of a borderless Europe?

Assessment: 100% coursework

35. CCGL9051 Technology, Power, and Culture in the Global Age

In Tel-Aviv, a gay couple is about to take a plane to India to meet the local surrogate mother who will give birth to their test-tube baby. Not very far from Shanghai, thousands of villagers debate the environmental impact of the South-North Water Transfer Project, a 2,400km network of canals and tunnels designed to divert water from the Yangtze River to water-stressed areas in North China. These are just two of the many ways in which technology is having a direct impact on everyday lives around the world; and in all these examples, social, cultural, and political negotiations play an important role in shaping technological developments. This course explores these complex everyday life intersections between technology, power, and culture from a global perspective, focusing changes taking place in Western societies as well as Asian contexts such as China, Japan, India, Taiwan, and Hong Kong. Through readings, class discussions, and other active exercises, students will be invited to develop a critical global understanding of linkages between technological developments and social and cultural transformations. Using the ordinary home as an entry-point into the workings of global technological society, this course will connect the seemingly familiar realities of everyday living environments to the larger infrastructures shaping contemporary uncertainties about the future of the planet.

Assessment: 100% coursework

36. CCGL9052 Some We Love, Some We Eat: Human-Animal Relationships in the Global Marketplace

Animals are everywhere and nowhere in modern societies. Except for the pets and animals in zoos, most animals are segregated from human’s everyday lives. Yet we eat them, wear them and “consume” them on a daily basis. In a globalizing world, our

diverse relationships with animals stimulate questions on compassion, economics, urbanization, transnational mobility, global ethics and citizenship.

The promotion of animal rights and ending animal cruelty is often regarded as one key mission for 21st century global citizens and has become a global social movement. There is now an increasing awareness of the global economy of animal trading and entertainment industry, rethinking the sociological, anthropological and scientific distinctions of human and non-human animals, and also of the new patterns of human-animal co-existence in urban cities. This course aims at stimulating students' critical reflections upon different social constructions and moral implications of our relationships with the non-human creatures across cultures in the global marketplace.

[There will be field trips scheduled during Reading Week. Students will be required to choose one from the 3 - 5 options provided. All field trips will last about two hours.]

Assessment: 100% coursework

37. CCGL9053 Suicide: Risks, Research, and Realities

Nothing surpasses life and death, and the complicated decision to take one's own life, as an issue of profound significance. Despite the advances in quality of life that have been achieved, the World Health Organization estimates one suicide death worldwide every 40 seconds. Why do some countries have higher suicide rates than others? What can explain the cross-border trends and discrepancies for suicides in Hong Kong in relation to Mainland China and the rest of the world? How are new trends in social media informing suicide research? What are the biochemical and neurological links between depression, substance abuse, and suicide? How is the "suicide note" being studied as a literary genre? And, finally, what new developments have occurred in the field of suicide prevention?

In this course, students will gain a wide range of perspectives (social science, neuroscience, legal, policing, ethics, and community outreach) to enlighten their understanding of suicide and its prevention. We will traverse an arc that encompasses the very small scale (neurotransmitters on brain cells), to individuals (communication, bereavement, shame, guilt, psychological states), to societal subpopulations (at risk groups, means restriction strategies, media effects), to the world at large (global trends).

Assessment: 100% coursework

38. CCGL9054 Responding to the Challenges of Aging Societies

The magnitude of demographic changes, including falling birth rates and rising life expectancy, has been substantial in the last two centuries. Such trends raise a host of social and economic questions for our society. This course examines whether government policies and individual behavior respond appropriately and adequately to these population changes, to sustain economic development and maintain the well-being of all citizens.

This course has three components. First, it briefly reviews the history of global demographic changes, and their socio-economic effects. Second, it uses cross-country comparisons to illustrate how some current problems in various countries may be related to behavioral and policy issues which originated from an earlier era. Lastly, we will examine appropriate individual behavior and government policies in the

coming decades when societies such as Hong Kong, China, and others around the world are aging rapidly.

Students taking this course are expected to understand the current socio-economic effects of previous demographic changes. Moreover, the course enables them to have self-reflection on whether, and in what sense, their current behavior and future plans related to schooling and work training activities, saving decisions, health-related activities, and retirement decisions are appropriate in light of the emerging demographic landscape. They are also given the opportunities to start thinking about appropriate policies for our society, both locally and globally, to face these new challenges.

Assessment: 100% coursework

IV. Area of Inquiry: China: Culture, State and Society (41 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.

[There will be two compulsory half-day field trips scheduled over the weekend during Reading Week.]

Assessment: 100% coursework

2. CCCH9002 Chinese Cities in the 21st Century

This course provides 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 (17th-19th 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.? Are there any common characteristics among these ideas and images, and in what ways did they affect China's transition from tradition to modernity? For some special terms like the "foreign devil" (*Yang guizi* in Mandarin, or *Gweilo* in Cantonese), why do Chinese continue to use them today to refer to the Westerners? In this course, students will have an opportunity to search for answers to these questions through a set of exemplary case studies. They will explore both textual and visual sources to analyze the formation and transformation of a certain idea or image of the West, as well as its historical and cultural implications. Important theories in history, comparative literature and cultural studies will be introduced to facilitate in-depth discussions and critical reflections. 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 identities mirrored by the Western *other(s)*, and express their opinions on controversial issues such as the meaning of *Chineseness* and the compatibility between Chinese and Western cultures.

Assessment: 100% coursework

5. CCCH9005 The Chinese Cultural Revolution

The Cultural Revolution (1966-1976) was a defining episode in modern China. In ten years, it dismantled the state, party, and economy with widespread social upheaval and violence, followed by unrelenting oppressive campaigns. It dramatically exploded the inherent contradictions of the Communist State. It has exerted a major impact on the direction of Chinese politics, economic reforms, and public protests. This course explores the causes, processes, and impact of the Cultural Revolution (CR), asking why millions of people participated in the CR, who were the agents responsible for the CR, what determined the CR's multifaceted courses, and what legacy the CR left for the following reform era and the coming future. It introduces students to key intellectual ideas and methodologies from multi-disciplines – history, political and social science, literature, and film. Students will learn to critically assess 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 in comparison to 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 how China has grown into the second largest economy in the world and how it has been integrated into the market-oriented global trade, investment and financial systems.

The course helps students to understand the dynamics of China's evolving governance/growth model and its implications for the global economy, focusing particularly on the interactions between China's domestic reform and the opening of its trade, investment and financial sector. Topics include how cross-border trade and investment and decentralization of economic management to local governments turned China into a global manufacturing powerhouse, how investment in infrastructure and liberalization of product and input markets led to rapid urbanization, and how rapid growth created new challenges such as corruption, pollution, inequality, excessive debts, over-capacity, bubbles in property and financial markets, imbalance in trade, stress of US-China economic relations, and issues about macroeconomic management and RMB.

Assessment: 100% coursework

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

How has China's grand transformation to a modern nation-state shaped the country's state-society relationship today? By focusing on the tensions and conflicts between the Chinese state and the country's evolving civil society, this course surveys the major protests, rebellions and revolutions in China in the past 150 years. From a comparative perspective, the course particularly examines the economic, social, political and organizational resources that have facilitated various Chinese resistance movements during the country's long and tedious journey to modernity. It also explores how China's revolutionary past has significantly influenced the social movements of mainland China and Hong Kong in the 21st century. Weekly topics

include but are not limited to: the Chinese revolutionary tradition; the concept of “the mandate of heaven”; Chinese secret societies and the Triad; underground religions and cults past and present; the Chinese communist movement; the legacies of the Cultural Revolution; social movements in the 1980s; the rising nationalism in Mainland China since the 1990s; and various new forms of social resistance under the ongoing market transition.

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 crony capitalism 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. 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

11. **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 a rising quality of life and income, but also contributing significantly to rising inequalities, environmental degradation, and retrenchment of social welfare entitlements.

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

12. **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

13. **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-relationships 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.

[There will be compulsory half-day field trips during Reading Week.]

Assessment: 100% coursework

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

The main aim of this course is to understand China's changing media landscape in post 1978 reform period. The course surveys the historical roots of mass *propaganda* in the Chinese media during the Mao Era, analyzing the political, social and cultural dimensions of their developments. This will be followed by an in-depth look at how Deng's market liberalization policies have infused *profit* making mechanisms that reshaped media practices within the context of continued government control. Specific examples will be used to illustrate how the emergence of new media technology enabled the voice of the *people* to be heard, enabling new facets of the media's role as a communication vehicle. Using the "people, propaganda, and profit" framework throughout the semester, the course will examine the implications of shifting relations between the state, society, and the market on cultural or media production and reception.

This course utilizes media studies and sociology theories and engages students in a cross-disciplinary investigation on the social implications of the changing media environment in China. By analyzing various forms of media and communication, including newspapers, television, film, advertising, the arts, and new media, this course examines the subtleties and dynamic interplay of evolving social, political, and economic forces and their prospects for the transformation of mass media and culture in China.

Assessment: 100% coursework

15. CCCH9018 Buddhism and Chinese Culture

This course is designed to help students to understand Chinese culture and its Buddhist influences. 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, way of life, and belief through historical analysis and theoretical enquiries into the key aspects of China's long interaction with Buddhism. Attention will be paid to the open attitude of both Buddhism and Confucianism as a basis for integration and mutual assimilation. 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.

Lectures are organized in such a way as to first introduce students to the philosophical traditions and their thoughts, with follow-up discussions on specific topics.

Assessment: 100% coursework

16. 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

17. 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

18. 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. It is not yet clear about the impact of the two-child policy. 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

19. 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

20. CCCH9025 Humanity and Nature in Chinese Thought

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

This course explores the ways Classical Chinese Masters whose teachings impacted Chinese social ethics throughout its history. These masters had distinctive understandings and approaches to 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, and Chan (Zen) Buddhism.

Assessment: 100% coursework

21. CCCH9027 China’s Ethnic Groups: Cultural Assimilation or Cultural Pluralism?

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

Assessment: 100% coursework

22. 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 and 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.

[There are two compulsory fieldtrips for this course, i.e. visit to the School of Chinese Medicine and Chinese Medicinal Food Experience. At least one of them will be scheduled during Reading Week.]

Assessment: 100% coursework

23. 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 and cultural 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 sustainable uses.

[This course has a COMPULSORY field trip component. There will be a total of three (whole day) field trips which will be conducted on three Saturdays during the semester which decreases the amount of time to be spent in tutorials and formal lectures. Students will need to purchase government aerial photos, plans and survey maps (costing not more than about HK\$300 per student) for completing the assignments based on fieldwork.]

Assessment: 100% coursework

24. 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

25. 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.

[There will be a 2-hour compulsory field trip during Reading Week.]

Assessment: 100% coursework

26. CCCH9035 Music Along the Silk Road

The Silk Road has long 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 prior knowledge of music is required.

Assessment: 100% coursework

27. 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

28. CCCH9037 Chinese Mythology

The purpose of this course is to examine China's rich repository of myths from a socio-historical perspective and to consider their cultural significance in both an ancient and contemporary context. By introducing students to a select list of Chinese myths, both well-known and lesser-known ones, and inviting them to compare China's mythological tradition to that of other ancient civilizations such as Greece, Scandinavia and Native America, a macroscopic examination of the relation between myths and qualities that are conceived of as traditionally Chinese will be conducted. Along the way, students will be encouraged to examine various Chinese myths from different perspectives (i.e. cultural, anthropological and psychological), and contemplate on their roles within the development of Chinese cultural identity.

In the end, this course hopes to encourage students to consider the role of myths in both ancient times and today's modernizing society and the way the changing interpretation of specific mythological motifs can be analyzed as reflective of changes in cultural values.

Assessment: 100% coursework

29. 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 19th 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 19th 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.

Examining the capacity of human societies to adopt new ideas and assimilate them to fit local conditions.

Assessment: 100% coursework

30. 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 21st 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

31. CCCH9041 The Rule of Law in Contemporary China

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

This course examines from a historical perspective the legal transformations in 20th century China and developments towards the rule of law. First, the key concepts of the rule of law 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, legal and constitutional reforms in Taiwan, and the subsequent implementation of the rule of law there.

This course also covers legal thought and legal developments in post-1949 Mainland China. The final topic is the modernization of the Chinese legal system in the era of

“reform and opening”, which considers the legal reforms that have accompanied the move from a socialist planned economy to a market economy, constitutional reforms to protect property and human rights, and the legal practice of “One Country, Two Systems” in the Special Administrative Regions of Hong Kong and Macau.

Assessment: 100% coursework

32. CCCH9042 Corruption and Anticorruption in China

One of the enduring problems harassing Chinese regimes since imperial times has been corruption, which seems to be deeply embedded in the Chinese culture. Corruption has grown particularly fast since the marketization reform in 1978. Given its wide impact on economic growth, social stability and welfare, corruption is arguably the topmost challenge to contemporary Chinese government in the 21st Century. Therefore, studying corruption and anticorruption in China enriches our understanding of the nature of Chinese culture, politics, and economy, and helps us foresee the prospects of China in the new millennium. In this course, through exploring major forms of corruption, the causes of corruption and the effectiveness of anticorruption measures in controlling corruption, students will get a glimpse of various perspectives on understanding contemporary China, such as the hidden rules of the Chinese state, the informal institutions of government, the formation of social network, elite politics, the legal system, and the media-government relationship.

[There will be a compulsory field visit scheduled during Reading Week.]

Assessment: 100% coursework

33. CCCH9043 Chinese Poetry as Social Critique

Throughout the span of Chinese history, politics and poetry have been intimately if contentiously intertwined, as individuals have communicated their opinions and critiques of the status quo through the indirect medium of poetry. The Confucian Chinese state relies not just on a virtuous monarch, but also on the consultation and criticism of the people. Poetry, therefore, is an essential tool for mediating between the authority of the government and the needs of the people. It has been a means for scholars to sway the mind of the king; for women to re-examine their own place in society; and for citizens to debate the meaning of nation and patriotism.

This course introduces students to fundamental social and political issues at different periods in Chinese history through the primary source of poetic texts. As the relationship between the populace and the state has changed throughout history, so, too, have poetic forms. Our sources range from poems in the *Book of Songs* that protest the decadence of kings to contemporary avant-garde poets resisting political and cultural conformity. We explore the power of poetry and how it can convey radical messages obliquely, through symbolic imagery and imagined speakers, hence evading censorship by the regime. Students will also be given the opportunity to experiment writing their own poetry in different forms and genres.

Assessment: 100% coursework

34. CCCH9044 Dunhuang and the Silk Road: Art, Culture and Trade

The Silk Road has long linked the West with China and one of its principle sites is the Cave of Dunhuang. Throughout its history, both Dunhuang and the Silk Road have been dynamic places for the creation and transmission of diverse cultural content that can be studied from the perspectives of travelers, art and architecture, languages, and

many different religious traditions. The Cave's long and cosmopolitan history has, in fact, become the subject of a distinct academic field known as "Dunhuangology."

How does the art and culture of Dunhuang reflect the cross-cultural features played out in the geographical and sociopolitical contexts of the Silk Road? And how can we understand the importance of preserving such a cultural heritage for future generations, even as the concept of the Silk Road is now being renewed and transformed? This course will adopt interactive teaching approaches to stimulate students' knowledge of this rich heritage and will also enable students to gain a broader view of Chinese culture and civilization from the Cave of Dunhuang across the commercial and cultural exchanges passing along the Silk Road.

The theme-based lectures, which will include reflection and interactive exercises, will be structured around three interrelated topics: 1) the role and influence of Dunhuang on the Silk Road and vice versa, 2) the material, art and intellectual cultures along the Silk Road, and 3) the value of cultural heritage and memory as we move into the future. Learning activities will be designed to support and enhance the students' experience of the course content and learning objectives.

[There will be a compulsory field trip to local cultural heritage sites or museum exhibitions related to Dunhuang study scheduled during Reading Week.]

Assessment: 100% coursework

35. CCCH9045 'Superpower': Engaging with the Global Implications of China's Rise

The Liberal West is in crisis. From the economic to the political domain, the consensus brokered from Washington of free trade, globalization and democracy appears to be in tatters. But is China ready to take over and lead the world? Or will the geopolitical footprint of its rise be purely regional? Could China become a superpower, like the USA, by promising peace and prosperity to the world, or will it focus on (re)building an Asian Empire? Is it even the wish of China and its leadership to become a superpower? This course will ask what the roles and responsibilities of a superpower in the 21st century are and whether China is likely to live up to them, given its turbulent history. In an interdisciplinary manner, the course explores the question of the Rise of China from an historical and contemporary perspective by asking what we might consider a 'superpower' to be.

Assessment: 100% coursework

36. CCCH9046 'Propaganda State': Culture and Politics in the People's Republic of China

The People's Republic of China has repeatedly been referred to as a 'propaganda state.' What does this mean? In one interpretation the ruling China's Communist Party has employed its control over pen as well as sword to secure its power and to mould Chinese society and citizens according to its wishes. It has even managed to pacify the World Wide Web with its Great Firewall of China. But propaganda has hardly been the sole preserve of Communist regimes. Efforts to employ propaganda were also put into practice extensively in liberal societies such as Europe and the USA, not least in recent general elections.. This course, therefore, asks about the nature and goals of propaganda. Using the PRC as its main case study, the course considers whether the 'propaganda regime' can be seen as something that has held China back, or as a solution to the vastness of the territories over which the Chinese state has presided. Does the need for propaganda diminish as levels of education rise?

Should art and literature serve the people by serving the party, as its mouthpiece, or does the PRC and its people 'lose' something essential by turning culture into a propaganda tool?

Assessment: 100% coursework

37. CCCH9047 Will the 'Real' China Please Stand Up?: Interpreting Chinese Civilization

This course asks, what do we really know about China, its politics, society, culture, economy and ways of life? By discussing a range of 'sinographies' - ways of writing about China and Chineseness, each of which has something to teach us about the similarities and differences between our own and other cultures as they approach the civilization of China, the course encourages students to develop a more critical approach towards various representations about China and to identify the ways in which writing about China may obscure as much as it reveals about a possible 'real' China.

Assessment: 100% coursework

38. CCCH9048 History Wars?: How the Past is Shaping China's Future

History is vital in navigating our own time and in planning for the future, as well as for providing identity and meaning to a community. But, for China, does it tend to function in this way or has it also turned into an obstacle to its rise and modernization? This course grapples with the weight of China's history, its institutions, ways of life, belief and power relations upon China today, and how this affects China's potential to continue its modernization process. It also scrutinizes the fabrication of history in China, asking how master narratives have been created and what facts have been selected, actively forgotten or silenced? How has, for example, museum design addressed questions of historical consciousness, identity and history? How have different forms of material cultural heritage been used and how is local history represented and imagined? On an individual level, what are the social effects of creating history 'blind spots' concealing events that people have actually experienced? The course asks what purposes history serves and has served, from the 'abject' past of modern China to the very cornerstone the leadership builds its legitimacy on. In doing so it engages students with historical memory and its projection into the future, arguably the most important raw material that has been used over the last two decades to construct China's national identity.

Assessment: 100% coursework

39. CCCH9050 Blessings or Curses? World Heritage Sites in China and their Sustainability

This course provides an understanding of sustainability issues in China from the perspective of World Heritage by exploring the boom in World Heritage Sites in China, which has taken place particularly in the 21st century. With the second largest number of WHS, China is a most suitable subject for understanding the concept. The course offers a general understanding of the criteria for the designation of WHS, but with emphasis on Chinese examples in the global context. Challenges associated with WH designation, such as the politics of the designation process and the impact of increased tourism on local communities, will also be addressed.

Students will investigate, in particular, how World Heritage designation could be potentially applied to Hong Kong, which has been a recent popular topic of local debate, which will help students to think more critically about the culture and heritage of the city in which we are living. The final assignment will be presented via a digital platform, e.g. videos of local places, so that students can understand how World Heritage criteria can be applied in the local context using multi-media presentation techniques.

Assessment: 100% coursework

40. CCCH9051 Digitizing Cultural Heritage in Greater China

Every culture has its own irreplaceable heritage and Chinese culture has accumulated a rich heritage during its long history. Digital technologies now provide more effective and sustainable means to promote, conserve and preserve cultural heritage. This course aims to help students better recognize and appreciate the importance and values of cultural heritages in Hong Kong, China and around the world, and to open their eyes to how digital technologies can be used to conserve and preserve cultural heritage worldwide. Three digital preservation projects will serve as running examples throughout this course: one from Hong Kong (e.g., the King Yin Lei virtual reality website), one from Mainland China (e.g., the e-Dunhuang online gallery), and one from Europe (e.g., the Europeana digital collections). Students will also gain a broad understanding on how economic development and heritage preservation impact us as global citizens in this information age. The capstone of the course is a group project where each group of students will use an off-the-shelf and easy-to-use Web application to create a digital gallery for a cultural heritage in Hong Kong or their own places of origin. The digital gallery will be your unique contribution to preserving cultural heritage of the world!

Assessment: 100% coursework

41. CCCH9052 Arts, Science and Artifacts in Chinese Cultural Heritage

This course combines an innovative, multidisciplinary exploration of the cultural significance of Chinese art and artifacts. This is through a combined aesthetic and scientific approach to the preservation and appreciation of Chinese materials culture and heritage and teaching its impact in the development of civilization. Ancient copying by artisans to emulate and honour more ancient objects is, for example, set against modern techniques of reproduction, economic practices, and the intentions of collectors, artists, vendors, forgers, and scientists

The course represents an exciting opportunity for students to enhance their knowledge of the cultural heritage and collections world. The focus is on China and its materials culture, artworks and artefacts but will innovatively incorporate the scientific method and its application to object testing, analysis and appraisal. Direct hands-on experience, laboratory exercises and reference to University of Hong Kong collections as well as visits to local museums comprises part of the learning. The content and theme for each course component will be reflective of relevant student observations and knowledge across science and the arts disciplines.

Assessment: 70% coursework; 30% examination