Syllabus of the Common Core Curriculum for 2018-19

I.   Area of Inquiry: Scientific and Technological Literacy (50 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 of a blended learning format based on a Small Private Online Course (SPOC), i.e., much of the traditional in-class lecturing will be replaced by video lectures or other online learning materials, and subsequently, the time-tabled lecture hours will be used for collaborative learning activities.]

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, most of the 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 growth of knowledge of the once secretive "grand design" of the human body is ever accelerating. With the resultant rapid developments in health technologies, many aspects of human health can now be addressed in ways that are simply unimaginable even in the recent past. In this course, we will examine how such "biomedical miracles" have offered us huge promises, but at the same time also have created new challenges some of which are perhaps potentially perilous. The current situation will be vividly illustrated by examples found in the application of knowledge of the human genome, organ transplantation, antibiotics, and cell communications. Learning in this course adopts an interactive, multi-activity, student-centered enquiry-based approach. Experiential learning is also a main feature of this course so as to stimulate and to expand those core intellectual skills on which learning depends. On the completion of this course, students are expected to acquire transdisciplinary vision on real-life problems in which science, especially biomedical science, is present as a major constituent.

[The 2-hour lecture and 1-hour tutorial will be held back to back each week on Wednesday for short lectures, video viewing, in-class exercises and small group discussions.]

Assessment: 100% coursework

4.   **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

5.   **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 assessed through individual tasks as well as a collaborative project on an assigned case.

Assessment: 100% coursework

6.   **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

7.   **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

8.   **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

9.   **CCST9015 Electronic Technologies in Everyday Life**
[Non-permissible combination: CCST9003 Everyday Computing and the Internet or CCST9004 Appropriate Technology for the Developing World]

[This Common Core course is of a blended learning format based on a Small Private Online Course (SPOC), i.e., much of the traditional in-class lecturing will be replaced by video lectures and other online learning materials, thus the time-tabled lecture hours will be used for collaborative learning activities.]

From digital computers, modern gadgets like smartphonesm wearable devices to 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) stimulate students' general interest in science and technology, particularly with regard to current "high-tech" electronic products that they encounter every day; 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 work, 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

10.   **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

11. **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

12. **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

13. **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

14. **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 activities 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 their 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 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

15. **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

16. **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

17. **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, and plastic oceans.

Assessment: 100% coursework

18. **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, behavior, 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

19. **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 is 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

20. **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: 65% coursework; 35% examination

21. **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

22. **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

23. **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

24.   **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 (China), Japan and Nepal, the volcanic eruption in Indonesia in 2017 and the typhoons in Hong Kong in 2017, 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

25.   **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

26.   **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

27. **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. As an example, instead of calculating integrals, we would be interested in this course in the question of why integrals exist and what they are used for. Imagine looking at a painting of one of the masters and discussing it with your friends; you need not be a master painter to appreciate the work of the masters, and our aim is to explain the beauty that lies within mathematics, even if you are not a "mathematical master painter".

Assessment: 100% coursework

28. **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

29.   **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

30.   **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

31.   **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

32.   **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

33.   **CCST9047 The Age of Big Data**
[Non-permissible combination: CCST9066 Big Data Solutions to Social Problems: the Good, the Bad and the Ugly]

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

34.   **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

35. **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

36. **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

37. **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

38. **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) meteorological ones. 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. Students will learn not only the theoretical and practical bases of disaster response, but also skills that might enable them to save themselves and others in adverse conditions. In addition, we will examine the cultural function of disaster films and how they relate to scientific and technology issues.

Assessment: 100% coursework

39. **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

40. **CCST9058 The Learning Brain**

The world has become more and more challenging for all of us. Everyday we need to equip ourselves with new information and skills to survive, to navigate, to perform, and to excel. Naturally, our brain is constantly shaped and tuned by the endless input of information to meet the ever-changing demands. However, learning can be tricky, as it may not always happen smoothly even when we try very hard. It can also happen without us trying at all or even being aware of the information. How do we learn? And what happens with the brain when we learn?

In this course, students will take a fresh look at your own learning experience to critically evaluate how the brain can support learning and how, in turn, the brain is fundamentally changed by everyday experience. We will discuss how to formulate better learning strategies by understanding factors determining efficiency, as well as assessing the merit of scientific evidence and claims. Overall, students will learn to appreciate how understanding the brain can inform all of our development, health and education.

Assessment: 100% coursework

41.   **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

42.   **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

43.   **CCST9062 Sports: For you and Hong Kong**

The aim of the course is to provide an opportunity for students to understand sports in Hong Kong from personal development to the impact on society. We will first introduce different areas of sports, including medicine, the technologies involved in increasing and maintaining performance, and an overview of sports in Hong Kong. Following this, our local elite athletes will share their experience in professional training and international events so that students can better understand strategies about how to tackle difficulties to reach the top of a profession and apply these principles to their own experience. As public support is also an important factor for the development of athletes, students will have chance to meet with different parties in sports development, including those from both public and private sectors, and come to better understand the shaping of policy and values in Hong Kong. Through tutorials and field trips, students will experience different sports and find out how these can enrich their life and expand their understanding of how the body and society intersect. After completing this interdisciplinary course, we expect students to see more clearly that sports impacts a range of personal, cultural, economic, and social goods.
[A 2-hour visit to Hong Kong Sports Institute or other sports institute in Hong Kong will be arranged during Reading Week.]

Assessment: 100% coursework

44.   **CCST9063 The Unseen: Exploration of the Microbial World**

Microorganisms refer to very small organisms that often can only be seen under microscope, but that form communities in many parts of our body and play important roles in maintenance of our health. While some microorganisms are capable of causing diseases, the vast majority of them can co-exist with us in harmony and some even have positive effects on our bodies. Most interestingly, the microorganism composition within each person is unique, similar to a fingerprint. In this interdisciplinary course, we will cover: 1) the types of microorganisms that can be normally found within our body; 2) the importance in the maintenance of a balanced microbial community within our body for a healthy life; 3) how modern medicine and lifestyles can affect our microbial community and hence our health; 4) current opinions in using microorganisms and microorganism-derived compounds as therapeutic agents from both Western and traditional Chinese medicine point of views; 5) introduce some basic tools to study and identify disease-causing microorganisms; and 6) explore some controversial issues in the prevention and management of infectious diseases. Throughout the course, we will move back and forth between areas of scientific knowledge and the student's own experience of a scale of an intimate "community" beyond "normal" perception.

Assessment: 100% coursework

45.   **CCST9064 The World Changed by DNA**

Imagine that we turned all the information in our DNA into '1's and '0's. That would be 1.5 gigabytes (GB) of data! To think that this information can determine everything about 'who we are' is a frightening thought, but we can now easily obtain this code for each individual in just a matter of days.

Ten years ago, the letters A, T, C and G may only have been relevant in a biology exam, but nowadays, it means so much more!

When your gym reports that you possess the 'warrior gene', does it mean you will do particularly well in your workups? Why do twins turn out to be completely different

when they grow up in different countries? Are all our problems our parent's fault? Or is 'someone' or 'something else' responsible too?

This course aims to explore the ways that the DNA code can influence our lives and well-being. The content will be applicable to students from any background and participants will also get to meet representatives from non-governmental organizations and learn from their perspectives. The teaching will be primarily lecture-based and the assessment will be 100% coursework.

Assessment: 100% coursework

46.   **CCST9065 Women in Science**

As students, as researchers/educators, and as technology-related entrepreneurs, women are commonly under-represented in science and technology-related careers. Various explanations for what has caused this gender gap have been proposed, from inborn gender differences to conscious and unconscious biases related to social and cultural norms. In this course we will examine the barriers facing women in STEM fields across different countries and cultures, and discuss in detail the issues of bias, social pressure, discrimination and harassment. We will critically examine existing research on gender differences, with special emphasis placed on distinguishing between innate and learned differences, as well as on institutional forms of discrimination. Strategies for reducing the gender gap in STEM fields will also be discussed, and we will explore the contributions of past and present women in STEM. Throughout the course, we will emphasize both how science can be used to understand the gender gap and how narrowing this gap can improve our scientific understanding.

Assessment: 100% coursework

47.   **CCST9066 Big Data Solutions to Social Problems: the Good, the Bad and the Ugly**
         [Non-permissible combination: CCST9047The Age of Big Data]

Do Google and Facebook understand us better than we do ourselves? Are we becoming lab rats every time we go online? Is the impartially designed algorithm for predicting the probability of recidivism truly fair for sentencing individuals? When big data analytics are routinely applied in our daily lives, the ability to audit the adopted algorithms becomes crucial. This course aims to build students' big data literacy through three major areas of focus: (1) Defining what big data is; (2) Providing an overview of existing big data analytical techniques; and (3) Discussing opportunities and challenges of big data analytics in tackling social problems.

The course will focus on elaborating the core principles of a variety of techniques adopted when predicting future phenomena through the lens of big data. We will use a case study approach to provide an in-depth understanding of various big data analytics, with the goal inspiring the students to think creatively and critically about how big data analytics can be used to making scientific discoveries and do social good. They will also learn to identify potential prejudices embedded in poorly designed algorithms and be able to stand up against the abuse of big data in their personal and professional life.

Assessment: 100% coursework

48.   **CCST9067 Leaving Earth: Our Future in Space**

The class will explore the technological challenges, economic realities, and ethical and legal considerations we will face as a space-faring civilization in the future. Who owns property or natural resources in space? Who will be responsible for responsible

practices off planet? How will humans survive and thrive in the harsh conditions of outer space? Are we destined for a bionic future? Can we terraform planets to make them habitable? And can we find answers to our origins in the ether beyond Earth? We will address these questions and others in this course.

Assessment: 100% coursework

49. **CCST9071 Shaping our Health: Policy Formation and 'Glocal'**
In this course, we will analyze the formation of health policy, which aims at achieving specific health care goals. In this process, knowledge including science, engineering, architecture, law, social science, education, humanities and business management all have a role in shaping the vision for the future and we will draw every useful part of them in this course to provide you a comprehensive understanding of how our living condition and health are being shaped.

We hope that through analyzing the formation of health policy, you will develop a broader perspective and a critical understanding of the complex connections between healthcare policies in their everyday lives.

Our course will cover healthcare policies in East and Southeast Asian, Latin American, US, UK and local contexts. You will be empowered to navigate the similarities and differences between cultures and discover alternative systems of thinking that are related to different living environments as well as technological and geopolitical situations. Prominent politicians across the spectrum will be invited to share with us their experience, insight and stories on policy making and beyond.

Assessment: 100% coursework

50. **CCST8001 Transdisciplinary Team Project**
[This course is an Open Platform Course with Common Core prerequisite requirements.]

In this course, 12 students will come together in a collaborative group research project over the semester which crosses disciplines and expertise working towards a common real-world biomedical challenge goal. The team project will be student-led but closely mentored by teaching faculty through discussions and advisory meetings both individually and in groups every week. Students would act in particular roles in the team – some engaged in direct research, others in knowledge exchange with communities, some in the sociology/anthropology of science, some investigating the course as an example of a Social Enterprise, others in service work or in building international collaborations; but, all would be working towards a common goal with a biomedical angle aligned with the Scientific & Technological Literacy AoI.

A critical aspect for project goals would be a potential for *impact*. Examples could include development of a new diagnostic approach, performing public health research then advocating for a change in government health policy, developing the tools for a successful start-up or social enterprise, or studying and applying an emerging technology such as nanotechnology or blockchain for healthcare applications. Passion, interest, and team spirit are all critical factors as students decide on their individualized project with a community need. Students not only hone research, communication and project management skills, but develop to be responsible global citizens with a sense of ownership to the needs of the world around them.

Assessment: 100% coursework

II.   Area of Inquiry: Humanities (49 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.

Information about the course, and flipped classroom teaching can be viewed at https://commoncore.hku.hk/cchu9001/
https://learning.hku.hk/catalog/course-cat/flipped-classroom/page/2/
https://tl.hku.hk/elearningblog/?pid=25351
https://tl.hku.hk/2018/01/flipped-classroom-a-grassroot-movement-of-tl-change/
https://tl.hku.hk/2018/03/engaging-students-lessons-from-a-flipped-common-core-classroom/]

The course is intended to inspire thinking about the way we should construct our living environments in future, in order to find the most sustainable balance. It explores a range of broad issues including: population and urbanization; materials resources; and human systems (such as transportation and public health), in order to understand the concept of 'sustainable development'. It evaluates the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community.

This course is run using a 'flipped classroom' pedagogy. Students are required to undertake up to one hour of pre-class activities (typically watching and responding to on-line course videos) in preparation for the classroom sessions which are run in workshop format involving a wide range of group activities and interactive exercises. There are no tutorials in this course. The on-line components deliver the bulk of the course content, in class activities are designed to develop understanding of the content, to explore contexts and interconnections, and to actively apply it to different scenarios.

Video trailer for the course -   https://www.youtube.com/watch?v=AtJN-2T8Q10
Reflections on 'flipped classroom' approach used in the 2016-17 course -
https://www.youtube.com/watch?v=oTYbUmKZhTc

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 techonologies it developed for managing populations, to global health surveillance and recent biomedical advances which have resulted in progressively interventionist governmental measures, with profound social, political and ethical implications. Topics include: surveillance; 'medical police' and state-sponsored

interventions in eighteenth and nineteenth-century Europe; the invention of the 'population' as a collective body; colonialism and the global exportation of ideas about what is 'normal'; 'healthy citizens': the coercive state and the democratization of society; and, finally, the limits of public health in the twenty-first century.

Assessment: 100% coursework

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

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

Assessment: 100% coursework

4.   **CCHU9005 Food and Values**

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

Assessment: 100% coursework

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

Girl Power has emerged as the subject of much popular, policy and scholarly interest as we move further into the millennium. This interest has been sparked by multiple, competing debates about girlhood for it is girls and young women whose lives have long been shaped by male-dominant societies and patriarchal structures and yet who have, with the rapid changes resulting from a globalizing political economy, experienced a surge of new opportunities and challenges. These range from choices in the domains of personal health, sexuality, education and occupational choice to changes in their roles in their interactions with family, peers, and colleagues. Boys and men have also had a significant role in "Girl Power". The debates about girlhood and their implications for their male counterparts have largely been in the context of the social transformations and experiences of girls and young women in developed countries. But the majority of the world's female adolescent (10 to 24 years) population lives in the developing world. While gender discrimination occurs across the life cycle in most developing countries there are particular threats to adolescent development in these contexts. The relevance of girls' empowerment – the emerging opportunities, the traditional demands, and the choices created and taken – clearly extends beyond the borders of developed countries. Indeed girls' and women's issues are core to the United Nations Sustainable Development Goals that specify targets to be attained by 2030 to end poverty, mitigate inequality, an dprotect our planet. Against this background this course considers (i) notions about girlhood from its early biological emphasis to

contemporary frameworks that are informed by anthropology, psychology, economics, sociology, and politics; and (ii) the cultural meaning and consequences of girl power in both developed and developing societies, paying particular attention to the ways in which the male dominant world has both assisted and hindered girls' development.

Assessment: 100% coursework

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

What is sexual and gender diversity? How does the experience of our own genderedness and sexuality define members of sexual and gender minorities as people, and shape our opinions about those people who do not share our experiences or who do not express their sexuality in the same ways as we do? In this course, which 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

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

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

Assessment: 100% coursework

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

This course focuses on disability as a social phenomenon and social construct. It engages students to look into the everyday life situations people with disabilities (PWDs) commonly encounter, particularly people with physical and intellectual

disabilities as well as mental illnesses (PD, ID and MI). Issues that arise from these situations will be examined through the critical lens of sociology, politics, culture and social policies. Stereotypical images of PWDs, myths and erroneous assumptions about them, and the basis of discrimination against them are major aspects students will reflect upon. They will explore how these attitudes have been shaped by the media, cultural representations, knowledge from medical and social sciences and further obtain an empathetic understanding of PWDs through class activities and direct contact in NGOs or self-help organizations.

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

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

Assessment: 100% coursework

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

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

Assessment: 100% coursework

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

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

constructed aspects of beauty and identity, such as: race, class, culture, ethnicity, sexual identity, age, and ability/disability.

Assessment: 100% coursework

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

The aim of this course is to engage you in a reflection on spirituality and religion, and on their relevance to contemporary social change. It will aim to do so in a manner which is personally meaningful, appropriate for critical analysis, and relevant to social action. Society is undergoing a resurgence of religious beliefs and practices. Many of us are personally committed to spiritual or religious beliefs, are engaged in what could be called a "spiritual search", or at the very least have many questions of a spiritual nature. As faith in secular ideologies declines, there is a growing tendency to turn to religious traditions as conceptual and social resources for personal growth and social engagement. But is this appropriate or even right? In the past few decades the world has witnessed a dramatic resurgence of spiritual seeking and religious engagement in society, in ways that may be either constructive or destructive. Given the historical record, is it realistic to expect religion to provide answers to personal and social problems?

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

Assessment: 100% coursework

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

Great transformations have been taking place in the realm of intimacy – the rise of non-monogamous non-marital forms of intimacy, the increasing visibility of lesbian and gay existence, the well established commercial sex industry, the popularized public report of private stories, the huge development of the popularity of cosmetic surgery, and numerous possibilities for intimacy in the cyber world, just to name but a few. New forms of identity, intimacy and sexuality have emerged in the era of the globalized world, which blur the boundaries of what constitutes private matters and public issues and challenge the meanings of normal/abnormal citizen, natural/artificial body, real/virtual relationship, authentic/counterfeit intimacy, and so forth. Using contemporary sociological and political theories of identity, gender and sexuality, this course aims to track down the major transformation in the realm of sexual intimacy in modern times and to examine newly emerged ethical issues, moral dilemmas and social conflicts over sexual intimacy in four inter-related domains: (a) democracy, human sexual rights and citizenship – how these issues are important in talking about intimate relationships; (b) mass media and popular culture – how private matters become increasingly subject to public scrutiny; (c) economy and consumption – how intimacy is increasingly commodified and commercialized; and (d) science, medicine and computer technology – how medical and computer technologies foster new pleasures, bodies and practices and the problems that arise from this. At the end of the course, students are expected to be able to think critically about intimacy, to understand the

complex interplay between self and society and to have learnt how to respect individual differences and preferences.

Assessment: 100% coursework

13.   CCHU9016 The British Empire in Text and Image

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

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

Assessment: 100% coursework

14.   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

15.   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

16. **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

17. **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

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

Throughout the history of our civilization, humankind has worked *with* the environment both as a means for survival and as expression of culture. It has always been a two-way relationship. On the functional aspect, we shape the land to meet the needs of our daily livelihoods. At the same time, the environment also governs how we live. Different environments nurture different cultures, and these various cultures in turn shape the landscapes in different ways as expressions of their ways of life.

Such harmonious relationship between human and nature seems is being challenged nowadays, with contemporary culture focuses on celebrating human's power to exploit and control the environment rather than to co-exist with nature in a sustainable way. From ocean's plastic pollution, to accelerated climate change conditions, these environmental devastations caused by the actions by our contemporary ways of living, sculpts our *current landscapes*, posing questions and demanding reflection of humankind's abuse and mismanagement towards the environment, caused by ongoing development and the consumption-based economy.

This course encourages students to examine if such imbalance really exists, by critically analyze information available to us, both through reviewing online data and observing the physical landscapes.

Such synthesis of understanding between data information and on-site physical encounters with the landscape (and potentially people there), will be further explored through Land Art – art creation in the landscape. As an art genre emerged in the 1960s, land artists have been using this creative means of express environmental issues at the time, to manifest their understandings, criticisms, and aspirations to our environment. Methodologies in artistic creations will be learnt through case studies of these land artists' work.

A "Land Art Workshop" is a key component in this course, in which students are to explore an environmental issue / site, by using artistic methods and approaches (learnt from land art case studies), to create a land art, as a form of expression of one's opinion to the environment at stake.

Students are also expected to self-initiate an exhibition / public event, to use it as a channel to communicate their creative works to the public.

*[All three activities: **Land Art Workshop** (fieldwork to take place during Reading Week), the preparation of the **Land Art Exhibition**, and the **Opening of the Land Art Exhibition** (tentatively on a Saturday during April) are compulsory components of the course that students are required to attend.]*

Assessment: 100% coursework

19. **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

20. **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

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

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

Assessment: 100% coursework

22. **CCHU9034 Architecture and Film**

This course examines how architecture and urbanism is represented in film and investigates how film influences and constructs the architecture of the city. Emerging as a twentieth-century phenomenon, the modern metropolis is the site of the most radical experiments of architects and planners, and an active subject in the imagination and actions of its diverse inhabitants. Film has a close relationship with the city and its architecture. How does architecture use its structure, form, enclosure, floor plans, materials and lighting to produce effects, evoke emotions and influence everyday lives?

Likewise, how does film use space, architecture and landscape to situate its characters, create dramatic action and emotions?

Focusing on popular film genres of postwar modern industrialized Hong Kong and other Asia cities—the melodrama, noir thriller, monster movie, sci-fi dystopian fantasy, comedy and crime drama—the course offers a cross-cultural perspective on how films have envisioned urban transformation due to the flows of capital, people, ideologies and imageries. It attends to how movies produce and reproduce the image of the city, their effect on the built environment and how they impact everyday experiences and perceptions of the city they live in. Through in-class analyses and discussions of film clips and stills, city maps, building floor plans and texts, the course aims to deepen students' understanding of how architecture and film influence each other, how they reveal social relations and construct narratives of modernity in the twentieth century. Class readings are drawn from film studies, urban history, globalization studies, and architectural history.

[Students will sign up for one half-day fieldwork scheduled during Reading Week]

Assessment: 100% coursework

23.   **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 Social Sciences, 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 creative arts and popular culture. 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 also 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

24.   **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

25.   **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

26.   **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

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.

Assignments of this course include a series of exercises that combine historical research, visual analysis and creative writing. A one-page study aid that outlines the lecture content will be distributed to students ahead of lecture each week.

[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.   **CCHU9051 Mysteries of the Human Mind**

The human mind is the foundation of society and culture, and it is something we are intimately acquainted with. But at the same time, its underlying nature is still shrouded in mystery and hard to explain.

This course uses an interdisciplinary approach to explore the fascinating complexities of the mind. It involves philosophical analysis, scientific investigation, and an awareness of history and the broader social and moral implications of technology. A central issue is whether the mind is a computer. Can computers display intelligence, creativity, and emotions? Can the computer model of the mind explain the mysteries of consciousness and free will? Or do these mental phenomena require the existence of a soul?
These issues are exciting not just because they are intellectually important, but also because to understand the mind is to understand ourselves better. We will see how the ideas in this course can help us become better thinkers, and improve our creativity and decision-making skills. We will also discuss how science and technology can challenge

our conception of the self and how they might affect future human evolution in radical ways.

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, and between humans and their creations.

Noting the popularity of tales of transformation in contemporary culture, we will seek to understand their investment in forms of pursuit—of power, beauty, knowledge, and perfection—and their potential for creation and destruction. We will trace such concerns and questions across a wide range of materials, from old tales to popular fiction, to science and journalism, visual media, performance, and film. Using Mary Shelley's *Frankenstein* as a pivotal text, we will move from "what if" scenarios of fiction and myth to "what when" scenarios of science and technology, considering the prospect of editing the human germ line, the emergence of superintelligence, breakthroughs in nanotechnology, and growing awareness of trans-species kinship. Throughout the course, we will thus also explore the critical potential of art and storytelling in different media to ask ourselves how thinking about imaginary transformations can equip us to deal with the challenges posed by likely transformations about to happen. In your final project, you will have a choice to reflect on what you have learned in the form of an essay or by creating your own story of transformation.

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 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.   **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

37.   **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. Our belief is to apply gamified e-learning system in university education to motivate students in learning and develop their creativity. Applying different strategies to make in-class activities fun and meaningful.

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, (iv) be alert to the potential harms and risks, (v) understand how games are applied in different contexts, and (vi) critically evaluate game and gamification projects.

Assessment: 100% coursework

38.   **CCHU9061 Science and Religion: Questioning Truth, Knowledge and Life**

Science and religion are two of the most significant influences shaping human life and culture. Are they in conflict or in harmony? This course will encourage students to question their assumptions about both science and religion and the relationship between the two, and to gain new insights on the meaning of truth, knowledge and life. We will consider the intersection of science and religion in the following questions : "what is true?" "what is real?" "what counts as legitimate knowledge?" "do emotion, passion and faith have a role in science?" "does rationality have a role in religion?" "what are the moral dimensions of science and religion?" "where do we come from and where are we going?"

Assessment: 100% coursework

39.   **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

40.   **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 pathalogization 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

41.   **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

42.   **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

43.   **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

44. **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

45. **CCHU9071 Man Up: Masculinities in the Making**

Today, men are facing what many consider a crisis. Male students are outnumbered by females at most universities in the developed world. More young men are being out-earned by their wives. Some men demand more rights in education and parenting, and argue that feminism has victimized men. Meanwhile, popular culture continues to define men as hyper-masculine, violent and homophobic. These phenomena raise the same questions: Where do men stand today? What is the future of men?

Man Up explores from various perspectives how men have confronted, deflected or negotiated the challenges facing them. We look at why, across different times and spaces, some masculine traits are celebrated and some are demonized. Why are single

and affluent men, for example, named 'the golden bachelors'? Why are men more likely to be depicted as criminals than women?

Man Up shows how the definition of masculinity today is a result of physiological, social and economic influences. It seeks to explore complex debates around such issues as male sexuality, family relations and nation-building. Through investigating different views of masculinity through history and other disciplines, students will reflect upon and challenge existing rhetorics, tropes and opinions.

Assessment: 100% coursework

46. **CCHU9072: Staging the Voice: Opera Today**

[This is a part academic, part experiential learning course, with the second part of the course revolving a group project on creative work.]

Opera is arguably the most complex and demanding art form to have emerged from the European tradition. It is also among the most esoteric. Its poetry is arcane, the plots opaque, and the music old-fashioned. Yet it continues to enjoy the favour of a large, devoted audience the world over (including, most notably, China). Why? Part of the answer lies in the larger-than-life characters, virtuoso singers who interpret them, grandiosity of the sets, extravagance of the costumes, and the richness and prestige of its history. But operas are more than just a display of artistry; they also deal with issues of profound significance. To make their priceless legacy come alive, *Staging the Voice: Opera Today* aims to engage students not only by teaching the fundamental tenets of the art but also by inviting them to respond to opera creatively through the media at their disposal—whether writing, drawing, phone cameras and videos, web presentations, or social media. The possibilities are as many as the students' imaginations and media at their disposal.

This is a part academic, part experiential learning course that revolves around the challenge of responding to art not just verbally but also through the creation of multi- or mixed-media work in which students actively participate as creators, designers, critics, and exhibitors. The first half of the course will cover opera thematically by looking at its various components (libretto, casting, the orchestra, production, etc.). The course will also feature guest lecturers—singers, composers, stage, film and television directors, designers and impresarios—all of whom will share their experience so as to help students feel a connection with opera as a contemporary form. Also included is a 'field trip' in the form of a live opera performance (presented by either the Hong Kong Arts Festival or Opera Hong Kong) as well as the collaboration with *The Met: Live in HD Student Programme*, which brings screenings of live performances to the HKU campus.

Assessment: 100% coursework

47. **CCHU9073 Whose Memory is it Anyway? Remembering and Forgetting in a Present-Centered World**

What and how do we remember, and why is remembering so important to us? We carry our past with us, but not only our individual pasts, but the entire past of our community, society, and nation. Exploring our relationship with memory will help students uncover how memory is being used, and abused, for purposes larger than the individual, and how memory serves as a foundation for identity. Located at the intersection of psychology, history, politics, and society, this course will enable students to evaluate and question their own identity with regard to politics and the state, and to understand how authoritative narratives are created, adapted, and perpetuated. Over the course of

the semester, we will explore the founding myths of nations, the reflection of memory in the environment of cities, the meaning of memorials and museums, and the role of forgetting. We will explore how the brain creates memories and why they are notoriously unreliable, and we will think about the value of oral history.

Students will gain a critical view of their own identities and of the connections between the state and the individual in the form of collective memory. They will learn to identify and critically evaluate narratives of culture, history, and power in different settings, enabling them to navigate political landscapes more confidently and increasing their awareness of how past and present are connected.

Assessment: 100% coursework

48.   **CCHU9074 Beyond Fake News**

A constant stream of fraudulent news stories in our daily media diet has given rise to troubling cultural trends and alarming political movements in recent years across the world. False claims, misleading factoids, exaggerations, propaganda, hoaxes, rumors, satire, questionable advertising, radical extremism, and other types of misinformation and disinformation are now being masqueraded as journalism.

Never before has the need for "news literacy" been more urgent for our healthy civic life. We need to understand the complexity of information disorder and its intertwined ecology composed of human behavior, computer algorithms, and strategic communication tactics. We need to know how to actively and effectively navigate through the abundance of media content in order to identify dependable facts and recognize an intricate web of factors affecting our perceptions from culture to ideology.

This inquiry-based, hands-on course teaches how to conceptualize methods of news consumption. It draws on the fields of data science, statistics, digital forensics, journalism, cognitive science, social psychology, marketing, politics, and media studies. Students will investigate specific topics and work on case studies in order to acquire a more advanced digital tool dexterity as well as analytical mindset.

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

Assessment: 100% coursework

49.   **CCHU9075 Buddhist Architecture and Art: Cross-cultural Developments**

The course introduces students to the knowledge of Buddhist art and architecture in China and Asia, looking into their physical and visual significance, as well as aesthetic ideas and spatial practices. By studying key examples of monastery architecture and art, the course reviews their forms and spaces, visual representations and meanings, technologies and materials, as well as their performances through rituals and religious aspiration. Undertaking both historical and cross-cultural perspectives, the course addresses how similar concepts and prototypes were developed and transformed in different regions and how their distinctions and connections contributed to our understanding of Chinese art and architecture. Beyond chronological and thematic examinations of cave temples, pagodas, monasteries, gardens, sculptures, and paintings, the course encourages students to explore how spatial and visual components became agents of ideas that influenced the development for the Chinese monastery and landscape.

This course is co-organized with Tsz Shan Monastery to facilitate experiential learning through workshops and study trips. Integrating architectural and cultural history, the

course encourages students to look into the Buddhist development of material culture in relation to their contexts, as well as to the ways it influenced societies and their built environment.

[Lectures will be held monthly in Tsz Shan Monastery with vegetarian lunch provided. Students should allow for transport time in their schedule, that is, approximately 45 minutes before and after the lecture.]

Assessment: 100% coursework

III.   Area of Inquiry: Global Issues (42 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, to articulate the impact of technology on all human endeavors, and to improvise how technologies can be used to achieve a set of sustainable development goals (SDGs) outlined by the United Nations.

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 studies, media and communication, philosophy, business, 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 unsuccesful. 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, inspite 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. Lectures comprise two main themes. The first theme introduces some of the structural forces that shape different forms of precarious or criminalized migration (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. Our analysis of these issues will include engaging with those directly affected by global economic and migration policies, such as knowledge produced by domestic worker organizations and asylum seeker organizations. This course also presents an opportunity to critically analyse, not only the challenges that have arisen from different forms of globalization and migration, but also potential solutions or responses that have been proposed to address these challenges.

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 two compulsory field trips of 8 hours each scheduled for two separate days 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. **CCGL9022 Globalization in Question: Human and Economic Consequences**
[Non-permissible combination: CCGL9019 Economic Globalization: Issues and Challenges]

This course explores how globalization affects developed and developing countries and cities around the world. It enables students to understand how their own lives and personal choices are shaped by market forces and global interconnectedness. The first part of the course has two components. First, it overviews globalization: what it is, how it started, and its positive and negative effects. Contemporary Marxist, capitalist, and liberal orientations towards globalization are highlighted. Then it examines today's global governance system (including the United Nations, World Bank, and World Trade Organization), and how international, intergovernmental, and non-governmental organizations (NGOs) drive globalization, and respond to world challenges, such as economic slowdown and environmental degradation.

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

Assessment: 100% coursework

18. **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

19. **CCGL9026 Think Global, Act Local: You, Hong Kong, and the World**
[Non-permissible combination: CCGL9002 Hong Kong Culture in the Context of Globalization]

The slogan, "Think global, act local," has become a catch phrase, as global connections and interdependencies have vastly expanded and the importance of local engagement increasingly recognized. 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.
In this course, we focus on global mega-trends from economic and environmental perspectives (e.g., economic globalization and climate change) and will discuss how the global trends have reshaped local economies and what local responses would be necessary in the face of such new environments. We will then further extend our discussion to examine how cities fare in a globalized world. For example, has Hong Kong contributed to promoting global economic and environment changes? Also, how may Hong Kong in turn be affected by them? We will use related theories to understand the changes in our lives in Hong Kong and in the world. Students who have taken the course should be able to answer both 'big' questions related to the global trend as well as seemingly 'simple' questions about everyday life.

[Two field trips will be arranged 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

20. **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

21.   **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

22.   **CCGL9030 Financial Crisis**

Financial crises are common and occurred quite frequently in market economies. What is a financial crisis and what are its possible causes? Can it be anticipated and hence prevented? What government policies can be implemented to alleviate its impact?

A financial crisis can occur in the form of a currency crisis, a banking crisis or both. For example, the financial crisis in Asia in 1997-1998 was a currency crisis whereas the global crisis in 2008 was a banking crisis. Consider the one in 2008. 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 different countries 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.

This course aims to bring to students an exploratory account of a financial 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 financial crisis in 2008 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

23.   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

24.   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.

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

Assessment: 100% coursework

25.   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

26. **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.

Assessment: 100% coursework

27. **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 a number of 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 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

28.   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

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 one-day field trip will take place during Reading Week.]

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. **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

36.   **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

37.   **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 work, 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

38.   **CCGL9055 Genocide: Mass Violence and the Quest for Justice**

[The teaching modality of this course is a weekly three-hour class session integrating 10-15-minute lectures with individual and group activities (think-pair-share, small-group focus discussions, and breakout sessions with larger groups) in each class period.]

The twentieth century has been a century of massive and ever more destructive wars, but more people have actually perished in acts of state-sponsored violence than in these wars. People are outraged when crimes against humanity are being perpetrated, yet the response of the international community at the current apparent ethnic cleansing of the Rohingya is half-hearted at best. How do we reconcile this contradiction? If we want to do more than dream of a peaceful world, we must not think of genocide and mass violence as some vast evil beyond comprehension, and we must not think of the perpetrators as inhumane and monstrous. Rather, we need to explore and assess what drives people to actively engage in, or passively support, such acts of violence. We need to study how these acts of violence were and are possible, and we need to assess the strategies through which people have sought to avert and to come to terms with such violence. In this vein, this course seeks to explore the origins, development, and effects of instances of mass violence and genocide in the light of the global human community. It asks about victims and perpetrators, about justice and retribution, about legal responses and their absence, and about the (in)ability to prevent genocide, on an individual, state, and international level.

Assessment: 100% coursework

39.   **CCGL9056 How We Move: Migration, Border Crossing, and Identity**

Modern people are global people – we are people on the move. About 1 out of 5 us who live in Hong Kong came from somewhere else, and many more of us have family who did. Yet these days global people are also falling under suspicion as refugees, immigrants, and dual citizens are targeted as alien, disloyal, and even dangerous. In this course, we ask what it means to have a global identity: to be a migrant, a cosmopolitan, a border-crosser.

We start by thinking about "home": what makes us think we belong somewhere, and what makes us feel like outsiders? We then look at the ties that bind us beyond borders: What allows us to think of ourselves as part of a diaspora? How do we find love and create families, even when our loved ones are very far away?

We also investigate migration using gender, race, and class. We look at Hong Kong's domestic workers/"helpers" to think about the intimate spaces inside homes. And we ask how migration helps to define race through law, science, and everyday interactions.

Throughout the course, we will use fun and interesting examples from movies, fiction, photos, and oral histories to understand our global identities, all with the goal of asking: how do we understand the world differently when we "see" as global people? And how does this help us become engaged citizens of the "global city" where we live?

Assessment: 100% coursework

40.   **CCGL9057 Work: From Factory Floor to Our Robot Future**

Look at your iPhone. Or your shrimp *har gow*. Or your t-shirt. Now, think of the workers who made them for you. Who mines the metals for your phone? Who handles the shrimp for your *yum cha*? Who spins the cloth for your shirt? Behind our stuff is a hidden global network of people – people who often work dangerous jobs for little pay. This course helps students to see the people behind the things and invites us to ask: How can *we* shape the world of work?

We begin by examining two moments when work was transformed: the Industrial Revolution and the Asian economic "miracle." We start at the factory and see how movies depicted the smoke, the machines, the assembly line as a "model" modern

workspace; but, we also ask whether the modern factory actually started outside the "West" in China and the Caribbean.

We then explore how factories powered Asia's "miraculous" economic growth after World War II by examining the lives of "factory girls," "salarymen," and labour activists in Japan, South Korea, Taiwan, and above all in Hong Kong. Finally, we ask how globalization is creating a new world of work beyond the factory, and wonder: if robots come to take our jobs in a few years, what will "work" even mean?

Throughout the course, we will discuss interesting and fun media examples, including movies, advertisements, music, and photographs.

Assessment: 100% coursework

41.   **CCGL9058 Villages and Global Futures**

Rural areas and village culture have long been a coherent component of the socio-ecological landscape that defines the characters of today's human settlements and its inhabitants' way of life. Biodiversity loss, food security and water crises, however, are some of the global climate change consequences we are facing today as the rural areas and communities continue to deteriorate due to rapid depopulation and urbanization. Sustainable management of the water-energy-food nexus in rural areas may offer a local approach to solve some of these global problems.

This course first explains the socio-cultural, economic and ecological functions of rural areas and how these systems evolved under the process of urbanization. It then provides a walk through from the conventional urban-rural divide to the more recent enlightenment of "urban-rural resilience" promoted by the United Nations Sustainable Development Goals. The changing role of various policy actors including officials, social entrepreneurs, corporate leaders as well as citizens and their collective actions for rural sustainability attainment will be discussed.

Overseas case investigations will provide a critical perspective into the range of rural revitalization strategies where the effectiveness of international recognitions, social innovations and collaborative governance models for rural sustainability is examined.

[A compulsory one-day field trip will take place during Reading Week.]

Assessment: 100% coursework

42.   **Health is Global: An International Relations Perspective**

In this course, we will address how global health issues play out in an international context. Interaction between national, multinational, profit-seeking and philanthropic entities will be the subject of our exploration.

We will first begin with the origin of global health diplomacy and its development across periods of significant health incidents. Special attention will be given at international framework such as World Health Organisation; we will look at its instruments and limits along with the nature of diplomatic constraints in this section. We will then move on to topics on globalisation and the emergence of multinational enterprises that affect people's health and see how their interest shape the global health conditions. The creation of large scale enterprises and NGOs, as well as the birth of mega-philanthropists, open up the conversation from the international to organizations at different levels. Lastly we will apply knowledge we have learnt to understand the

development of global health governance and the diplomatic relationships, in the broad sense of "diplomacy," of different parties.

Role-play activities will be adopted to make the learning process both interesting and realistic.

Assessment: 100% coursework

IV. Area of Inquiry: China: Culture, State and Society (38 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.

Students will come to better understand the dyanmics 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. **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 toa new form of developmental authoritarianism. The course has three parts. Part I introduces contending analytical perspectives on the political economy of development, such as the gradualist reform model, the developmental state model and the authoritarian resilience 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 state in tackling these critical issues and applies the different analytical perspectives in interpreting such efforts. Part III concludes the course by comparing the developmental trajectories and experiences in China with those in other developing countries.

Assessment: 100% coursework

9. **CCCH9012 China and World Order**

World order is shaped by the rise and fall of great powers in history. The rise of China in the 21st century will be one of such historic events reshaping world order. Measured

in its comprehensive national capabilities, military power, and growing influence on a global scale, China is increasingly becoming a global power whose influence is felt in all corners of the world. However, the rise of China and its implications for future world order is often viewed with apprehension by the "outside world". The aim of this course is to introduce new perspectives about China's rise and its impacts on world order. The current debate over the rise of China has focused too much on how the world should perceive China's rise and its possible implications for world order, and too little on how China is struggling to come to terms with its own rise. Indeed, the Chinese society, the state, core values and goals of foreign relations have undergone fundamental changes in the last three decades. The rise of China and the changing world order are mutually transformative.

Assessment: 100% coursework

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 helping 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; women's erotic labour and the political economy of sex, queer China and cooperative marriage; censorship, political dissidents and civic movement under the Xi regime.

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

Assessment: 100% coursework

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

The 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 people 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. **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 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

20.   **CCCH9027 China's Ethnic Groups: Assimilation or Pluralism?**

[This Common Core course is of a 'flipped classroom formet', i.e., much of the traditional in-class lecturing will be replaced by video lectures and other online learning materials, thus the time-tabled lecture hours will be used for collaborative learning activities.]

China has an ethnic minority population that numbers over 120 million people (a number higher than the total population of all except 10 countries). China's 55 official ethnic minority groups somehow differ culturally from the majority Han Chinese. Must they assimilate to Han Chinese culture? Does China permit cultural pluralism? The answer to this question affects China's future. It also affects the 16 countries that border China, and even possibly the cultural autonomy of Hong Kong. As China becomes the most powerful economy in the world, to what extent and how should it use its culture, and majority and minority values as a form of its soft power?

This course will answer these questions by looking at how education in China elevates or assimilates ethnic minority culture. It will look selectively at several ethnic groups, including the Tibetans, Uyghurs, Mongols, Huis, Koreans, Lahus, Dongxiangs, Russians, Naxis and others. The course will also examine policies, laws and actual day to day cultural practices including their traditions, economy, architecture, music, dance, arts, religious practices, and indigenous medical practices.

Students in the class will have an opportunity to communicate about how their own education has affected them culturally, and how it has impacted minority students in the Chinese mainland, as well as in Taiwan and Hong Kong.

The course uses a flipped classroom format. Students work collaboratively with classmates, prepare materials outside of the class meetings, and get connected to China's ethnic minorities through cyber communication. In this way, students can discover innovative ways to think about their future as a global citizen and the future of China.

Assessment: 100% coursework

21.   **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

22.   **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 civilian 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 and civilian 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 MANDATORY field trip component as a primary vehicle of learning. There will be a total of three field trips which will be conducted on a Saturday (9:30am to 2:30pm) and two weekdays (9:30am to 5:00pm) during Reading Week which decreases the amount of time to be spent in tutorials and formal lectures. Any of these trips will be cancelled or shortened in case of typhoons or heavy rains. Students will need to purchase government aerial photos, plans and survey maps (costing not more than about HK$500 per student) for completing the assignments based on fieldwork.]

Assessment: 100% coursework

23.   **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

24. **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

25. **CCCH9036 Environmental Pollution in China**

Mainland China has created an economic miracle during the past 40 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, including water shortage and pollution, air pollution, ecosystem deterioration, drinking water safety, land and soil contamination, global pollutants, environmental diplomacy, legislation systems of environmental protection, and treatment technologies. Students will develop a strong integrated scientific, social and technical 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

26. **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

27.   **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.
3.   Examining the capacity of human societies to adopt new ideas and assimilate them to fit local conditions.

Assessment: 100% coursework

28.   **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, including the legal and constitutional reforms introduced in response to the challenge of the West. 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 development 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

29. **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

30. **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

31. **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

32. **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 China or other Communist regimes. Efforts to employ propaganda are also put into practice extensively in liberal societies such as Europe and the USA, not least in some 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 and people 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

33. **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, and what can we know? 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

34. **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

35. **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.
[There will be a compulsory field study to Tai O during Reading Week. Guided by tutors, the trip will last for approximately six hours. Three optional dates will be available.]

Assessment: 100% coursework

36. **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 Hong Kong Memory project), 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

37. **CCCH9052 Arts, Science and Artifacts in Chinese Cultural Heritage**

Through a combined aesthetic and scientific approach to the preservation and appreciation of Chinese materials culture and heritage, this course explore the cultural significance of Chinese art and artifacts in an innovative and multidisciplinary way. 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: 100% coursework

38. **CCCH9054 Mothering China: From the Womb to the Nation**

Why are there so many 'Tiger Moms' in China? Why are many Chinese women obsessed with having children, if not a male heir? How did the reforms and revolutions in China shape the notion of motherhood? What does it mean to be a mother in China today? Mothering China seeks to answer these questions from the perspectives of the state, elites, NGOs, and both women who are and are not mothers. The course explores how motherhood in China transformed from a personal experience to a national duty and the question of how national leaders and social elites constructed, sustained and altered the image of mothers between the late nineteenth century and now, a period marked by rapid sociopolitical changes in China. Through a variety of disciplinary lenses, and using dominant trends of mainland China as well as cases of mothering practices in Hong Kong and Taiwan, we will discuss a wide range of material including texts, films and adverts in order to align the changing image of Chinese mothers with the broader history of China's twentieth-century revolutions.

Assessment: 100% coursework