

Syllabus of the Common Core Curriculum for 2019-20

I. Area of Inquiry: Scientific and Technological Literacy (47 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.

Course schedule:

- Sept. 7: 10:30-12:30 [conventional lecture]
- Sept. 21: 9:30-12:30 [tutorial + flipped class]; 2:00-5:00 [tutorial + flipped class]
- Sept. 28: 9:30-12:30 [tutorial + flipped class]; 2:00-5:00 [tutorial + flipped class]
- Oct. 5: 9:30-12:30 [tutorial + flipped class]; 2:00-5:00 [tutorial + flipped class]
- Oct. 12: 9:30-12:30 [tutorial + flipped class]
- Oct. 26: 9:30-12:30 [tutorial + flipped class]

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 use of knowledge of the human genome, organ transplantation, antibiotics, and cell communications. Learning in this course adopts an interactive, student-centered enquiry-based, multi-activity approach. Experiential learning is a main feature of this course. 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.

[A visit to the Hong Kong Space Museum to see the Planetarium show will be held 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 smartphones, 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.

Course schedule

- Feb 1: 10:30-12:30 [conventional lecture]
- Feb 8: 10:30-12:30 [conventional lecture]
- Feb. 15: 10:30-12:30 [tutorial + flipped class]; 14:00-17:00 [tutorial + flipped class]
- Feb. 22: 10:00-12:30 [tutorial + flipped class]; 14:00-17:00 [tutorial + flipped class]
- Feb. 29: 10:00-12:30 [tutorial + flipped class]; 14:00-17:00 [tutorial + flipped class]
- Mar. 21: 10:00-14:00 [project presentation]

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.

[This will be a compulsory field scheduled during Reading Week and a choice of fieldtrip dates will be provided.]

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. 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

27. 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

28. 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

29. 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

30. 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

31. 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

32. 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

33. 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

34. 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

35. 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

36. 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

37. 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

38. 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

39. 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 workouts? 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

40. 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

41. 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

42. 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

43. CCST9068 Artificial Intelligence: Utopia or Dystopia?

Artificial Intelligence (AI) is no longer a postulate about the future, but is already bringing noticeable impacts to our current society. Have you ever wondered how Netflix recommends your best movies? How does OKCupid search for a partner to match with you? How does Facebook show you advertisements in a similar manner? On a larger scale of decision-making and social change, will the AI revolution lead to a reform in our economy or a major disruption? Is it “simply” another Industrial Revolution? If AI, as some argue, can “think” in a human way, how can we ensure that AI maintains a similar ethical standard? This course will start by introducing what AI is, how it works, and then move on to its individual and social impact. We will explore existing or forthcoming applications of AI in different aspects of our lives, as well as in economic and social policy, and reflect on the ethical questions we will need to address critically.

Assessment: 100% coursework

44. CCST9070 Nature-inspired Innovations

Nature inspired technologies and tools such as buildings, bridges, materials, and medicine have long been an integral part of human society. These naturally designed and built technologies are popularly called “biomimicry” and this course will introduce some of these nature-inspired technologies to students. The teaching will focus, firstly, on how engineers and scientists interact with nature to gain new insights and inspiration to build novel technologies, materials and products. Students with this basic knowledge in hand and additional guidance will inspect various natural systems in Hong Kong to develop new ideas. There are three integrated study themes in the course to cover the aspects of science, engineering and biomedicine: Theme 1: Industrial (antifouling) Technology; Theme 2: Biomedical (antimicrobial and tissue regeneration) technology; and Theme 3: Environmental (water, waste, resources & energy) Technology. Students will collaborate in interdisciplinary groups to design, build and develop new ideas based on nature that address specific human problems.

[Students are required to organize a fieldtrip visit to one of the recommended sites during Reading Week.]

Assessment: 100% coursework

45. CCST9072 Smile! Teeth and Society

Smile! Teeth and Society will explore how literature, cinema, history, biology, anatomy, pathology, catastrophic events, and cultural diversity have been shaped (and even driven by!) teeth, the face, and the human smile.

Using the "smile" and "teeth" as focal points—and these always of course occur as parts of larger wholes—a host of different relations with society will be explored to create a critical understanding around ambiguous issues such as the concept of beauty, the changing nature of health, and the relationship between the "natural" and the "artificial". Additionally, by using active learning as a vector the students will broaden their perspectives and enhance their collaborative, innovative, and self-directed spirits. Thus, by examining the history and current understanding of the "smile" and "teeth", we will illuminate the relationships between science, technology, and everyday life in a cross-cultural context. How can a smile impact our society?

Assessment: 100% coursework

46. CCST9073 Emotion, Cognition, and Brain

We are all emotional. But have you ever wondered what exactly *emotion* is? Why we have emotions? Do animals have emotion? Can robots have emotion? To what extent can we control our emotion or is emotion actually controlling us? What are the relationships among emotion, cognition, and brain? Why bother to ask these questions? – It is important to explore the genesis of human emotion as it strongly affects human behavior, especially the extreme ones. To move more deeply into the above questions, we need to visit different fields of knowledge in, for instance, philosophy, psychology, and biology. The general aim of this course is to provide new understanding and inspire new thinking about our emotional-self through linking the subjective feelings to objective scientific studies of the human brain and cognition—and to ask about the meaning of "objective" and "subjective", thereby approaching our fundamental humanity through the channels of emotion.

Assessment: 100% coursework

47. CCST8001 Transdisciplinary Team Project

[This course is an Open Platform Course with Common Core prerequisite requirements.]

In this course, 6-12 students will come together in a collaborative transdisciplinary 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 (50 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 technologies it developed for managing populations, to global health surveillance and recent biomedical advances which have resulted in progressively interventionist governmental measures, with profound social, political and ethical implications. Topics include: surveillance; ‘medical police’ and state-sponsored interventions in eighteenth and nineteenth-century Europe; the invention of the ‘population’ as a collective body; colonialism and the global exportation of ideas about what is ‘normal’; ‘healthy citizens’: the coercive state and the democratization of society; and, finally, the limits of public health in the twenty-first century.

Assessment: 100% coursework

3. 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

4. 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 competing debates about girls and young women whose lives have long been shaped by male-dominant societies, and yet, who have, with the rapid changes resulting from a globalizing political economy, recently experienced a surge of new opportunities and challenges. These range from choices about personal health, sexuality, education and occupations 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 relevance of girls’ empowerment – the emerging opportunities, the traditional demands, and the choices created – clearly extends beyond the borders of developed countries. Indeed girls’ and women’s issues are core to the United Nations Sustainable Development Goals (SDGs) that specify targets to be attained by 2030 to end poverty, mitigate inequality, and protect 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

5. CCHU9007 Sexuality and Gender: Diversity and Society

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

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

about (and in many cases meeting and talking with) people whose gender or sexuality places them on the fringes of mainstream society. People who are gay, lesbian, bisexual or asexual; transgender people and individuals who cross dress, or play with bondage, domination, use pornography, and/or are involved in commercial sex activities. In lectures and tutorials we will examine questions such as: To what extent are sexual and gender diversity biologically 'hard-wired' rather than learned? What is 'normal' in human sexuality and gender? How, in an increasingly interconnected world, are our ideas about sexual and gender diversity changing? What are the intersectionality that we can discover in the whole course of learning and how do we use these learnings to help make a better world? We expect students will come out of the course with an informed, open-minded and critical understanding of the issues covered, and be better able to join contemporary debates on sexual and gender diversity, debates that so often stir deep emotions and challenge fundamental beliefs.

Assessment: 100% coursework

6. CCHU9009 Moral Controversies in Contemporary Society

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

Assessment: 100% coursework

7. CCHU9010 Being Different: Understanding People with Disabilities

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

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

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

Assessment: 100% coursework

8. CCHU9011 Social Divisions in Contemporary Societies

This course aims to enhance students' awareness of social divisions and their implications for distribution of resources and life chances in contemporary societies. It examines the shaping processes of social divisions; their meanings from different theoretical perspectives; and the ways to deal with them at personal, societal and policy level. Critical thinking, social analysis and personal reflection will be emphasized. Through guest lectures, students will learn about the real life experiences of socially disadvantaged groups. Students interested in social issues and ways for improving the life of the socially disadvantaged would find this course particularly stimulating.

[Students will be required to take a field trip during Reading Week.]

Assessment: 100% coursework

9. CCHU9012 Body, Beauty and Fashion

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

Assessment: 100% coursework

10. CCHU9014 Spirituality, Religion and Social Change

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

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

Assessment: 100% coursework

11. CCHU9015 Sex and Intimacy in Modern Times

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

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

Assessment: 100% coursework

12. CCHU9018 Arts and Ideas: East and West

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

Art as a concept belongs to all cultures, and deploys similar strategies to create meaning. Through the application of linguistic theories, the course will look at strategies of art production and consider the meanings of certain works of art within specific cultural and historical situations. It aims to develop the skills of asking questions of a work of

art and using historical knowledge along with some careful looking to answer these questions. Students will encounter works of art, not necessarily in chronological order, but connected together by common themes.

Assessment: 100% coursework

13. CCHU9019 From Health to Well-being

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

Assessment: 100% coursework

14. CCHU9021 Critical Thinking in Contemporary Society

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

Assessment: 100% coursework

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

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

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

Assessment: 100% coursework

16. CCHU9024 The Last Dance: Understanding Death and Dying

The study of death and dying is concerned with questions that are rooted at the core of human experience. Individuals who set out to increase their knowledge of mortality are embarking on life's most important exploration, a constructive journey of personal discovery and spiritual awakening. Whilst acknowledging the finite nature of existence allows individuals to reflect upon the meaning of life for a more profound understanding of personhood, mortality also plays a pivotal role in defining cultural beliefs, family values and social structures. This course provides an interdisciplinary overview of the major themes and theories on death and dying from a global viewpoint with a critical focus on the Chinese perspective. Through interactive lectures, experiential workshops and creative group projects, students will be offered an opportunity to examine the psycho-socio-spiritual, economic, ethical and political issues of mortality through a range of cultural lenses. Such exploration will facilitate insights, reflections and personal growth for enhancing students' capacity in dealing with the inevitability of loss, death, dying and bereavement.

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

Assessment: 100% coursework

17. CCHU9028 Happy Endings: How a Text Ends

"And they lived happily ever after!" We are all accustomed to the fairytale ending where all the good people are happy, and all the bad people are punished (or dead). The *Harry Potter* series ended with an epilogue, detailing the happiness awaiting young Harry. This mirrors the kind of ending we find in novels like *Pride and Prejudice*, by Jane Austen. But, what exactly is a happy ending? Actually, what is happiness? Which stories have happy endings? Which lives have happy endings? Do we hold the same standards of happiness to both? Where do such standards originate? The life and art of happiness are historically beautiful acts to reconsider closely. Many approaches and disciplines are important for studying human happiness, and in particular a drive toward the "happy ending," whether philosophy, psychology, or folklore: in this course we will look especially at literary texts and films in English to consider in detail core acts and experiments in representation and expectations for "endings," and the bent toward happy ones.

There are many cultural and historical assumptions that claim attention for happy endings, such as acts of renewal, flexibility, and the "common good." This course will look at happy endings in different global and generic contexts: is a European "happy ending" the same as an Asian "happy ending"? Do films end differently from their literary sources? The course will highlight the production and politics of point of view in stories across different periods and genres. Offering playful and ideological dimensions to the art of endings, this course will bring new literary and historical awareness to evolving representations of ideals, rituals, and practices with regard to human relationships and societies.

Students will be given text-endings through MOODLE, and, where appropriate, a summary of the story (e.g. in novels and films) leading up to the "happy ending." You will also be given some short stories to examine.

Assessment: 100% coursework

18. CCHU9030 Image, Space and Society

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

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

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

Assessment: 100% coursework

19. CCHU9032 Language, Institution and Power

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

Assessment: 100% coursework

20. 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

21. CCHU9039 Sexuality and Culture

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

This course looks at relationships between sexuality and various forms of culture, bringing in speakers from the Faculties of Medicine, Arts, Humanities and 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

22. 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

23. 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

24. 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

25. 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 explores practices of urbanism across a range of contexts from antiquity to the present day. By doing so it allows 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 uses 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 is 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. Discussions throughout the course 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 is provided for students ahead of the lecture each week.

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

Assessment: 100% coursework

26. 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

27. 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

28. 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

29. 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

30. 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

31. CCHU9055 Metamorphoses: Tales of Transformation

Mutant superheroes, zombies, vampires, and sentient robots—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, power, the boundaries between humans and other life forms, and between humans and their creations.

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 scenarios of fiction and myth to scenarios of science and technology. 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 in the contemporary world. 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

32. 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

33. 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

34. 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

35. 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 goal is to apply gamified e-learning system in university education to motivate students in learning and develop their creativity through 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

36. 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

37. 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

38. CCHU9063 Cultures of Madness

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

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

Assessment: 100% coursework

39. 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

40. 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

41. CCHU9069 Economic Logic of Civilizations: How Human Societies have Innovated to Deal with Risk

In today's world, we speak of human marriage, family, individual rights, freedom, law, superstition, religion, finance, trade, welfare state, and so on. But, what are they for? How did they come about and evolve? Why were traditional societies not free? This course focuses on the economic logic of culture and civilizational changes in human history. We will first show that human violence has declined dramatically over the last two millennia, and then explain why risk-mitigation innovations have been largely responsible for this decline. That is, humans have become more civilized as a result of developing increasingly better ways to deal with the challenges of risk such as natural disasters, climate shocks, epidemic viruses, and wars. We will apply this risk-mitigation perspective to interpret the functions and evolution of such human innovations as superstition, religion, marriage, family, social structure, cultural norms, trade, finance, and welfare state, and present the logic of civilization. This broad scope of knowledge on the historical evolution of risk-sharing arrangements allows students to appreciate that cultures and institutions have each changed endogenously in order to maximize the probability of human survival. This course aims to both make us better understand the human world we live in and provide us (as future investors, professionals and leaders) with a unique perspective to foresee future changes. The course is heavily interdisciplinary.

Assessment: 70% coursework; 30% examination

42. CCHU9070 Making Movies: Creative Expression on Screen

Explore cinema art and creative expression by making, exhibiting, and writing about short films. The first part of the course takes students through the essentials of motion picture medium in a series of exercises to examine framing, lighting, colour, focus, camera positioning, movement, editing and sound design. Observe how space, time, motion, montage, and narrative structure make imagined worlds and capture real-life action in fiction as well as non-fiction films. Students will also attend to transdisciplinary ideas and concepts in other art forms (e.g., photography, painting, literature, architecture, music) in order to effectively communicate meaning on screen. The second part of the course requires students to work in groups to put creative expression into a short film (five to ten minutes). They practice writing project proposals, scripts, storyboards, and festival publicity materials to accompany their productions. They also engage in reflections and peer critiques to consider the social-ethical implications of movies. A student-organized festival will screen completed films at the end of the semester.

Assessment: 100% coursework

43. 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

44. 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 1-hour tutorial will be held back to back each week on Wednesday.]

Assessment: 100% coursework

45. CCHU9075 Buddhist Architecture: Monasteries in Cross-Cultural Developments

The course introduces the knowledge of Buddhist architecture in China and Asia, looking into its physical and visual significance, as well as aesthetic idea and spatial practice. By studying selected examples of monastery, it reviews form and space, visual representation and meaning, artistic creation and garden making, ritual performance and spiritual aspiration. Exploring such a wide range of issues enables us to unfold the richness of Buddhist built environment. Taking both historical and cross-cultural perspectives, the course addresses these inquiries by investigating how architectural concepts are developed within and across Asia's interconnected regions. Beyond chronological and thematic examinations of cave temples, pagodas, monasteries, gardens, sculptures, and paintings, the course also discusses the role of Buddhist monastery as the living place of monastics, and in a broader context, the worship center, the secluded hermitage, and the contemplative landscape.

The course is co-organized with Tsz Shan Monastery to provide workshops and study trips. Lectures will be given there monthly to facilitate experiential learning.

Assessment: 100% coursework

46. CCHU9076 The Journalist: Comics, Movies, Fiction and Fact

Daily Planet reporter Clark Kent dropped his notebook and ripped off his shirt to save the world as Superman. Peter Parker took photographs for the Daily Bugle when not fighting crime in his alter ego as Spiderman. From the Green Hornet to the Flash to Batman's friend Vicki Vale, journalists have been a fixture in comic book lore, as superheroes, their love interests, or as a narrative plot device. Likewise in fiction, with omniscient narrators like Thomas Fowler of *The Quiet American*, and intrepid investigators like Mikael Bloomkvist from *The Girl With The Dragon Tattoo*, journalists have been ubiquitous in popular culture. But how accurate are those depictions? How have popular culture portrayals of the journalist changed over time? And how has popular culture dealt with the real ethical dilemmas journalists confront?

Using comic books, movie clips, fiction, and the nonfictional narratives of working journalists, this course will examine the various portrayals of the journalist and how often they conform to reality. We will also look at how effective journalists have been at telling their own narratives — portraying the gritty reality or embellishing the comic book superhero version of the profession. From this course, through role playing and enacting live scenarios, students will learn more about the daily working life of journalists from beat reporters to foreign correspondents, better understand the ethical questions journalists face, and better appreciate the role of a free press in democratic societies.

Assessment: 100% coursework

47. CCHU9077 You Intoxicate Me: Use, Misuse and Dependence on Psychoactive Substances

We humans have a taste (and thirst) for mind-altering substances. Our use of alcohol, opium, hallucinogens, cocoa leaves and other psychoactive substances goes back almost ten-thousand years. On one end of that spectrum, that appetite is deadly, but on the other these substances have played an important role in religious ritual, artistic production, and the everyday lives of millions of people.

In addition, recent clinical studies featuring “club drugs” like MDMA and Ketamine show positive results in re-calibrating our brain chemistry, mitigating Post-Traumatic Stress Disorder (PTSD) symptoms and helping eradicate suicidal thoughts.

This course will ask fundamental questions about our long collective and individual use of psychoactive drugs, including examining the pressing scientific debate of substance addiction as brain disease versus behavioral disorder and its impact on choice of treatment protocols.

We will examine these questions with open eyes and minds, exploring the history of psychoactive substance use, the science of how these drugs alter us and even the resulting intellectual clarity or chaos they engender in the creation of our philosophy, literature, and arts.

All of this to better understand who we are and our frequent desires to be something different.

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

Assessment: 100% coursework

48. CCHU9078 Contemplative Practices: From Personal Awareness to Social Well-being

Among different cultures, balancing the pursuit of material success and the commitment to a way of living with clarity, kindness and moral standards are important questions for all of us to ask. Contemplative practices, their cultural histories and the scientific evidence are now widely taught to students of varying ages and professions as an attempt to answer such questions.

This course provides an overview of the philosophical and spiritual roots, cultural influences and scientific studies of contemplative practices adopted in modern societies. Beginning with the introduction of the history and theory of contemplative practice and followed by the scientific description of the impact on the mind-body connections developed through these practices, students will be guided to critically review the relationship of contemplative practices with four major themes: personal awareness and health, relational well-being with others, ethical leadership, and the collective well-being in and across our societies. Framing lectures, experiential practice activities, case studies, and reflections in writing and other media will be included throughout the course.

Upon completion of this course, students will acquire the basic knowledge and skills in contemplative practice and develop their competence in examining the interconnected nature of history, culture, and the corresponding responsibility for personal and social well-being for all of us.

Assessment: 100% coursework

49. CCHU8001 Historical Gaming: Re-inventing the Past in a ‘Post-truth’ Era

[This course is an Open Platform Course with Common Core prerequisite requirements.]

In a present saturated by social media and often characterized as a ‘post-truth’ era, powerbrokers in society seek to reinforce their authority by laying claim to the past. As a result people often encounter ‘history’ in formats where discussion is quite deliberately closed down, events are fabricated or finessed and inconvenient truths are obscured. In this mode the past functions as a pedagogical and political tool preserving the interests, authority and influence of already-dominant groups. Ordinary people are often skeptical of such self-serving narratives and consider academic history - known for its emphasis on evidence, critical argument and open debate – to provide ‘truer’ and more authoritative accounts of the past. In this form, the past can serve as a source of ideas, inspiration and identity. But since few people read academic history books ‘truer’ versions of the past remain only partly accessible, while ‘fake’ histories proliferate on our screens, streets and heritage sites.

Can new technologies help to address this dilemma? We are now producing increasingly visually accurate and rich simulated worlds. Games in particular enable us to reach vast audiences, especially younger people. Can games help provide a new medium for engaging with the past? This course challenges students to bring together interactive technologies with the disciplinary conventions of professional history. They draw on interdisciplinary knowledge to design a new genre of immersive game or historical simulation combining truthfulness with playability. Together students work to design gaming experiences capable of enhancing societies’ access to the past as a source of open-ended discovery and debate. No prior experience is necessary! And as they address this challenge students not only become more aware of the critical role of the past in the present but re-imagine and replay the past with a view to enhancing historical awareness.

Assessment: 100% coursework

50. CCHU8002 Slow Death: Our Toxic Environment and its Impact on Health
[This course is an Open Platform Course with Common Core prerequisite requirements.]

This course explores the relationship between our built environment, the culture from which it springs, and human health. We will examine a number of cases related to environmental health, both in the past and the present time. Does lead in drinking water make us stupid? Does air pollution cause lung cancer? Are plastics bad for our fertility? These questions have been asked, but yet to receive adequate assessment. While scientists are trying to delineate the association between hazard exposure and effects, and governments are ensuring citizens that such exposures are within safety limits, environmental activists are instead beating their drums with new evidence of toxicity. Who should we trust? Using the history of science and science, technology and society (STS) methods as lenses, this course will guide students to investigate the connections between hazard exposure and effects on health from various perspectives. Through seminars, debates, films, and projects, this course aims to help students develop useful and ethical thinking patterns against the background of exposure science's uncertain nature. It also trains students to become engaged citizens who are ready to respond to changing local and global environmental issues.

Assessment: 100% coursework

III. Area of Inquiry: Global Issues (40 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.

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

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

Assessment: 100% coursework

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 inequality affect the lives of people around the world, with a special focus on the lives of young people. It is also related to critical issues relative to social and economic development, which pertain to sustainability, progress and civilization building. Some of the questions that the course will focus on are such as: What are the challenges faced by people living in poverty? To what extent is inequality trends transforming societies and bringing about new forms of 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. **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

6. CCGL9009 Local Cultures and Global Markets

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

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

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

Assessment: 100% coursework

7. CCGL9011 Media in the Age of Globalization

In this course, students will examine the role of an increasingly globalized media system in shaping the global and local societies, as well as whether or not the growing access to information fosters information sharing and citizen participation in public

affairs. The course will also consider whether or not the media system changes the power balances in information flow, domestic information production, and dissemination. Does it amount to an individual's emancipation or another form of exploitation? What is the role of the media in Hong Kong, China and Asia 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

8. CCGL9013 Globalization: African Experiences

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

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

Assessment: 100% coursework

9. 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

10. 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 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

11. **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

12. **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

13. **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

14. **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 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.

[This course has a MANDATORY field trip component as a primary vehicle of learning. There will be two compulsory field trips (9:30 am – 5:30 pm) scheduled for two separate days during Reading Week.]

Assessment: 100% coursework

15. **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

16. 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

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

This course critically examines the issue of endangered languages, with particular focus on the role of globalization, ethnic identity and language policies in the life and death of languages. Since ancient times, population movements, war and trade have affected the ways in which different languages have fared. Western colonization of many parts of the world brought about drastic changes in the ecology of languages, in particular a dramatic decrease in diversity. The distribution of languages in the world today reveals that 78% of humans today express themselves in one of 85 large languages, while the remaining groups of humans speak over 5,000 different minor languages. Why is there

such an imbalance? The fact that a few global languages represent modern and powerful nations while thousands of small languages usually represent indigenous and marginalized groups leads to a discourse of endangerment in which a threatened language requires "saving" or revitalization efforts. Others argue that the demands of modernity and globalization challenge this view. Who is right? In this course students are led to a deeper examination of the political, cultural and educational forces that shape the destiny of languages, so as to be able to more insightfully discuss the tension between preservation and modernization of human cultural heritage in modern society.

Assessment: 100% coursework

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. 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

22. CCGL9031 Entrepreneurship: Global and Social Development

This course introduces entrepreneurship from historical, economical, global, and social perspectives. First, students will be introduced to the evolution of “entrepreneurship” since ancient civilizations and students will then learn the basic economic analyses of modern entrepreneurship. The course will help students to develop a historical and balanced view on entrepreneurship and its role in human society, particularly in economics. Further it will examine how globalization shapes the landscape of entrepreneurship. Students will be motivated to deepen their understanding of entrepreneurship and broaden their view of entrepreneurship in a global context by reaching out the campus and interacting with real entrepreneurs. Lastly, students will be guided to think critically regarding the consequences of entrepreneurship and the impact of entrepreneurship on society and individuals. This course aims to provide a comprehensive understanding of entrepreneurship and expose students to the fundamental changes occurring in both the business community and overall society.

Assessment: 100% coursework

23. CCGL9032 Rule of Law in a Globalizing World

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

Understanding the Rule of Law as different levels also provides a framework to understand how it is being globalized. For non-western societies aiming to develop the Rule of Law, owing to their different historical, political, economic, social and cultural contexts, the specific level of the Rule of Law that they aim to sustain or achieve and the form and manner of the legal institutions operating to implement the Rule of Law may be different from western societies.

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

Assessment: 100% coursework

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

Weapons of mass destruction (WMD), i.e. nuclear, chemical and biological, comprise the most destructive and lethal weapons developed by humankind. Given that these weapons pose a serious threat to the survivability of humanity, a fundamental understanding of WMD development, deterrent potential, reduction and more recently, risks posed by proliferation networks and terrorist groups is of particular importance. This course further deals with the historical development of WMD systems and will be accompanied by a discussion of the underlying principles involved in WMD

technology and the environmental legacy of nuclear weapons testing. We will draw students' attention to the strategic, political and ethical aspects of WMD programmes, the current spread of WMD technology and non-proliferation treaties that aim to regulate and reduce WMD proliferation. We will also take a close look at the evolution of WMD proliferation networks, the emergence of WMD terrorism and the consequences of terror-networks acquiring WMD materials. Finally, we will end this course with an important question: can the world move towards the complete disarmament of all WMD and would such a goal be desirable?

Assessment: 100% coursework

25. **CCGL9034 Globalization and Architecture**

This course aims to examine how the condition of globalization reveals itself in architecture and the urban environment. In our immediate surroundings, it would benefit us greatly if we can grasp how the buildings that we inhabit are made and how they function. With an improved understanding of the various forces at play in the shaping of our human-made environment, we should be encouraged to think of ways to support a healthier kind of citizenry participation in the making of our buildings in the era of globalization. Paul Ricoeur described a condition of "universal civilization" that encapsulates a scientific spirit and consumer culture. Today, we are perhaps operating universally under the effects of globalization, aided in no small part by the advent of the information age as well as technological advancement, and a more liberal flow of capital and labour. This course will seek the architecture and city we live in as a barometer that measures these effects – appraising specifically the qualities and identities of buildings and districts built or transformed as a result of globalization. By understanding the innovative and co-operative forms that have emerged, as well as resistances of local practices to external forces, we will be better equipped to cope with these global forces. This course will, more specifically, examine seven different types of building typologies and environments in our cities.

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

Assessment: 100% coursework

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

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

This course explores how states and internal organizations confront and solve a variety of transnational problems ranging from climate change to transnational terrorism. In particular, the course examines why international cooperation is often weak or non-existent despite the dizzying number of international challenges that require cross-border cooperation. The course begins by borrowing insights from 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

27. CCGL9036 Dilemmas of Humanitarian Intervention

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

Assessment: 100% coursework

28. CCGL9040 Energy Futures, Globalization and Sustainability

The course explores the relationships between energy, globalization and sustainability at the global, regional and local levels. The first half of the course examines how globalization 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. 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. The second half of the course assumes a localised perspective, arguing for the possibility of contributing to energy sustainability through community-based initiatives. It examines the rise of energy communities in foreign countries and explores the possibilities of developing such initiatives in the local context.

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

Assessment: 100% coursework

29. 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

30. 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

31. 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

32. 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

33. 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

34. 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

35. 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

36. 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 “world city” where we live?

Assessment: 100% coursework

37. 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

38. CCGL9058 Villages and Global Futures

Rural areas and village culture have defined the characters of today’s human settlements and its inhabitants’ way of life. Rural areas are increasingly considered as the solution space for global climate change adaptation and mitigation. Sustainable management of the water-energy-food nexus in rural areas offers a local approach to tackle biodiversity loss, food security and water crises. Nevertheless, our rural environment and communities continue to deteriorate due to rapid depopulation and urbanization.

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 (SDGs). 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

39. CCGL9061 Digital Humanitarianism: Can You Save the World with Your Computer?

In recent years, digital humanitarians have been on the rise. In particular, a new generation of ‘online’ volunteers have been taking advantage of digital technologies to

play a role in emergency situations and to address social problems. From mapping areas struck by natural disasters to analyzing social media messages during crisis events, from digital activism to big data, it seems that everyone can today “save the world with their computer”. But is this really the case? What are the benefits, the limits, and possibly the dangers of these new approaches?

During this course, you will investigate digital humanitarianism from various perspectives. You will learn more about how humanitarian action was born and has evolved through time, what are the main actors and the key historical events that have led to today’s ideas and practices. You will discover how recent technological progress is gradually changing the way expert humanitarian actors, but also people ‘like you and me’, can help others in difficult situations. You will learn to use some of the tools available and get truly involved by participating in two projects: i) a crowd-mapping project aimed at offering better maps of remote regions to humanitarian field workers (no prior experience necessary!), and ii) a photographic assessment of how walkable Hong Kong streets are for elderly people and children. Finally, you will cultivate a critical and creative eye, reflecting on the benefits but also on the possible negative outcomes of current digital practices.

Assessment: 100% coursework

40. CCGL9062 Shaping Our Health Across Cultures

[This Common Core course is of a ‘flipped classroom format’, 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.]

This course explores the formulation of health policy, which refers to decisions, plans, and actions that are undertaken to achieve specific health care goals within a society. It involves a wide array of knowledge including aspects of science, law, social science, education, and business management, all of which have a role in shaping a vision for the future.

Through analyzing the formulation of policies affecting health and formulating their own health-related policies, students will develop a broader perspective and a more critical understanding of the complex connections between such policies and their everyday lives. Students will be empowered to navigate the similarities and differences between cultures by looking at examples of East/Southeast Asian, Latin American, US, UK and local health policies, and they will discover alternative systems of thinking that are related to different living environments, technologies, and geopolitical situations. Selected academic and news articles will be chosen to elicit students’ reflections and production of ideas about their roles as a global citizens.

A flipped classroom setting will replace traditional lectures, but face-to-face workshop sessions will remain essential as we think together, share insights with invited speakers and international organizations, and create our own collaborative responses to real world healthcare needs.

Assessment: 100% coursework

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

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

By looking into the physical significance of Chinese architecture, cities and landscapes, this course introduces theories and principles of Chinese houses and gardens. Through the study of Chinese houses and their settings in a city, it brings out the daily life and social fabric for a Chinese man under Confucian influence. Through the study of Chinese gardens and the literati ideas behind the making of garden, landscape and painting, it introduces the artistic profile for a Chinese intellectual under the influence of Daoism. The course investigates how geography, society and economy, as well as aesthetic and ideology, shape the traditional physical environment in China. It deals with explorations of form and space, technology and material, as well as the ways in which these architectural attributes affect life patterns and values in a traditional society. The course particularly addresses how the culture profile was manifested in the architecture and urban spaces during the late Ming – an era of unique aesthetic orientation cultivated from a distinct stage of social and economic development in Chinese history.

Assessment: 100% coursework

2. CCCH9002 Chinese Cities in the 21st Century

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. 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

5. 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

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

Assessment: 100% coursework

7. CCCH9010 Understanding China's Governance: Challenges and Prospects

In order to understand the prospect of China's quest for modernity, this course examines the key governance challenges that have emerged during its transition from a socialist system to a 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

8. 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

9. CCCH9014 Social Development: China, Asia, and the World

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? Why is it expensive and difficult to obtain quality health care? How can welfare policy help to achieve social integration? How is China's social development status compared with other Asian economies and the world? This course focuses on the nature and magnitude of key social development challenges in China, and how Chinese policymakers and the emerging civil society are addressing them. Key questions explored will include differing definitions of social development, drawing on regional and international comparisons, the limits of market power in providing social goods, social-environmental issues, the progress and challenges of policy and social service 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, and discussion of current events to explore the topics.

Assessment: 100% coursework

10. 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

11. CCCH9016 Hong Kong: Becoming a Chinese Global City

This course examines Hong Kong as a Chinese global city and its position in relation to the Pearl River Delta and China's national economy. By understanding Hong Kong as both Chinese (Cantonese-speaking) by majority and a global finance centre by historical construction, students will be introduced to basic readings on urban sociology, global cities and Hong Kong studies. Students are expected to learn more about Hong Kong's position in the Asia region and the multiple challenges facing the city, including global economics and China's rapid development as well as current debates on democracy and civic society. This course is divided into three components with the first part focusing on the historical perspective of Hong Kong by studying the inter-relationships between colonial government administration and policies, manufacturing industries and migration patterns. The second part of the course will explore the rise of the middle class and their consumption practices in the city. The complex anxieties surrounding the year 1997 will be discussed in relation to its historical significance in political, economic and socio-cultural terms. The last component of the course will investigate how Hong Kong measures up to the standards of being a Chinese global city and address future issues facing the ongoing development of Hong Kong in the larger schema of China's global economy and its impact on local understandings / identity crises of the city's positioning.

Assessment: 100% coursework

12. 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

13. 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

14. 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

15. 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

16. 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

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

[This Common Core course is of a 'flipped classroom format', 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

18. 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

19. 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 (9:30am to 5:00pm) which will be conducted on two weekdays (tentatively Tuesday 15 Oct and Thurs 17 Oct) during Reading Week and a Saturday (tentatively 9 Nov) which decrease 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

20. 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 compulsory day trip on the Wednesday of Reading Week.]

Assessment: 100% coursework

21. 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

22. 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

23. 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

24. CCCH9040 Representing Contemporary China through Film

The course looks at representations of contemporary China (1979-present) in popular Chinese-language films. The cinematic texts are read not just as a "reflection" of Chinese society but as discursive constructions, the product of variable and historically specific sets of relations within particular contexts, and with a complex relationship to social change. Centering on the dynamic interplay between film and society, class

discussions encompass issues that have attracted increasing scholarly attention in the field of China Studies in recent years, such as the rise of Chinese nationalism, the emergence of middle class(es) and a consumer society, globalization and cosmopolitanism, nostalgia about the Cultural Revolution, etc. The course aims at cultivating critical thinking among students about the identity of China and Chineseness as well as an array of important cultural and social issues related to post-socialist China and the rise of China in the 21st century. It also seeks to enable students to explore the interpretive possibilities of working within a comparative framework in researching a non-western culture.

Assessment: 100% coursework

25. CCCH9041 The Rule of Law in Modern 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

26. 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.

[A compulsory field visit may be scheduled during Reading Week.]

Assessment: 100% coursework

27. 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. Both Dunhuang and the Silk Road have long 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, artistic 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

28. 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

29. 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 mould Chinese society and citizens according to its wishes. It has even managed to pacify the World Wide Web with a 'Great Firewall'. But propaganda has hardly been the sole preserve of Communist regimes. Efforts to employ methods related to propaganda were also put into practice extensively in liberal societies such as Europe and the USA, not least in

some recent general elections. This course asks about the nature and goals of propaganda. Using the PRC as case study, it considers whether the propaganda regime can be seen as something that has held China back or the very solution to the vastness of territory and population the Chinese government has had to administer. But does the need for propaganda diminish as levels of education rise? Should art and literature really continue to serve the people by serving the party, or does China and its people lose something essential for its survival by turning culture into a propaganda tool?

Assessment: 100% coursework

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

This course asks what 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

31. CCCH9048 Memory Holes and Martyrs: Creating China's Past

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, is this how it functions or is it rewritten and censored to serve Power, has it turned into an obstacle to its rise and modernization? The history wars and extreme nationalism involved in conflicts between China, Japan, and South Korea is, for example, repeatedly fuelling conflict. Historical claims for the South China Sea go against the records of other involved nations, as does what seems to be a Chinese insistence to the return of a sinocentric tributary system. This course grapples with the weight of China's history, its institutions, ways of life, belief and power relations, 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 are different forms of material cultural heritage used and how is local history represented and imagined? Similarly important, on an individual level, what are the social effects of the imposed amnesia around events actually experienced? The course asks what purposes History serves and has served, from the 'abject' past of modern China to the very cornerstone that the nation's leadership builds its legitimacy on. 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

32. 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. At least two optional dates will be available.]

Assessment: 100% coursework

33. 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

34. 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

35. 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