

# THE UNIVERSITY OF HONG KONG

## Syllabus of the Common Core Curriculum for 2023-24

### **I. Area of Inquiry: Science, Technology and Big Data (53 courses)**

#### **1. CCST5002 Quantitative Literacy in Science, Technology and Society (Online)**

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

*[Lectures and tutorials of this course will be delivered online.]*

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. CCST5037 Mathematics: A Cultural Heritage (Online)**

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

*[Lectures and tutorials of this course will be delivered online.]*

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 other's 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

### **3. CCST5068 Artificial Intelligence: Utopia or Dystopia? (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU’s Senate, including (i) the teaching assessment of written and oral communication ‘literacies’; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 Instagram show you advertisements in a similar manner? How do the latest generative AI tools work? 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

### **4. CCST5078 Health Literacy: Things to Know Before Consulting Dr. Google (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU’s Senate, including (i) the teaching assessment of written and visual communication ‘literacies’; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

Modern healthcare has changed the way we approach medicine. We are now increasingly in charge of our health, assuming new roles in seeking information, understanding rights and responsibilities, and making health decisions. Underlying these demands, however, are the needs for the knowledge and skills to navigate the sea of information (and misinformation) to make smart decisions about health. Health literacy goes beyond having the basic ability of understanding and applying language, literacy and numeracy skills to process health information. It is also about having the knowledge, confidence and skills to interpret information. Raising the importance of health literacy among young adults is an important step for creating a healthy campus and urban environment.

This course will equip students with the necessary skills and knowledge to understand health information to their fullest, empower them to make informed decisions, encourage students to question the reliability of information, and to think critically about scientific evidence. A skills-based and analytic approach will be taken, where attention will be given to the transferability of reading, numeracy and communication skills. Students will apply the skills in an end-of-term group project on a critical appraisal of a contemporary health-related topic of choice.

Assessment: 100% coursework

## 5. **CCST6001 Change for a Better Self**

*[This is a 3-credit Common Core Microcredentials course focused on transdisciplinary project-based learning in a highly compressed format. It is open to undergraduate students seeking to fulfill their Common Core requirements after they have successfully completed one 6-credit course in each of the Common Core's Area(s) of Inquiry (AoIs): Science, Technology and Big Data; Arts and Humanities; Global Issues; and China: Culture, State and Society<sup>Note</sup>. Eligible students can take two Microcredentials courses in place of one standard 6-credit Common Core course.*

*Note: Except for students who have been granted Advanced Standing / Credit Transfer / Course Exemption / Internal Transfer in their current programme.]*

“Who am I?”

“Will I be accepted?”

These are age-old questions that concern us all as humans. The quest for an answer, to each their own, is a lifelong journey that often begin in youth. This course is an experiential learning gateway to prepare students in their future exploration on what it means, and what it takes, to become a ‘better’ person.

Drawing on the related disciplines of counselling, mental health, and psychological medicine, (bite-size) concepts will be introduced through mini-lectures. Students will experience the application of these concepts first-hand in tutorials with fun activities supported by HKU Master students, and sign up for relevant group/field visit/retreat activities offered by local and international youth programmes.

Students will be partners in the course as we explore topics of self-identity, social intelligence, and self-acceptance, by contributing to the learning experience in groups and through self-reflection, such as interviewing and ‘human library’ sharing, and experiment with personal profile development through machine learning.

Assessment: 100% coursework

## 6. **CCST9003 Everyday Computing and the Internet**

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

In our daily lives, there are two concepts that are often used but rarely explained: Computing and the Internet. This course will not only examine what they are but

also illustrate how they lie at the core of controversial topics such as the Dark Web, Internet censorship, and Big Tech's influence. Guiding questions include the following: How does the Internet work? What are the differences between public and private IP addresses? Are the Internet and the Web the same thing? What is Web 3.0? Is blockchain the same as cryptocurrency? Practical skills such as how to properly set up a Wi-Fi router/VPN/DDNS will also be covered. Since this course is open to all students, it will be taught with minimal levels of mathematical and technical details.

In this course, we will work together, across different disciplines, to better understand computing, the internet, and their influences in all of our identities and social practices.

Assessment: 100% coursework

## 7. **CCST9006 Chasing Biomedical Miracles: Promises and Perils**

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and visual communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

Unveiling the mystery of the “grand design” of the human body has been a formidable challenge to even the best talents. With the recent 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 that could be perhaps potentially perilous. We will see how humans are increasingly being involved or confronted with a problem of a startling scale whereby promises and perils arising from new biomedical discoveries are found to be fueling each other to grow, that can be likened to solving a very peculiar puzzle whereby finding the first piece of the puzzle immediately makes it more difficult to identify the next piece.

Such an interesting phenomenon will be vividly illustrated by examples found in the application of knowledge of the human genome, organ transplantation, antibiotics, and cell communications. Learning in this course adopts an interactive, multi-activity, student-centered and inquiry-based approach with the close assistance and attendance of tutors. Experiential learning is a main feature of this course so as to stimulate and to expand those core intellectual skills on which learning depends. On the completion of this course, students are expected to acquire transdisciplinary vision on real-life problems/matters in which biomedical science is a major constituent.

*[Lectures and tutorials will be held in an integrated manner each week on Wednesday from 16:30 – 19:20. Learning is conducted by a variety of ways: short lectures, video viewing, in-class exercises, small group discussions, etc.]*

Assessment Ratio: 100% coursework

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and visual communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 some of us to step over 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, laboratory classes, tutorials and case studies. There will be many opportunities for interactive group work and sharing of ideas during the classes.

Assessment: 100% coursework

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

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and visual communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

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

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

This course discusses the historical changes in the perception of our place in the universe as a result of astronomical development. We begin with ancient models of the universe in different cultures and the religious and philosophical interpretation

of celestial objects, through the Copernican revolution and the work of Kepler, Galileo and Newton, towards our current physical model of the universe.

Topics include:

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

Assessment: 60% coursework; 40% examination

#### **11. CCST9013 Our Living Environment**

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

This course will introduce to students the diverse ways 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 modification of the natural environment, including an increase in the scale of natural hazards recently occurring worldwide.

Assessment: 100% coursework

#### **12. CCST9014 Science and Music**

The course aims at an appreciation of the close connection between music and science that has existed historically from Pythagoras into modern times. The essential physics of musical sound production and analysis will be provided in order to facilitate the elementary principles behind wind, string and percussion instruments and their characteristic timbre. The development of scales from fundamental principles will be dealt with leading to an appreciation of some of the subtle differences between Chinese and Western music. Contemporary music and science interactions will focus on electronic music and the working principles of modern instruments such as the electric guitar. Finally, some scientific understanding of musical appreciation will be given by looking at the factors that make music pleasing.

Assessment: 100% coursework

**13. 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

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

*[Non-permissible combination: CCST5037/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: 100% coursework

**15. 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

## **16. 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

## **17. 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

**18. 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

**19. 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 the history of 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

**20. CCST9025 Genetics and Human Nature**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral, written and visual communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 current and future problems facing our species.

Assessment: 100% coursework

## **21. 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

## **22. 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: 60% coursework; 40% examination

**23. CCST9030 Forensic Science: Unmasking Evidence, Mysteries and Crimes**

*[Non-permissible combination: CCST9010 The Science of Crime Investigation]*

Modern forensic science covers multiple scientific disciplines such as chemistry, physics, biology, medicine, computing, engineering etc. This course will lead students to explore the world of modern forensic science through a series of selected topics interplayed with interesting, famous or mysterious crime case studies and Problem-Based Learning (PBL) tutorials. Additionally, hands-on practicals will enable students to carry out the collection and analysis of 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 two laboratory sessions) is compulsory. The laboratory sessions will be arranged during the semester on Wednesday or Friday mornings from 9:30 am to 10:50 am or 11:00 am to 12:20 pm. Please make sure you do not have time conflicts before enrolling on this course.]*

Assessment: 100% coursework

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

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

productivity, safety, comfort and quality living. The central aim of this course is to explore the world of intelligent built environments and the mutual impact, relationships and evolution they have in the culture and daily lives of people. First-hand exploration involving experiential learning and direct activation of the senses, will be a key component of the course. This complements discussions that would uncover and reveal, in broad and general terms, the underlying principles and technologies that allow buildings to perform smartly. Students will also be encouraged to unleash their imagination to construct future scenarios that the concept of intelligent architecture may lead to.

Assessment: 100% coursework

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

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

Assessment: 100% coursework

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

We are living in an increasingly hazardous world. Since the beginning of this century we have experienced unprecedented disasters: the 2004 Asian tsunami, the 2017 European heat wave, devastating earthquakes in Sichuan (China), Japan and Haiti, the typhoons in Hong Kong in 2019 and the ongoing COVID-19 pandemic, 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: 100% coursework

**27. CCST9036 Frontiers in Materials: Civilisation, Industry, and Well-Being**

“Materials Frontiers” underpin the survival and success of many sectors, from cosmetics and the creative industries, sports and well-being, energy and environment, mobility and transport, to quantum and metaverse technologies. Materials are ubiquitous, yet unique in their properties. Though the fundamental building blocks of materials were created soon after the Big Bang, their individual and collective behaviours continue to elude our mastery even with Big Data! They have emerged as a bedrock of human civilisation, underpinning the ancient Three Ages (Stone, Bronze and Iron) to the modern Four Industrial Revolutions (1.0 to 4.0), and shall become a beacon of societal advancement, “shining” into the quantum, the metaverse and the great unknown.

On the other hand, each of us has already been equipped with materials covering more than half of the Periodic Table of the Elements – over 40 are in a smart phone. The rapid advancement in any modern technology is a consequence of the development of many new types of materials and our ability to make them sustainably and cost-effectively. For example, the discovery of silicon in the 19th century and the invention of the transistor in the 20th century paved the road for the “Information Age”. The development of graphene and related low-dimensional materials are poised to take us to a new “Age of Experience”.

The course is designed to introduce materials frontiers by a “top-down” approach in the context of current challenges and/or future applications. The purposes are to: 1) offer students a heuristic perspective of materials discovery for societal advancement; 2) equip students with a holistic understanding of materials types and technologies for key industrial sectors; and 3) inspire students with grand challenges and potential materials innovations for smart and sustainable development. The underlining principles in the design, processing, and functionalization of different types of materials will be naturally integrated into the application-oriented thematic topics.

Assessment: 100% coursework

## **28. CCST9038 Science and Science Fiction**

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU’s Senate, including (i) the teaching assessment of oral and digital communication ‘literacies’; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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

This course will cover the topics of the influence of science on science fiction, the influence of science fiction on science, and the influence of science fiction on public perception of science and scientists. These topics will be discussed in the context of examples of science fiction works dealing with space exploration and space travel, time travel, near future fiction, and science fiction dealing with social issues.

The science concepts involved in these topics will be briefly explained at a layperson level, and the main emphasis will be placed on critical thinking and analyzing interdisciplinary connections and relationships.

Assessment: 100% coursework

### **29. 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

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written, oral, visual and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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. More recently, the emergence of foundation models (e.g., GPT) is also an outcome of big data, massive high-quality is the fuel to the success training of these large machine learning models. 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 and how Big Data is used in our daily life. 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. CCST9049 The Metaverse: From Human Vision to Extended Reality**

Our ability to see plays a central role in experiencing the world around us. In this course, we will first study how we are able to perceive and understand what we see. Students will learn how our brain and eyes cooperate to perceive brightness, color, depth and motion.

Next, we will cover how this knowledge of the human visual system has influenced the development of computer vision. We will take an in depth look at the modern technology of deep learning which in some instances is capable of exceeding the capabilities of humans.

Finally, students will study how computer vision technology enables an extended reality (XR) through the use of AR, VR and BCIs. In a number of laboratory sessions, in our state-of-the-art Metaverse Innovation Laboratory, students will be able to gain hands-on experience with various XR equipment and understand how this technology will enable the metaverse, which is a hypothetical next iteration of the internet.

Assessment: 100% coursework

### **33. 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

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

*[This is a certified Communication-intensive (Ci) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of oral and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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, such as quantum optics and quantum computing, will be highlighted to encourage students to appreciate the elementary, yet complex, nature of matter around us.

Assessment: 100% coursework

### **35. CCST9056 The Force is with You: How Things Work**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and oral communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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

**36. 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.

Assessment: 100% coursework

**37. CCST9063 The Unseen: Invaders, Healers, and the Microbial World**

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

*[There will be a 3-hour field trip and a 1-hour lap tour (tentatively) scheduled for Saturday afternoon during Reading Week which are compulsory.]*

Assessment: 100% coursework

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

Imagine that we turned all the information in our DNA into '1's and '0's. That would be 1.5 gigabytes (GB) of data! To think that this information can determine

everything about ‘who we are’ is a frightening thought, but we can now easily obtain this code for each individual in just a matter of days. Ten years ago, the letters A, T, C and G may only have been relevant in a biology exam, but nowadays it means so much more! When your gym reports that you possess the ‘warrior gene’, does it mean you will do particularly well in your workups? Why do twins turn out to be completely different when they grow up in different countries? Are all our problems our parent’s fault? Or is ‘someone’ or ‘something else’ responsible too?

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

Assessment: 100% coursework

**39. CCST9066 Big Data Solutions to Social Problems: the Good, the Bad and the Ugly**

*[Non-permissible combination: CCST9047 The 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

**40. 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

#### **41. 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, for environmental and biomedical industries, and also to find novel solutions to lead sustainable life. 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: Theme 1: Industrial (construction, shipping and carbon capture) Technology; Theme 2: Biomedical (antimicrobial and tissue regeneration) technology; and Theme 3: Environmental (water, waste, resources & energy) Technology. Students will collaborate in cross-faculty groups to design, build and develop new ideas based on nature that address specific human problems.

*[Students are recommended to attend a fieldtrip visit to one of the recommended sites.]*

Assessment: 100% coursework

#### **42. 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

#### **43. CCST9073 Emotion, Cognition, and Brain**

We are all emotional. Have you ever wondered what exactly *emotion* is? Why do we have emotions? Do animals have emotion? Can robots have emotion? To what extent can we control our emotion? Or is emotion controlling us? It is important to explore the genesis of human emotion as it strongly affects human behavior, especially the extreme forms. To explore the questions above, we need to visit different fields of knowledge, including philosophy, psychology, and biology. The general aim of this course is to provide new understanding and inspire new thinking about our emotional-selves 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

#### **44. CCST9074 Water: Resources, Policy and Technology**

Water is essential for sustaining human life. Its true value, however, is not fully reflected in its “price tag” in many economies, so long-term water sustainability has been often compromised. Learning to strengthen interdisciplinary dialogues and to nurture intersectoral collaborations are essential to achieving global and local water sustainability goals. In order to help us better address this dilemma by creating new practices, this course will provide students with a comprehensive understanding of the technologies, policies, and institutional frameworks relating to water in a cross-cultural and cross-sectoral context.

The contents and the pedagogical approach of this course are purposefully designed to:

- (i) provide students with a comprehensive understanding of the most pertinent technological and policy issues relating to global water resources;
- (ii) evaluate how different cultures signify different attitudes towards water;
- (iii) equip students with knowledge about water resources so that they will reflect on their role as a global citizen; and
- (iv) enhance students’ communication skills for effective collaboration with people of diverse backgrounds and values.

*[A field trip will be organized during the Reading Week.]*

Assessment: 100% coursework

#### **45. CCST9075 Be Fit! Be Active!**

What’s stopping you from being fit and physically active?

Humankind has evolved rapidly, having set physical activity as a primary pillar for our survival and health. However, we are currently living in an era where we become less physically active and more sedentary. What is it that makes us choose to adopt a physically inactive and sedentary lifestyle, when we know the negative health impacts of it? This course will help you solve this intertwined mystery, which will help you sustain a healthier and happier life.

To unfold the box of this enigma, we first need to understand the inter-disciplinary nature of exercise, and physical activity determinants. Through a series of themed lectures we will explore together how individuals’ participation in exercise and physical activity is determined not only by personal factors, but also by contextual, cultural, and environmental factors.

"Be Fit! Be Active!" is a course that aims to radically change your understanding of the essence of bodily movement. You will not only acquire a strong theoretical background, but also engage in hands-on tasks and experience. Having completed practically useful projects, you will have the opportunity to evaluate the effectiveness of real-world interventions and learn in-depth about the fundamental

techniques needed to design programmes and policies aimed at increasing physical activity and well-being.

*[A field trip will be held in Reading Week.]*

Assessment: 100% coursework

**46. CCST9076 Attention Magnet: The Psychological and Technological Aspects of Social Media Addiction**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and oral communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Why do we feel compelled to constantly check social media? Does individual overuse of social media have an accumulative effect on our society? Can we make any productive changes to ourselves and social media platforms to mitigate our addiction to social media? This course will integrate interdisciplinary knowledge to uncover the driving forces behind social media addiction. The reasons causing people to get addicted to social media are not limited to personal characteristics and include the design and artificial intelligence used by the platforms themselves. In this course, we will introduce both the underlying technical mechanisms and psychological factors that cause behavioral addiction to social media. In addition, the accumulative effect of social media addiction on our personal and professional lives, as well as societies across the world, will be discussed. Through a variety of interactive and reflective learning activities, this course will drive a collective effort among students to develop solutions for minimizing social media addiction and maximizing the beneficial use of social media in both social and academic settings.

Assessment: 100% coursework

**47. CCST9077 The Quantum Revolution: From Secret Codes to Black Holes**

We live in the age of information. But do you really know what information is, at its most fundamental level? Do you know what role information plays in the fundamental laws of nature? Have you ever thought that the world around us, from tiny particles to enormous galaxies, could be *made* of information? This course explores the fascinating interplay between information and fundamental physics, making connections with everyday life, art, literature, and popular culture. We will learn about a new type of information, called quantum information, which arises in the world of elementary particles, and promises to have huge impact on society and everyday life. We will see that fundamental questions about quantum information and the nature of reality have led to the invention of powerful new technologies, such as secret communication systems that cannot be decrypted by any hacker, and ultrapowerful computers that will overcome today's best supercomputers. Finally, we will explore how quantum information is changing our view of the universe, transforming our notions of space, time, cause and effect. Do not worry: the course will not use any equations or any physics knowledge. All the ideas will be explained in simple, friendly terms that can be grasped by students of all majors.

Assessment: 100% coursework

#### **48. CCST9080 Fintech: Financial Inclusion, Emerging Markets, and Social Value**

FinTech (Financial Technology) has revolutionized how traditional financial services can be provided to the general public and prompted financial service providers to re-consider how they should do business across an expansive, and expanding, range of commercial enterprises. This course will trigger students to think about how FinTech can tackle important global issues, both social and financial, and open up new and emerging markets. The course, which will be interactive and make use of different forms of multi-media, will focus on the following themes. How best:

- (i) to let unbanked/underbanked entities (e.g. those in poor countries) to enjoy financial services and provide equal opportunities to women and men in terms of financial inclusion;
- (ii) to enable SMEs (small and medium enterprises) and the microfinance sector to benefit from the rise of digital technologies for various financial services and AI technologies; and
- (iii) to explore emerging business opportunities and markets (e.g. virtual banking and decentralized finance) based on FinTech technologies while understanding the security, privacy and regulatory issues behind.

Students, who need no prior experience with Fintech technologies, will learn the basics of Fintech operations, including blockchain technologies, and work collaboratively on projects that link Fintech technologies to social values in underserved populations. They will leave the course with a deeper understanding of finance, technology, and social responsibility and be better prepared to contribute to working teams both in and beyond the university.

Assessment: 100% coursework

#### **49. CCST9081 All You've Ever Wanted to Know About Humans**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and written communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Humans, people, *Homo sapiens*... who, or what, are we? Although we can marvel at the amazing accomplishments of our species (technology, art, biological adaptations), how much is actually known about our own evolution and development that has enabled us to get to this point?

This course will take you on a six-million-year-long journey and challenge you to rethink what makes us human. How is it that we diverged from our ape and monkey cousins and went down an evolutionary pathway distinctly our own, yet still connected to other species? How did we go from living as hunter-gatherers to now being members of a globally interlinked population of over 7 billion? Why is it that we still have so much conflict, injustice, and inequity? Does that define us, or does compassion, cooperation and community-building?

Borrowing from history, linguistics, forensic science, cultural studies, genetics and the biological sciences to better understand the human condition, we will also come to better understand ourselves as contemporary historians, scientific thinkers and

social groups. This journey from the distant past to the present, with a glance toward the future, requires no previous knowledge of the topics, but only the curiosity to look into a mirror and see what we can find out about what it means to be "human".

Assessment: 100% coursework

## **50. CCST9082 Pandemics: From Science to Societal Impact**

Throughout history, humankind has been heavily afflicted by pandemics, such as cholera, the bubonic plague and influenza. COVID-19 has brought major havoc to our life in the past three years. With the lifting of social distancing restrictions and our societies returning to normalcy, using COVID-19 as an example, this course tries to weave a coherent picture that explains how scientists learned about the virus, how authorities reacted around the world, and how different societies coped.

This course consists of THREE parts: 1) the medical science of pandemic spread, diagnosis, prevention and treatments; 2) an overview of global governance and international cooperation, economic and social consequences of the outbreak, and breakthroughs in mathematical modellings and vaccines; and 3) examine specific countries and regions through the lens of good governance, social contract and political trust. Through lectures, tutorials, group projects and presentations, together with their own experiences, students will critically evaluate the measures adopted by different governmental bodies and their efficacies, predict and project how we might handle future pandemics.

Upon completing this common core course, students should develop key intellectual skills that will be further enhanced in their disciplinary studies and play an active role as responsible individuals and citizens in local and global communities.

Assessment: 100% coursework

## **51. CCST9083 Earth as Seen by Satellite**

Our planet Earth is experiencing unprecedented environmental changes, such as climate warming, sea level rise, intensified wildfires, prolonged flooding and droughts, agricultural expansion, and intensification, and worsened water and air pollution. These changes largely result from human activities and seriously impact the sustainability of human life. Earth observations based on satellite remote sensing enable environmental, social, and economic monitoring of our changing planet. This course will summarize current observational capabilities, present how satellite data can contribute to understanding the functions and interactions of Earth's sub-systems (e.g., atmosphere, biosphere, cryosphere, and hydrosphere), and provide the application examples of environmental change at regional to global scales, such as forest disturbance, water quality, carbon emission, air/water/soil pollution, natural disasters, agricultural production. These are highly related to some crucial sustainability issues, so this course will, directly and indirectly, address multiple sustainable development goals (SDGs), including SDG 2 (Zero hunger), SDG6 (Clean water and sanitation), SDG 10 (Reduced inequalities), SDG11 (Sustainable cities and community), SDG13 (Climate action), SDG 14 (Life below water) and SDG15 (Life on land), in the 2030 Agenda for Sustainable Development set by the United Nations in 2015.

Assessment: 100% coursework

**52. CCST9084 From Ancient Remedies to Modern Medicine: A Historical Perspective on Health Technology**

This course is a comprehensive overview of the history and evolution of health technology and well-being, from ancient times to the present day, and into the future. It provides students with a deep understanding of the way how technology has impacted the delivery of medical care and the improvement of health outcomes, and how these trends are likely to continue.

The course begins by exploring ancient medical practices. It then moves on to examine the evolution of surgical techniques and medical tools, and the impact of these advancements on modern medicine.

In the present day, the course covers the latest developments in medical technology, and the impact of these technologies on healthcare delivery and patient outcomes. The course will also discuss the future of healthcare delivery, including the potential for new models of care to transform the healthcare industry and the impact of technological advances on the future of health technology and well-being.

Through a blend of lectures, tutorials, and field trips, students will gain a broad understanding of the history, present and future of health technology and well-being, and the skills they need to succeed in a rapidly changing healthcare landscape.

Assessment: 100% coursework

**53. CCST9085 Inspiration from the Living World**

It is important to remind ourselves that human existence is rooted in the natural world. We rely heavily on a wide range of species that we often take for granted in our modern tech driven society, including water and food supplies, disease protection, medicinal sources, base material for many consumer products. Venturing back to pre-human existence, our very evolution has been shaped by the changing living world around us, influencing our ancestral lineages into our current fundamental form and mindsets. Subsequently, human society continues to move ever forward, which in-turn continues to shape the world around us leading to a new horizon of biological diversity. Given the high impact of human decisions on biological diversity, our current society will need to decide how we will approach this future horizon for the benefit of human society and the amazing biological diversity we rely upon.

This course will explore the diversity of life and its relationship with human evolution and modern elements of human society. Beginning with an understanding of the origination and importance of biodiversity this course will explore the integral role of the natural world in shaping modern human society and culture. Delving deeper into current aspects of human society the course will assess the direct impacts of biological diversity on human sustainability, including food, medicine and antagonistic interactions. Subsequently the course will encourage participants to engage critically to evaluate the current and future role biological diversity is destined to play as human society continues to develop. Finally the course will explore the impact of biological diversity on the creative elements of



human culture stemming from ancient mythology to modern inspiration in art and recreational activities.

*[There will be a compulsory one-day field trip to the Hong Kong Wetland Park scheduled during Reading Week]*

Assessment: 100% coursework

## **II. Area of Inquiry: Arts and Humanities (53 courses)**

### **1. CCHU5001 Designs on the Future (Online)**

*[This course will be delivered fully online.]*

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

'Designs on the Future' is intended to inspire thinking about the way we should construct our future living environments in order to find the most sustainable balance. We will explore the United Nation's Sustainable Development Goals (SDGs) as they apply to Hong Kong, addressing issues of population and urbanization, materials resources, and human systems, as a way of understanding what a sustainable future might look like. We will evaluate the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community.

The course is conducted entirely online. Each week students are required to undertake up to one hour of online pre-class activities in preparation for mini-tutorials (30 mins online) and an interactive online workshop sessions which involve a wide range of group activities and exercises. The pre-class components deliver the bulk of the course content, while the tutorials and workshop sessions help develop our understanding of sustainability issues, allow us to explore contexts and interconnections, and to apply the concepts to different scenarios. We will be using Curios, an interactive virtual 3D environment within which student groups can collaborate, present and evaluate their coursework.

Assessment: 100% coursework

### **2. CCHU5065 A Life Worth Living (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

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

### **3. CCHU5074 Beyond Fake News (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

Never before has the need for "news literacy" been more urgent for our healthy civic life. 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.

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 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.

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

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

Assessment: 100% coursework

### **4. CCHU9001 Designs on the Future**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

'Designs on the Future' is intended to inspire thinking about the way we should construct our future living environments in order to find the most sustainable balance. We will explore the United Nation's Sustainable Development Goals

(SDGs) as they apply to Hong Kong, addressing issues of population and urbanization, materials resources, and human systems, as a way of understanding what is a sustainable future might look like. We will also evaluate the different media and strategies that people have used / are using to advocate for more sustainable approaches to the environment and community.

Each week students are required to undertake up to one hour of online pre-class activities in preparation for mini-tutorials (30 mins online) and an interactive F2F class workshop sessions which involve a wide range of group activities and exercises. The pre-class components deliver the bulk of the course content, while the tutorials and workshop sessions help develop our understanding of sustainability issues, allow us to explore contexts and interconnections, and to apply the concepts to different scenarios. We will be using Curios, an interactive virtual 3D environment within which student groups can collaborate, present and evaluate their coursework.

Assessment: 100% coursework

## **5. 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

## **6. 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

## 7. **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

## 8. **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

## 9. **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 controversial moral topics: euthanasia, assisted suicide, abortion, organ sales and donation, human enhancement through biomedical technologies, prostitution, and the use of animals. 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

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

*[This is a certified Communication-intensive (Ci) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of oral, written and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 disabilities, special educational needs, as well as mental illnesses. 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 be equipped to critically identify necessary amendments to be made in related social policies and service provisions and to take individual and collective actions in their future positions for building a more inclusive society.

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

Assessment: 100% coursework

#### **11. 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

## **12. 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

## **13. CCHU9013 Cultural Heritage in the Contemporary World**

Welcome to the world of cultural heritage! This course examines the background, debates, policies, and politics of cultural heritage from interdisciplinary perspectives, particularly through the sociological and anthropological lens. UNESCO includes a wide range of definitions of cultural heritage, such as ‘tangible’ and ‘intangible’ heritage. All categories of cultural heritage are now regarded as essential to community building, proper governance, and economic development. The preservation, conservation, destruction, demolition, listing and delisting of heritage sites and historic documents have regularly attracted media and public attention, commercial interest, and contention among different communities. By introducing thematic issues through case examples from Hong Kong and other places around the world, students will be introduced to basic readings on cultural heritage, conservation policies, heritagization, tourism industries and the latest trends of heritage preservation.

There are four key themes in our course. First, we will explore the meaning of cultural heritage, and highlight some general issues and approaches to the study of heritage. Second, we will critically examine the socio-cultural significance of

cultural heritage with different case examples. Third, we will consider the management of cultural heritage, including different preservation and conservation methods, as well as the politics behind the making and protection of heritage. Finally, we will look at the uses of cultural heritage in urban development and tourism. Together, we will explore our cultural stories, rituals, architectures, and ways of living. Come learn with us the cultural richness of Hong Kong and beyond.

*[An optional field trip will be arranged during Reading Week.]*

Assessment: 100% coursework

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

*[Non-permissible combination: CCHU9086 Understanding Religious Worlds]*

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 or spiritual 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 explore topics such as human operating systems, objects of consciousness, the mindscape, spiritual practices, existentialism, materialism, the meaning of life and death, ritual and mythology, human nature, the evolution of religion, religion and society, and the crisis of religion. You will discuss teachings of some 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. 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

**15. 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

#### **16. 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

#### **17. 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

**18. 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. Depending on the pandemic the activity may be shifted online.]*

Assessment: 100% coursework

**19. CCHU9030 Image, Space and Society**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of written, visual and digital communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 society. Each of us has a personal relationship to architecture and the city as well as a felt understanding of space through our daily encounter with the built environment. It can therefore be exciting and useful to better understand how the world in which we live is planned, conceived and represented in order to take part in the shaping of that world.

Architects and planners use drawings, models and other representations to consider, communicate and construct the spaces of our everyday lives. These forms of spatial representation have the capacity to do much more than lay out the foundations for buildings or cities. They are also 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 spatial representation and the impacts of those visions.

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

Assessment: 100% coursework

## **20. 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

## **21. CCHU9034 Architecture and Film**

This course examines how architecture and urbanism is represented in film and investigates how film influences and constructs the built environment - how it is experienced and perceived. 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 Asian 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, film sets, city maps, building 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. Class readings are drawn from film studies, urban studies, global and cultural studies, architectural and design history and theory.

Assessment: 100% coursework

**22. CCHU9039 Sexuality and Culture**

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

The course will examine the relationships between sexuality and cultural issues in contemporary society. Apart from different sexual orientations and gender issues, we will look into ethical, and social conflicts with sexuality; for example, how sexuality is portrayed in creative social media which, in turn, shapes our perception of sexuality; the root causes of the stigmatization and discrimination of the commercial sex industry and sexually transmitted infections; the significance of sex education and family planning; and, how our legal system in the global community has been changing across time on non-mainstream sexuality and sexual violence.

Our course aims to bring an interdisciplinary focus on sexuality issues, such as medicine, arts, law and social sciences to illustrate the range of human sexual beliefs and behaviors in various sexuality groups; develop the students' critical thinking and application of different disciplinary approaches in the understanding of the changing roles and implications of sexuality; explicate and compare the cultural assumptions underlying sexual behaviors in local and global societies and to help students to reflect on these concepts in their personal growth; and create an innovative environment for students to tackle some of the local and global challenges in sexuality.

This course brings a transdisciplinary approach with invited professionals from diversified realms, ranging from Faculties of Arts, Humanities, Social Sciences and Law, to give a more holistic study on relationships between sexuality and our increasingly interconnected world. It will also incorporate with online course materials, interactive elements, visual aspects such as films, creative works and mass media to facilitate a better illustration of theoretical concepts. At the end of the course, students are expected to be able to think critically about sexuality; to understand the interplay of self, sexuality and the society; and be able to respect individual differences and preferences.

Assessment: 100% coursework

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

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

consider what the various views tell us about the nature of the human mind. This course is of relevance and interest to anyone who uses language.

Assessment: 100% coursework

#### **24. CCHU9043 Rethinking Women: The Big Debates**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and digital communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

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

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

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

Assessment: 100% coursework

#### **25. CCHU9044 Creative Arts as a Way of Knowing**

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

sometimes unconscious content of human experience, thereby promoting world, other and self-understanding.

Assessment: 100% coursework

## **26. CCHU9045 Vision: The Science and Art of Perception**

We use vision as a means to illustrate that perception depends on the interaction of body and mind. The course will cover the following topics: (i) “Seeing is believing” – Our eye can be easily fooled and sometimes we see what we want to or expect to see. Under this topic, we will learn how we see and explore the nature of illusion, delusion and hallucination; (ii) “Can we trust our eyes?” – This looks at social media. We will examine how a picture tells a story and find out how our perception can be manipulated to influence our perception; and (iii) “Looking at you, looking at me” – Popular culture can objectify our bodies and endorse a value system that is based on self-image and physical attractiveness. The way we see ourselves and others affects the way we think, feel and behave. All of this is at play in the art and science of perception.

Assessment: 100% coursework

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

What is a city? Through what processes is our built environment constituted? How do we dwell in our cities and how do different kinds of urban space shape our sense of place and community belonging? This course 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 study aid that outlines the lecture content is provided for students ahead of the lecture each week.

Assessment: 100% coursework

## **28. CCHU9049 Reinventing Classical Music**

This course explores cross-cultural classical music and the ways in which it has been reinvented over time. Students will learn how different generations have deliberately or unconsciously chosen what to cherish or reject from the past. Whether it be composers altering their musical language to adhere to the political climate of their time, performers reinterpreting the “great works,” or the music

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

Assessment: 100% coursework

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

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

This course uses an interdisciplinary approach to explore the fascinating complexities of the mind. It involves philosophical analysis, scientific investigation, and an awareness of history and the broader social and moral implications of technology. A central issue is whether the mind is a computer. Can computers display intelligence, creativity, and emotions? Can the computer model of the mind explain the mysteries of consciousness and free will? Or do these mental phenomena require the existence of a soul?

These issues are exciting not just because they are intellectually important, but also because to understand the mind is to understand ourselves better. We will see how the ideas in this course can help us become better thinkers, and improve our creativity and decision-making skills. We will also discuss how science and technology can challenge our conception of the self and how they might affect future human evolution in radical ways.

Assessment: 100% coursework

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

This course helps students address difficult issues raised by the question of what makes a good life. It begins by discussing a few fundamental questions: What does it mean to live an examined life? Is an unexamined life worth living? How can philosophy help us pursue an examined life? The course then proceeds to examine some existing accounts of good life—hedonism, desire-fulfillment, and objective list theories. It then invites students to discuss things that are often thought to give value to human life: freedom, authenticity, love, sexuality, and virtue. The course also looks at questions that concern the meanings of life and hard choices: Can we ascribe meanings to our lives? What makes death bad? How should we confront hard choices?

In examining the “best things in life,” the course will introduce and evaluate several major philosophical theories of the good life, namely, hedonism, desire-fulfillment theory, and the objective list approach. Hedonism holds that the only value in life is pleasure and that the best life is one that has the maximum amount of pleasure. The desire-fulfillment theory denies that there is any intrinsic good that people must experience in order to have a good life. What determines the quality of our lives, according to this theory, is the extent to which our (informed) desires are fulfilled. The objective list approach argues that there are several intrinsically valuable

things, pleasure included, that make life worth living. The course also critically discusses some visions of life developed by historical and contemporary thinkers.

Assessment: 100% coursework

### **31. CCHU9053 Contested Words, Disputed Symbols**

Words and symbols, as two indispensable kinds of signs created and maintained for human communication, are often the subject of profound controversy. To explore how contestable these signs are, we can delve into several essential questions: What is the nature of words/symbols/signs? How do we identify them and prolong their identity (enough for us to recount and argue about the ‘same word’/‘same symbol’)? How do they mean – with reference to an ontological reality, or not at all? Based on the answers to the above, how do we strike a balance between the determinacy of words and symbols needed for stabilization, equality and fairness, correctness, etc., and the indeterminacy of these signs for creativity and the freedom to express oneself?

These are questions we will address and rethink over and over again as we dive into the multitude of discourses in which we find something about words or symbols disputable – discourses such as law, science, gender, race, linguistics, digital communication, etc. By analyzing such disputes, we will realize that they are merely manifestations of an essential nature of language and communication, and come to reflect on people’s communicative strategies and reflexivity, the sources of authority to which they appeal and the types of identity/power positions they take. At stake in such disputes include but are not limited to people’s freedom of expression, their own voice in society, the control and censorship of the public sphere, the boundary between lay and non-lay discourse, the ownership of symbols and words, and the right to control their origin, use and/or interpretation.

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.

Assessment: 100% coursework

### **33. CCHU9060 Gaming: Play, Learning and Society**

Have you ever played a game? Most likely yes. Games have permeated almost all sectors in the society, all stages of life, and all cultures. Gaming industry is creating huge impacts on human economical activities. While the game phenomenon is making significant impact on our society, many fundamental questions about games remain unanswered. What are games? Why are games engaging? Why are games addictive? Can we tame the beast of game and totally use it for good?

This course will help you explore the theoretical and practical foundations of games and gamification, and understand the game phenomenon from neural and cognitive perspectives. You will (i) know the history and latest development of game studies, (ii) be equipped with neural and cognitive theories to better understand the game phenomenon, (iii) gain a more in-depth understanding of the concept of game, (iv) recognize the psychological, social, economic, and educational benefits of game application, (v) be alert to the potential harms and risks of gaming activities, (vi) learn the basic principles of game studies.

Assessment: 100% coursework

### **34. 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

### **35. 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

**36. 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, Herder, Hegel, Mill, Marx, Lenin, Schmitt, Arendt, Freud, Nietzsche, de Beauvoir, Foucault, Keynes, Hayek, Rawls, Nozick and Friedman. 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 challenged and reassessed, but its revolutionary vision 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

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

Humans have become increasingly more civilized. But, why has violence declined substantially in the last two millennia? Are we really better species than before, or something else has happened? How have human societies innovated and developed increasingly better ways to deal with the challenges of risk events such as natural disasters, climate shocks, epidemic viruses, and wars? And how can financial knowledge help us understand the relationship between socio-economic history and the history of civilizations? This course addresses these global questions with an interdisciplinary historical approach, developing a risk-mitigation perspective on the evolution of human civilizations so that we can better understand how civilizations have evolved and how we, as potential investors and professionals, can better foresee future growth areas in frontier, emerging, and developed markets. The course explores a number of human innovations, including mythology or magic

and supernatural beliefs, technologies, social structures, cultural norms, religions, financial markets, and the welfare state. This broad scope of knowledge on the historical evolution of risk-sharing arrangements allows us to appreciate that cultures and institutions have each evolved historically as a way to maximize the probability of human survival, which in turn allows us to see where they will go as better risk-mitigating tools become available due to technological and financial progress.

Assessment: 100% coursework

**38. 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 collaborate 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

**39. 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

**40. 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 the Buddhist monastery as the living place of monastics, and in a broader context, the worship center, the secluded hermitage, and the contemplative landscape.

Assessment: 100% coursework

**41. 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 Lois Lane and Vicki Vale, journalists have been a fixture in comic book lore, as superheroes, adventurers, love interests, or, more importantly, as narrative plot devices. Likewise in fiction, with omniscient narrators like Thomas Fowler (*The Quiet American*), intrepid investigators like Mikael Bloomkvist (*The Girl With The Dragon Tattoo*), and comedic voices like Bridget Jones and her diary, journalists have been ubiquitous in popular culture. So, what is it about journalists that makes them effective story characters? And how accurate are those depictions? Furthermore, how have popular culture portrayals of the journalist changed over time? And how has popular culture dealt with the real ethical dilemma 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

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of*

*written, oral, and visual communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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, 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 about 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

**43. CCHU9079 Queering Art, Performance and Cities**

Different societies have complex histories in which queerness has always played a role. How do we navigate the intersections and queer transnationalism in the histories and contemporary struggles of selected global cities? This course looks into how genders and sexualities evolved across cultures by examining art practices, cross-media performances, and the contexts of global cities. How are art and cross-media performances engaged with reshaping, or, in other cases, marginalizing queer realities over the years?

How does queer art and performance occur in New York, Hong Kong, Bangkok and Mumbai? And how do these intersections operate both locally and transnationally? Lastly, how do art, media and performance navigate the dominant narratives and transcend the queer realities of these cities?

Assessment: 100% coursework

**44. CCHU9080 Dead People's Things: Excavating the Past with Archaeology**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of oral, written, and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Things are all around us. Why is "stuff" so vital in human life and society? Our existence is mediated by the tangible world around us, through the interface of our

bodies and senses. The things we interact with may hold emotional significance, or may disappear into the background, but they always impact everything we do, from the smallest pin holding up our clothes to the landscapes through which we move. Because some things created or modified by past humans have survived until today, they can open a window on these people, helping us explore how we became who we are and who we will become. The archaeologist's goal is to excavate, examine, and analyze the stuff of the past to understand our own and others' lived experiences. This class will work together to explore the past and its relationship to the present – while simultaneously considering the things in our own daily lives. Using a broad interdisciplinary toolset, accessible to students from all majors, we will examine the ethical implications of how we treat our old things today and reflect together on reconstructing the past for the present. Let's get thinking about things!

Assessment: 100% coursework

**45. CCHU9081 Urban Legend: Fact, Myth and Reinterpretation**

Do people really scatter ashes of deceased loved ones at the Haunted Mansion at Disneyland? Is the driving of hopping zombies in western Hunan Province real? How about the unsettling Wah Fu Estate UFO sighting in the 1970s and 1980s? Urban legends are folk narratives set in our times that reflect the moral judgements, hopes, desires, fears, and anxieties of our lives. These stories are usually circulated with vivid details, sometimes sinister but persuasive because of their mundane background. Residing in every aspect of our society, some urban legends go viral worldwide within minutes once they hit the internet. The increasing complication of the quasi-public online environment is stretching the significance and relevance of urban legends in the community to a new limit. Students in the course will study this widespread and trending genre from different perspectives, from the transitional folk narrative to storytelling, from exploring the history and origins of certain legends to their social implications. Students are encouraged to form their own interpretations of urban legends from Hong Kong and other parts of the world using anthropological, sociological, psychological, and literary approaches accompanied with case-studies from different media and platforms.

Assessment: 100% coursework

**46. CCHU9082 24 Frames: Communicating Ideas through Film**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of visual and digital communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Films move at 24 frames (or images) per second, while the stories they convey emotionally move us at a different speed. Either in the form of daily-shared stories on our phones or streaming platforms at home, motion pictures are deep-seated. This course investigates films as *tools for thought*. Students will learn about interesting ways of watching films, film criticism, and especially how to communicate powerful ideas through short films. By the end of the semester, students will be able to communicate their own ideas on screen by using the method of remediation to visually discuss Hong Kong-related themes.

Driven by an international range of film productions across time periods and genres, we will begin to develop a visual vocabulary through terms such as mapping, observation, narrative and montage in order to create our own short film adaptations. Using a ‘procedural mode of engagement’ — which we will explain in class — as a way of examining these contexts and frames, the course adapts film-making as an act of creative engagement with the built environment. This creative reservoir of residential atmospheres helps us to question our current place and time. Through in-class discussions, critical film analysis, peer reviews and short films, the course will enhance students’ visual communication skills. No prior film or poster making skills are required.

Assessment: 100% coursework

**47. CCHU9083 Spiritual, not Religious: Technologies of the Soul**

This course explores the question of what it means to be “spiritual,” but not “religious”, in a secular age. We will explore fundamental theories about religion and secularism in modernity and case studies of spirituality that reflect and confound these categories. Our exploration of ideas and practices that distinguish spirituality from organized religion will begin with early esoteric and “New Age” movements of the late 19th and early 20th Century such as Theosophy, Anthroposophy and the self-realization fellowship of Paramahansa Yogananda as a foundation for modern movements of spirituality in the era of the “disenchantment the world” and what Nietzsche called the “death of God.”

The course will then pursue more recent forms of spiritualities in North America, Europe, and Asia. Students will learn to analyse the modern search for meanings and the desire for belonging and ecstatic experience amidst a complex landscape of pluralism, secularism and post-colonialism. In a moment where kindness performance indicators are in decline and where community has been displaced by isolation and even depression, an exploration of the human search for higher values is a critical tool for contemporary analysis.

Assessment: 100% coursework

**48. CCHU9084 The Law in Everyday Life**

The law is all around us. We interact with it every day in ways we may not even realise. In this course, we will critically examine the variety of ways (both overt and hidden) that we encounter and engage with the law in everyday life. We will learn how legal principles, constraints and ideas influence the films we watch, the books we read, and the art and music we experience. We will analyse how law forms an essential dimension of our history, how it is written into our language and ideas, and how it shapes even the structures of the city in which we live. The course draws on ideas from many disciplines. It is divided into a series of short topics, each of which introduces a different aspect of the law in everyday life. Over the course of the semester, we will consider how the law can act as an agent and an instrument, a human construction and a social superstructure, and we will discover the profound impact of law on the everyday world in which we live.

Assessment: 100% coursework

**49. CCHU9085 When Animals Talk Back**

The “posthuman” turn in social theory has directed renewed attention to what non-human animals want. How can one know, when animals lack human language? What do attempts to communicate with animals tell us about animals, about humans and about language? This course looks at what it means to communicate with beings who do not, and will never, speak. We will investigate the field of human-animal communication from its inception with ape language projects to recent work on interspecies communication through an eclectic range of literature, including scientific studies, memoirs, novels and philosophical writing. Readings will include work by Donna Haraway, Jacques Derrida, Irene Pepperberg, JM Coetzee, Temple Grandin and others.

Students are expected to come to class prepared to discuss the literature – and, when assigned, the films – and they will be called on and asked to orally summarize the literature and discuss it, both with each other in small groups, and to the larger group. The course will help them develop critical listening and speaking skills, as well as new perspectives on what it means to live in a world with non-human sentient beings.

Assessment: 100% coursework

**50. CCHU9086 Understanding Religious Worlds**

*[Non-permissible combination: CCHU9014 Spirituality, Religion and Social Change]*

What sort of a thing is religion? What patterns are common to all religions? What interpretive tools are most appropriate to explore this subject matter? Scholars in Comparative Religion think that the answers to these questions lie in the rich diversity of world history. They find varying historical, social, and cultural contexts exhibit religious behaviour in which human beings construct and inhabit “religious worlds,” with the aim of giving life meaning and direction. In this course, following a historical and comparative perspective, we will attempt to “understand” this global human activity, “religion,” taking individual religions as distinctive “religious worlds.” We will explore these religious worlds through their common structures and cultural expressions such as myths, rituals, sacred space, pilgrimage, holy beings and holy communities, and their variations. Finally, we will work together to explore and appreciate the role of religion as a historical and contemporary force that has shaped our societies and institutions across geographies and histories.

Assessment: 100% coursework

**51. CCHU9088 We are Family: Myths, Realities and the Future of an Idea**

*[This is a certified Communication-intensive (Ci) Course which meets all of the requirements endorsed by HKU’s Senate, including i) the teaching and assessment of written and visual ‘literacies’; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Today, we are told that ‘family values’ are seriously under threat. There are fewer marriages, easier divorces and more children born to single parents. Wars give rise to displaced families, whose households are constantly on the move. We are told that the nuclear family ideal has become out of date. Multigenerational families,

single parent families, queer families and childless families have become increasingly popular globally. *We are Family* explores the possibility that the more diverse the families we live with, the more obsessed we are with the myths of family, the stories that are so regularly depicted across our media. Rather than a static institution, the family must be understood as an imagined construction with a long history and politics.

This course, which moves across multiple disciplines, considers a series of intriguing questions such as: What makes an ideal family? Should a single-person household be considered a family? How do queer families work? And how do technologies of reproduction impact the idea of family?

Each interactive class session revolves around such philosophical questions and engages with historical and contemporary case studies of family across global settings. Methodologically, the course adopts an intersectional approach by exploring how categories of gender, race, class, disability and sexuality simultaneously empower and oppress individuals in the realm of family.

What is your concept of family? What social forces helped shaped that idea? How might you shape your own future toward your most desired version of family? Let's explore with each other the history, meaning and future of the family!

Assessment: 100% coursework

## **52. CCHU9089 Race and Ethnicity**

This course invites students to explore the vexed history of race and ethnicity from antiquity to the present. Guided by scholarship in the fields of race and ethnic studies, students on one hand will trace the histories of race and ethnicity by reading, interpreting, and debating key texts on philosophy, sociology, anthropology, political science, and critical-race theory. The course will also investigate how race and ethnicity—as instruments of state and colonial subjugation, as well as sources of collective action and social solidarity—have been critical to the social, cultural, and political development of the modern world, including contemporary debates over institutional racism and theories of a “post-racial” future.

Race and ethnicity, irrespective of whether they are defined as “real” or socially constructed, remain among the most significant sources of collective action, political mobilization, and cultural identity in the twenty-first century. Aligning with the Common Core learning goals of empowering student to appreciate diverse cultures and to participate within and across social groups in an interconnected world, In line with these goals, students will undertake collaborative projects such as designing a digital “tolerance center” or developing a “race-sensitivity and inclusivity” tutorial, that will ask them to apply course content to contemporary issues around diversity, multiculturalism, and inclusivity.

Assessment: 100% coursework

## **53. CCHU9090 The Love We Give and the Lies We Tell: The Ethics of Relationships**

From dating apps to family life, Instagram to the workplace, we all want to have good relationships and live a good life. What does that look like in the modern



world? Everyday life is complex, and we are often presented with relationships, situations, and technologies that ask us to make compromises, whether we know it or not. This course looks at some of these everyday ethical questions through the lens of different scales of human relationships. It will equip students with ethical frameworks through which to view these relationships, enabling them to identify and develop their own values to navigate them. It will examine five key relationships through cross-cultural perspectives: (1) with oneself—including self-care, self-forgiveness, and conscience; (2) with friendship and dating; (3) with one's immediate community—including family and professional life; (4) the larger society in which one lives—including social media and the politics of respect; and (5) with the transcendence of mystery, the divine, and the sacred—including urban space and the ecological other with which we participate.

Assessment: 100% coursework

### **III. Area of Inquiry: Global Issues (40 courses)**

#### **1. CCGL5005 Poverty, Development, and the Next Generation: Challenges for a Global World (Online)**

*[Non-permissible combination: CCGL9025 The Political Economy of Growth and Poverty in the World]*

*[Lectures and tutorials of this course will be delivered online.]*

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 are 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

#### **2. CCGL5022 Globalization in Question: Human and Economic Consequences (Online)**

*[Non-permissible combination: CCGL9019 Globalization in Question: Human and Economic Consequences]*

*[Lectures and tutorials of this course will be delivered online.]*

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. This course provides an overview of globalization and asks critical questions about what it is, how it started, what drives globalization, what are major players and its positive and negative effects.

Throughout the course, students will compare and analyze how diverse individuals' lives are impacted by globalization. Major factors include market forces; global climate change; technology; education; and movement of cultures, values, religions, and ideologies... for better and for worse. Central to the course will be the question of how globalization has changed social life for individuals, communities, governments, and international organizations around the world. 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

### **3. CCGL5048 Global Crime and Injustice (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

This course aims to introduce students to the varied ways of thinking about the crime problem and the consequences of the globalization of economic, political and cultural activities across the world. It introduces a number of key concepts in sociology, criminology and human rights that will help students develop a more inclusive and imaginative picture of how their lives are shaped by events and social institutions far removed from their local contexts and the range of harms that individuals and communities may be subjected to across the global North and South divide. Just as 'global' issues such as warfare, human trafficking, and environmental problems must be understood in an international context, so too must traditionally 'local' arenas of criminological interest be located within a comparative perspective, and understood as being shot-through with transnational and global dimensions. Overall, the course will examine whether and how globalization may bring various risks and new harms which challenge our conventional understanding of the problem of crime and justice.

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

Assessment: 100% coursework

### **4. CCGL5062 Shaping Our Health Across Cultures (Online)**

*[Classroom sessions and tutorials of this course will be delivered online.]*

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 citizen.

A flipped classroom setting will replace traditional lectures, but the time-tabled real time online 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 needs.

Assessment: 100% coursework

## 5. **CCGL5063 How to Make (Sense of) Money (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

It is often said that “money makes the world go around”, but what, actually, is money? Why do we need it? How is money “created” both practically and socially? In a moment when “money” seems to be the answer for everything, understanding the nature and social significance of money is of vital importance for making sense of the contemporary world and how we should act in it.

Covering everything from cowries to cryptocurrencies, this course examines money's characteristics, exchange uses and values. We will investigate money's origins, and how these inform contemporary attitudes to it. We will explore commonly-encountered economic perspectives on the functions of money for exchange, payment, storing and measuring value. We will complement this with sociological understandings of money as a “memory bank”: a system of relationships, a chain of promises, and a record of people's transactions with one another.

By adopting a comparative perspective that considers the use of money in different countries, this course will cultivate your ability to navigate the similarities and differences between your own and other cultures. Through a range of research exercises, group discussion and sharing, you will develop a critical understanding of how money impacts upon everyday life. Using this knowledge, you will be trained to ask important questions about the future possibilities of money and its consequences for society.

Assessment: 100% coursework

## 6. **CCGL6001 Change for a Better Community**

*[This is a 3-credit Common Core Microcredentials course focused on transdisciplinary project-based learning in a highly compressed format. It is open to undergraduate students seeking to fulfill their Common Core requirements after they have successfully completed one 6-credit course in each of the Common Core's Area(s) of Inquiry (AoIs): Science, Technology and Big Data; Arts and Humanities; Global Issues; and China: Culture, State and Society<sup>Note</sup>. Eligible students can take two Microcredentials courses in place of one standard 6-credit Common Core course.*

*Note: Except for students who have been granted Advanced Standing / Credit Transfer / Course Exemption / Internal Transfer in their current programme.]*

Have you ever heard of improving the communities you care for? Community involvement built upon Theories of Change can bring innovation and changes, and this course will provide you with chances to improve them as a global citizen. You will be able to collaborate with students across different disciplines in a project-based learning process to acquire basic knowledge and skills of designing social changes with valuable and measurable outcomes on specific issues, such as poverty and mental health. Students from all walks will come together to design different initiatives for a selected offline or online community. By the end of this course, you will be capable of putting initiatives into action through a variety of interactive and engaging learning activities, such as case studies, workshops and field visits.

Assessment: 100% coursework

## **7. CCGL9001 Hong Kong Cinema through a Global Lens**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of written, oral, and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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

## **8. 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 McDonaldisation of society, new technologies of video and internet gaming and other new media phenomena.

Assessment: 100% coursework

## **9. CCGL9007 Youth in a Global World**

This course facilitates students as 'young people' to be more aware of the interconnectedness of the world and to critically assess how globalization influences different aspects of young people's daily lives. It also analyzes the proactive and positive role youth can play in the changing world, and provides students with an opportunity to propose how young people as global citizens can and should respond to transformations brought about by globalization. Various social issues or specific areas of youth global trends such as consumerism, transnationalism, cosmopolitanism and digitalism that confront young people in their everyday life will be examined in a systematic manner. By doing so, students will critically evaluate what global citizenship should entail in order to reduce inequality and promote care for human rights as well as human dignity in today's global community.

Assessment: 100% coursework

## **10. CCGL9010 Sports Culture under Global Capitalism**

Sports capture the minds and bodies of billions of people around the world and have an immense significance in our everyday lives. This course engages different cross-cultural examples of sport and introduces students to the relationship between sport and its sociocultural settings.

Sports inform and create certain lifestyles and values: they are about cooperation, inclusion, and fair play. But they are also about competition, inequality, and violence. Sports are highly structured, and yet at the same time totally unpredictable. Sports transmit moral principles and shape attitudes to life, but might also undermine authority and contribute to social instability. Sports can both unite and divide teams, groups of people, and even entire nations. Sports are not only shaped by society, but sports themselves shape society, dynamically intertwined as they are with moral education, socioeconomic class, gender, ethnicity, nationalism, globalization.

In this course, students will explore different cross-cultural examples of sports from all over the world, introducing the role and importance of sports in the present and the past, in "modern" and "traditional" societies, and seeing the relationship between sports and their sociocultural setting. We will draw on a variety of disciplines including sociology, anthropology, gender studies, history, and cultural studies.

Assessment: 100% coursework

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

In this course, students will examine the role of the media in shaping the global and local societies, as well as the ways how growing access to information fosters knowledge sharing and citizen participation in public affairs and creates social problems such as privacy infringement, misinformation, and polarization. The students will explore if the global media really changes the power structure of information flow, production, and dissemination or actually reinforces the imbalance. Do the media technologies amount to an individual's emancipation or serve as another form of exploitation? What is the role of the media in Hong Kong, China, and the rest of the world? In a multipolar cultural world, how do citizens contribute to the conversation on local and global issues? The course will also reflect on critical social values such as the freedom of expression, information, privacy, transparency, and investigate the impact of the social media, artificial intelligence and blockchain technology.

*[This course is (re)designed as a "flipped classroom" mode. Students are required to prepare and complete pre-class activities (reading, videos, and research) before the class and participate the weekly in-class activities and the bi-weekly tutorials.]*

Assessment: 100% coursework

### **12. 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

### **13. 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

#### **14. 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

#### **15. 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

#### **16. CCGL9021 Globalization and Tourism**

The issue of whether globalization is beneficial remains controversial, particularly since globalization policies are often examined without consideration of their interactions with key sectors of economy, notably tourism. Tourism is one of the world's largest industries and is considered to be a promising means of fostering economic development by the governments of many developing countries. However, it is questionable whether income generated through tourism can deliver improved economic independence and higher quality of life to the developing world. This course aims to use tourism as a lens to explore key issues of globalization and economic development and critique how tourism, a global phenomenon, influences local people's lives. Course objectives are to 1) introduce key 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 relationships between the forces of globalization, multinational tourism corporations, and the state and civil society; and 4) interrogate the economic, political and social ramifications of the systemic sources of power and inequality which are reflected in and sustained by international tourism. Finally, this course will also consider the future of tourism with regard to new sectors and trends such as ecotourism, adventure tourism, and the effects of social media and the Internet, along with what travel will look like in a post-COVID-19 world both in and beyond Hong Kong.

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: CCGL5005/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. CCGL9030 Financial Crises: History, Solutions, and Our Economic Futures**

Financial crises are common and occurred quite frequently in the history in market economies. What is a financial crisis, though, 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. The most recent crisis created by Covid-19 is having enormous impacts on national, global, and personal finances, and the structure of capitalism.

*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 brief histories of crises around the world, means of addressing such crises, how to develop alternatives to this cycle of “crashes”, and how students can best prepare for their financial futures.

Assessment: 100% coursework

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

Entrepreneurship is both an exciting and a big topic. This course aims to provide an overview of the entrepreneurship process by focusing on new venture creation from idea generation, building compelling business model and opportunity recognition to managing new business startup and dealing with the venture capitalists. Entrepreneurship is about business innovation, and how to create new value in firms through new business concepts and models. Students will learn how to develop business models that create new value for customers in a startup venture and will also learn about the values, management, marketing, and financial skills that most often associated with successful entrepreneurial activity. Students then discover and evaluate opportunities, develop possible business models and prepare a venture plan. 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

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

The footprint of the Rule of Law can be found throughout the world in almost all domestic jurisdictions. However, the Rule of Law is implemented differently across jurisdictions depending on whether a “thin” or “thick” concept of the Rule of Law is applied as well as the goals in introducing the Rule of Law into a society. With these differences, the functions and role of the legal institutions which implement the Rule of Law are also different.

Understanding the concept of the Rule of Law to be a continuum provides the context for studying the impact of globalization on the developmental pathway of the Rule of Law. On the one hand, the forces of globalization and the rise of global

institutions and non-state actors contribute to the promotion of Rule of Law principles and establishment of rule-based systems at both international and national levels. On the other hand, new issues emerge posing challenges to the Rule of Law of different localities.

Students from all the faculties will work together to understand the developmental processes of the Rule of Law in different societies and the multi-faceted relationships between globalization and the Rule of Law.

Assessment: 100% coursework

**23. 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 different paradigms to investigate the challenges to global governance. Then, the course applies these insights to a variety of global issues such as global public health, terrorism, refugee crises, etc. By drawing from a diverse set of perspectives from disciplines that range from psychology to economics and political science, students will obtain the analytical skills to evaluate current transnational problems facing policymakers and all of us as participants in a globalized world.

Students, by the end of the course, will be better able to position themselves in relationship to the decomplexities of global governance.

Assessment: 100% coursework

**24. CCGL9036 Dilemmas of Humanitarian Intervention**

What is humanitarian intervention? Is it ever a good idea? Who does the intervening and on whose behalf? In order to explore these questions, this course adopts a broad understanding of humanitarian intervention, focusing primarily on the post-World War II period. We will look at a range of actors that act for humanitarian purposes; not only states, but also non-governmental organisations (NGOs) and intergovernmental organisations. We will also consider a range of forms of intervention; including armed intervention, humanitarian aid, peacekeeping, human rights promotion, and the international criminal justice system.

Thus, the course focuses on the emergence of humanitarian intervention, its contemporary nature, successes and failures, moral challenges, and ways forward. The course examines dilemmas generated by great power politics, the tension between state sovereignty and global humanitarian action, and resource constraints in a world of potentially limitless need. The course will equip students to think critically about the possibilities and limits of effective humanitarian intervention and to creatively apply these insights to real-life cases around the world.

Assessment: 100% coursework

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

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and written communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

The course explores the relationships between energy, globalization and sustainability at the global, regional and local levels. The course examines how globalization affects energy supply and use, and how energy systems affect economies, societies and our environment. Using examples from developing and developed countries, the course analyses the ways in which processes of globalization, energy governance and sustainability interact. It explores the problems that arise, and how countries develop strategies to manage these problems. The course also argues that localised community-based initiatives have the potential of making major contributions to addressing energy sustainability issues internationally. Through examining the rise of energy communities in other countries, students will be inspired to explore the possibilities of developing such initiatives in the local Hong Kong context.

*[A compulsory one-day workshop / field exercise will take place during Reading Week.]*

Assessment: 100% coursework

**26. CCGL9042 The Evolution of Civilization**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU Senate, including (i) the teaching assessment of oral and visual communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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

**27. 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 to 5 options provided. All field trips will last around 2 to 4 hours (travelling time not included).]*

Assessment: 100% coursework

**28. 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? 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, 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

**29. 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

**30. CCGL9055 Genocide: The Nightmare from History**

Genocide, defined as the use of state-sanctioned power to pursue the eradication of a minority group in a non-military context raises fundamental questions about co-existence, morality, viability, security and survival within the modern world system. Known as the “nightmare of history,” Genocide is arguably the most disturbing of all of the innovations of modernity. Emerging in the 20<sup>th</sup> Century, Genocide has been perpetrated upon adherents of almost all major world religions and continents and its occurrence has repeatedly challenged the outside world to adequately recognize, represent, understand and judge this distinctly modern crime that constitutes an assault on human life itself. On a case by case basis, drawing from the main examples of Genocide globally recognized by scholars (Nama/Hereo, Armenian/Assyrian, Jewish/Roma, Cambodian/Chinese/Cham, Hutu/Tutsi), we shall pursue a comparative analysis of this topic. In our exploration we shall highlight what is fundamental and common to each case, namely, the role of media propaganda in the demonization of victim groups by perpetrators and the unsatisfactory search for justice in the aftermath. Finally, our class will meditate upon what brings humans to participate in the destruction, preventive measures that might be possible, and which narratives on this topic may be more easily accessible to a wider public.

It asks about victims and perpetrators, about justice and retribution, about legal responses and their absence, and about the (in)ability to prevent genocide on an individual, state, and international level.

Assessment: 100% coursework

### **31. 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 urban-rural interface 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.

Students in this course will learn about the socio-cultural, economic and ecological functions of rural areas and how these systems evolved and interacted under the processes of urbanization and globalization. Rural management approaches will be discussed investigating into current rural challenges such as disaster relief, planning and management of rural resources, and the governance regime and policy innovation under the recent trend 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, villagers as well as the wider public and their collective actions for rural sustainability attainment will also be discussed.

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

By the end of the course, students will be able to cultivate an analytical perspective on the complexity of urban-rural linkages in relation to socioeconomic and ecological systems of rural sustainability.

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

Assessment: 100% coursework

### **32. CCGL9059 Water in a Changing World**

Water is fundamental to life, human dignity and all ecosystems. Water sustains agriculture while large amounts of it are also used in manufacturing essential items such as the silicon chips that are important components of our phones and computers, as well as the generation of electricity. However, rapid population growth and continuous changes in human activities such as urbanization, industrial development, agriculture, as well as changes in climate and lifestyle, have placed increasing pressure on water resources. This has led to declining water quantity and quality around the world, which sometimes leads to tensions and conflicts among different users.

This course will address the distinctive character of water as both a local and global resource. The course will examine issues related to the use and lack of water, allocation and management of water resources, geopolitical disputes over water as well as global trade implications related to commodities with embedded water. The course will utilize a variety of approaches including case studies, group projects,

field visits, individual reflections and laboratory work to provide a proper understanding of these distinctive characteristics of water and its use.

Assessment: 100% coursework

**33. CCGL9065 Our Response to Climate Change: Hong Kong 2100**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and visual communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

Climate Change is the single greatest challenge of our generation. The quality of life of future generations will depend on the decisions we make, and how we design our planet today. Our powerful human imagination has enabled us to produce more mobile devices than people, build highways, immense cities, alter soils, crop genetic materials, redirect rivers, melt glaciers, design the chemistry of the atmosphere and the oceans, manufacture enough weapons to destroy humankind several times over. The ways humankind has lived and acted over the past centuries embody the idea that the earth has an unlimited supply of resources and that nature is there for humans to take and exploit. This must change.

Prompted by Einstein's well-known quote that "we cannot solve our problems with the same thinking we used to create them," this course will guide students into exploring a series of both mainstream and more controversial responses to climate change. We will criticise, debate, role play and imagine new narratives, models and metrics of success and ultimately design and advocate for a future we want. We will use Hong Kong 2100 as the theater of this speculative design work to build a better response to climate change. The outcome of the course will be an interactive public Art & Science exhibition, with illustrations, short-essays and discussions with strangers so that we can share our work and spark further innovation.

Assessment: 100% coursework

**34. CCGL9066 Music and Global Politics: From Beethoven to Beyoncé and Beyond**

This course explores the dynamic between music and politics from the Haitian and French Revolution until Black Lives Matter, or, alternately, from Beethoven to Beyoncé. Students will be immersed in music, participate in discussions about politics and philosophy, and examine how each may inform the concerns of the other. Large thematic topics will include the Enlightenment, liberalism, nationalism, fascism, the Cold War and globalization. Musical case studies will include opera, symphonic tone poems, ballet, film scores, folk and pop songs, hip hop and punk, as well as global genres such as Afrobeat and Tropicalia. From Beethoven to Beyoncé, and beyond, this course will introduce students to the larger social meaning and political context of music and invite them to think critically about musical artists and the impacts of their compositions.

Assessment: 100% coursework

**35. CCGL9067 Companies and People: Friends or Foes?**



*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written, visual and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

Do you know the differences between “businesses,” “companies,” and “corporations”? This course will explore how individuals and groups of people came to transact business through companies, and what the increasing impacts have been of corporate growth on the world. The invention of the “company” as a way to do business has been pivotal to dramatically raising living standards around the world and spurring innovation in countless industries. Today, nearly every business larger than a street vendor is conducted through a corporate form, and most people living in industrialized nations are employed by companies. Yet as companies have grown ever richer, they have increased in power and political influence, and heightened social inequalities, leading much of the public to put the blame for societal problems like climate change, wealth gaps, and recurring financial crises on companies (especially large, multinational firms).

This course will investigate the impact of the corporation on individuals and humanity, asking questions about how (or whether) societies should regulate corporations to enhance human welfare. Its assessments are designed to help students learn to respond logically and thoughtfully to these issues, as well as to form real-world, transferable skills like different means of persuasion, crafting effective writing for a public, and forming mock companies.

Assessment: 100% coursework

### **36. CCGL9068 Social Entrepreneurship for Social Impact**

The approach of social entrepreneurship is increasingly being adopted to address complex societal problems from local to global scale. Broadly defined, social entrepreneurship refers to innovative, social value creating activities which can occur within or across the business, nonprofit and public sectors.

The course introduces students to the academic foundation of social entrepreneurship, including entrepreneurship and management studies in connections with systems thinking, sustainable value chains, and collaborative governance. The analysis of case studies will illustrate the enabling eco-systems, policy contexts, institutional arrangements, stakeholder engagements and other practical issues in the development and management of social entrepreneurship or social ventures in different socio-economic landscapes.

The knowledge and skills developed through the course will equip students with the capacity to become more effective and imaginative social entrepreneurs across a broad range of sectors. This will, in turn, be crucial for their journey of self-development as global citizens.

*[A compulsory half-day workshop will take place during Reading Week.]*

Assessment: 100% coursework

### **37. CCGL9069 Multinationals and the Global Economy**

What are the drivers of globalization? When you read this question, you will most likely think of major nation-states such as China or the United States, international organizations such as the United Nations, and technological innovations, such as the internet or the airplane. However, there is another important driver that fuels globalization: multinational companies. These are companies that operate in more than one country and move, manufacture and market capital, commodities and services across borders, often owning assets and employing people throughout the world. Multinational companies are major pillars of the global economy, but at the same time shape our daily lives locally. In this course, you will explore how these multinational companies operate across the world and influence globalization. We will discuss the positive and negative effects the ever-growing presence of multinationals have on our lives, not only economically, but also in terms of the larger impact multinationals have on local cultures.

Assessment: 100% coursework

### **38. CCGL9070 The Birth of the City and the Shaping of Societies**

Cities are said to be our greatest inventions. They are demonstrations of human ingenuity, power, and capacity to manipulate resources and the environment. Cities also play crucial roles in transforming human settlement patterns and habitats and in shaping human development on both individual and collective levels.

In this course, we will start by examining how the unprecedented urbanization since the 18<sup>th</sup> century has turned our planet into ‘Earthopolis’. We will discuss how cities have become the epicentres by which our human species exerts its widespread, and potentially irreversible, impact on the planet earth, initiating a new geological era identified by many scientists as ‘Anthropocene’. We will guide you to explore the circumstances and process through which different urban civilizations achieved major milestones in the urban form, governance, and culture, shaping the ways we live, work, and play in cities today. We will engage creatively around ideas of sustainable urban development, basic questions of policy and planning, and questions of human flourishing particularly in the urban context. The course will arrange a field trip for you to visit a local cultural, ecological, high-tech, or housing development site so that you will gain a first-hand experience of a metropolitan area in the making.

We invite you to join us in this exciting exploration of the making and remaking of cities from the rise of cities in ancient West Asia since the 4<sup>th</sup> millennium BC to the conurbation of metropolises and mega-regions in today’s world. By exploring the making of historical, modern, and contemporary cities in different cultures, this course aims to help you develop a critical and comparative understanding of the key issues, motivations, principles, institutions, and processes involved in city-making and how urban forms and functions interact with urban societies, together exuberating visions, beliefs, values, and power whilst shaping individual and collective identities, and experiences. The course will help you gain a deeper understanding of a rich social and cultural diversity in our urban heritage, learn from the rise and fall of urban societies, recognize the ongoing process of city-making, and develop a critical appreciation of the unprecedented scale, multi-functions, and commensurate responsibilities of modern and contemporary urban development. By understanding the basic principles by which cities are planned, designed, and governed in different parts of the world, you will obtain insights for optimising your urban experience. The course will also facilitate your cultivation

of an interdisciplinary, historical, and planetary perspective on our urban trajectories so that you will be better equipped to contribute to global and local sustainable development.

*[There will be a compulsory fieldtrip scheduled during Reading Week.]*

Assessment: 100% coursework

### **39. CCGL9073 Fashion, Politics and the Global City**

Is fashion political? Can political power be performed in a range of sartorial guises?

From Alexandria Ocasio-Cortez's Met Gala white gown with the message "tax the rich" emblazoned in red, to the black T-shirts and yellow ribbons of Hong Kong protesters, to the rise of MAGA as a kind of anti-fashion, it is clear fashion is an important aspect of political performance.

Fashion is politically meaningful and consequential, but it continues to be generally ignored in intellectual life, perhaps because it is usually associated with the frivolous and insignificant. Yet the line between high politics and frivolous fashion is drawn less clearly than expected.

Engaging in different disciplines – including visual and digital culture, economics, philosophy, history, anthropology, and media studies – the course will work with students to explore the relationships between fashion and global politics. What are you wearing today? How do your clothes express your identity? How, in your everyday life, do fashion and politics intersect?

This course, which draws on the cities of "high" and "low" fashion, aims to show the close connections of fashion and politics in a globalised world. Our discussion will move across boundaries to show how fashion circulates as a robust geopolitical, commercial, and personal element of global, national, and local cultures.

Assessment: 100% coursework

### **40. CCGL9074 Unleashing the Power of Big Data in Global Cities**

With only 3% of all land on earth, cities shelter 55% of the worldwide population and generate a staggering 80% GDP of the global economy. In recent years, the wide availability of urban big data has provided an unprecedented perspective in understanding urban dynamics and addressing various critical urban issues.

This course will guide students to explore various big data sources covering different urban aspects and the extensive information carried by big data. We will introduce and discuss how to use big data to understand various urban dynamics, including but not limited to the everyday issues of housing, mobility, consumer markets, social interactions, and environmental sustainability. Each week, students are required to undertake up to one hour of pre-class online materials, attend a hands-on tutorial, and join a one-hour lecture session. The tutorials enable students to learn big data by playing with some in different urban problem contexts, offering a hands-on experience to gain a broader perspective and a deeper understanding of big data for cities.

Assessment: 100% coursework

#### IV. Area of Inquiry: China: Culture, State and Society (30 courses)

##### 1. CCCH5006 China's Modernization in the East Asian Context (Online)

*[Lectures and tutorials of this course will be delivered online.]*

This course explores China's quest for modernity since the 19th century, contextualized in comparison to the development of her neighbors in East Asia. Besides examining the various forces that prompted the modernization process in East Asia, students will scrutinize the various factors and processes involved. For example: How did interaction with people and things from other regions of the world affect political and cultural identities in China and other East Asian societies, and how did East Asia countries like China transform from being predominantly agricultural civilizations to having the diverse and dynamic economies we witness today? This course also questions whether modernization is mainly about economic development and the construction of a sustainable state structure or should it encompass broader advances in ideology and the adoption of values and norms like the protection of particular rights for individuals and groups. Students will also consider big challenges connecting the past, present, and future such as what are the positive and negative consequences of modernization that affect the natural environment and human relations. These issues will be examined thematically and comparatively by scrutinizing political and social institutions such as the family, marriage, education and social mobility, and other topics. By the end of the course, students will be able to apply the knowledge gained to analyze and understand current and future phenomena in contemporary China and East Asia.

Assessment: 100% coursework

##### 2. CCCH5017 People, Propaganda and Profit: Understanding Media in China (Online)

*[Lectures and tutorials of this course will be delivered online.]*

This course aims to explore the evolving media landscape of China during the post-1978 reform period from a sociological perspective. The course will begin by examining the historical roots of mass *propaganda* in Chinese media during the Mao Era, analyzing its development from political, social, and cultural dimensions. Subsequently, the course will delve into how Deng's market liberalization policies have infused *profit*-making mechanisms that have reshaped media practices, all while the government maintains control. The course will use specific examples to illustrate how the emergence of new media technology, fortified by Xi's media convergence policy, has enabled the voice of the *people* to be heard, amplifying media's role as a mass communication vehicle both domestically and globally. Throughout the semester, the course will utilize the "people, propaganda, and profit" framework to examine the implications of shifting relations between the state, market, and society on cultural and media production, consumption and reception.

This course engages in a cross-disciplinary exploration of the social consequences of the evolving media environment in China. Through an analysis of various forms of media and communication, such as newspapers, television, film, advertising, the arts, and new media, this course scrutinizes the intricate and dynamic interplay of evolving political, economic, and social forces that contribute to cultural and social transformation in China.

Assessment: 100% coursework

**3. CCCH5039 Curing the Chinese: Medicine and Society in Modern China (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

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

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

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

Assessment: 100% coursework

**4. CCCH5044 Dunhuang and the Silk Road: Art, Culture and Trade (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

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. Major analytic tools such as stylistic analysis, epigraphy and archeological evidences, etc., drawn from different academic disciplines, will be discussed in the course to illustrate how to find out the purposes of and the skills in creating those artifacts unearthed.

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.

Assessment: 100% coursework

#### **5. CCCH5054 Mothering China: From the Womb to the Nation (Online)**

*[Lectures and tutorials of this course will be delivered online.]*

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

#### **6. CCCH5057 Shaping Health in China (Online)**

*[Discussion sessions and tutorials of this course will be delivered online.]*

This course will explore the factors contributing to health and well-being issues and the healthcare system in China. It will introduce the socioeconomic determinants of health from the World Health Organization (WHO) as a framework to guide students to reflect and analyse the population health issues in China. Participants will explore the physical, mental and social issues in China throughout this course, and have the opportunities to evaluate existing health-related issues and interventions.

This course is entirely issue-based and problem-oriented through experiential and problem-based learning to facilitate students' exploration and reflection. Introduction of the essential concepts and theories will be uploaded to Moodle prior

to the class. Students will engage in class activities and discussions within the class hours.

Upon completion of this course, students will be able to apply their knowledge learnt to analyse, develop and evaluate health interventions. Subsequently, bring influence to healthcare practice and policy in their career.

Assessment: 100% coursework

## **7. CCCH6001 Human Monkeys: Unethical Research in Manchuria**

*[This is a 3-credit Common Core Microcredentials course focused on transdisciplinary project-based learning in a highly compressed format. It is open to undergraduate students seeking to fulfill their Common Core requirements after they have successfully completed one 6-credit course in each of the Common Core's Area(s) of Inquiry (AoIs): Science, Technology and Big Data; Arts and Humanities; Global Issues; and China: Culture, State and Society<sup>Note</sup>. Eligible students can take two Microcredentials courses in place of one standard 6-credit Common Core course.]*

*Note: Except for students who have been granted Advanced Standing / Credit Transfer / Course Exemption / Internal Transfer in their current programme.]*

At a time where challenge trials are becoming commonplace, and controversy surrounds heritable gene editing research, research ethics is particularly timely. This intense, experiential learning course will introduce medical and non-medical students to research ethics in general and specifically to research conducted by the Japanese Unit 731 in Manchuria during WWII. Called 'logs,' and designated as monkeys in scientific publications, Chinese citizens as well as Soviet prisoners of war were experimented on using biological and chemical materials, all in the name of science. Japanese researchers later found asylum in the USA, with their research findings potentially being used during the Korea war and elsewhere. Walking in the footsteps of the research subjects in Manchuria, visiting what was once the headquarters of Unit 731, and learning more about the hideous studies that were conducted, students will be encouraged to reflect on the past and future of research ethics. We will specifically explore common topics and dilemmas in research ethics such as informed consent, whether it is justified to use data that were gained through unethical research, and can we judge past research based on current regulations and guidelines.

*[This course has a 7-day compulsory field trip to Manchuria which will be held during the summer from June 10 to 17, 2024. Students will be expected to contribute towards necessary travel costs for this course.]*

Assessment: 100% coursework

## **8. 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

## **9. 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 four 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: 100% coursework

## **10. CCCH9005 The Chinese Cultural Revolution**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of oral and written communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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

## **11. 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

## **12. 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

## **13. CCCH9014 Social Development: China, Asia, and the World**

*[This is a certified Communication-intensive (CI) Course which meets all of the requirements endorsed by HKU's Senate, including (i) the teaching assessment of written and digital communication 'literacies'; and (ii) at least 40% of the course grade is assigned to communication-rich assessment tasks.]*

Starting in the 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'. 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 necessity 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

indicators and frameworks of social development, the limits of market power in providing social goods, trending social issues, and the progress and challenges of policy and social service in the Chinese institutional context in a globalizing world.

The course relies extensively on current information including news reports, video clips, in-class discussions, and group activities to explore the topics.

Assessment: 100% coursework

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

Very much like that of economic and social development, the population of Hong Kong has dramatically restructured due to the influx of Chinese immigrants in the fifties and the wave of the population born locally in the sixties and seventies, then later the quota system of migration control of mainlanders, rapid declining fertility and increasing life expectancy. Today, several demographic concerns persist such as extremely low fertility, gender imbalance, cross-border marriage, shrinking workforce, and ageing population. Demographic characteristics and processes are much influenced by social and political developments in Mainland China and economic growth and population in-and-out flow of Hong Kong. This course introduces various population theories, concepts and facts to enable students to develop a critical understanding of the inter-relatedness of the demographic, social, cultural, economic and political issues between Hong Kong and Mainland China and its sustainable development.

Assessment: 100% coursework

#### **15. CCCH9018 Buddhism and Chinese Culture**

This course is designed to help students to understand Chinese culture and its Buddhist influences. For over two thousand years, Buddhism has interacted with all levels of Chinese culture such as literature, philosophy, mores and behavioral norms, arts and architecture, and religions of all classes. As a result, Buddhism has become one of the three pillars of traditional Chinese culture and its influence is seen in many aspects and at all levels of Chinese culture. The aim of the course is to enhance students' intellectual understanding of Chinese culture, way of life, and belief through historical analysis and theoretical enquiries into the key aspects of China's long interaction with Buddhism. Attention will be paid to the open attitude of both Buddhism and Confucianism as a basis for integration and mutual assimilation. Topics include: Buddhist impact on Chinese culture; intellectual exchange between Buddhism and Chinese culture; Buddhist and Chinese attitude to life: A comparative study; Buddhist and Chinese ethics of filial piety; Buddhism and Chinese visual art; Chan and Chinese culture; Buddhist influence on Chinese language and literature; Buddhist influence on religions and popular beliefs; Guanyin belief in Chinese life. Lectures are organized in such a way as to first introduce students to the philosophical traditions and their thoughts, with follow-up discussions on specific topics.

Assessment: 100% coursework

#### **16. CCCH9023 Family and Development in Modern China**

Embark on an exciting journey exploring the remarkable transformation of family dynamics in China over the past few decades, you will be invited to reflect how and to what extent traditional Confucian values have evolved to embrace greater individual autonomy. Moreover, we are going to witness the impact of the one-child policy, urbanization, and migration on family norms, structures, and multi-generational connections. Adopt a family life cycle approach to gain insights into family formation, childbearing behaviors, and the responsibility of caring for older adults, you'll be introduced to various family theories, concepts, facts, and demographic shifts, which will enable you to understand the intricate interplay between demographic, social, cultural, economic, and political factors shaping family transitions in modern China. Join us in this captivating exploration designed for first-year undergraduate students from all disciplines – a journey that promises to be both motivational and enlightening!

Assessment: 100% coursework

**17. 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

**18. CCCH9026 Rule of Law and China's Economic Miracle**

This course aims to explore an intriguing puzzle in the rise of contemporary China: How has the country achieved rapid economic growth in the past four decades in the absence of Western-style legal and democratic systems, both of which are conventionally viewed to be essential to economic development? Arising from this puzzle is heated debate worldwide over the relative efficacy of the so-called Beijing vs. Washington Consensuses. In order to unwind this puzzle, the course examines three key issues: (i) how China's economic reform can be understood in the historical and comparative context, specifically the relevance of the East Asian developmental states model; (ii) what role China's legal system as well as the relationship between law and politics has played in the country's economic development; (iii) whether China's experience can be called "growth without rule of law," and whether it presents viable alternative that may inform other developing economies in their pursuit of prosperity. The course covers the following aspects of the Chinese legal and political systems in investigating their relationship to the

country's economic growth: legitimacy building, decentralization as a constitutional system, courts, governance of state-owned enterprises, formal and informal financing, property rights protection, environmental protection, labor regulation, China's global economic engagements, and cyber governance.

Assessment: 100% coursework

**19. 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.]*

Contemporary China is a multiethnic state with a 116 million population. Ethnic autonomous areas occupy 50% of the country and 90% of the borders with 16 other countries. The government recognizes 55 ethnic minority groups based on their historical origin, mode of production, language, culture, customs, religion, and a sense of solidarity.

What interethnic processes are at work in multiethnic China? How does the state manage ethnic relations? What is the balance between centralization and ethnicization? What is the difference between pluralism and assimilation? As China becomes the most powerful economy in the world, what can other multiethnic countries learn from China's experience?

This course examines how China's civilization, institutions, laws and policies address the challenge of multiethnic integration. The course presents an opportunity to learn about some of China's many ethnic groups, such as the Tibetans, Uyghurs, Mongols, Huis, Koreans, Lahus, Dongxiangs, Naxis, Miao, Yao, and others. The course will highlight the variety of ethnic customs, languages, religious practices, music, art, dance, and other cultural traditions. Finally, the course examines how education, as a mechanism of cultural reproduction and transmission, shapes and is shaped by ethnic identities.

Students in the class can also share their own interethnic experience and consider what it means to be ethnic in the Chinese mainland, Taiwan, Hong Kong, and Macao. The course introduces the idea of cross-cultural communication as a way to bridge the differences between your own culture and the cultures of other ethnic groups locally, regionally, and globally.

The course uses a flipped classroom and tutorial format as a way to discover innovative ways to think about China's future as a highly diverse civilization. Students work collaboratively with classmates in small groups to identify, compare, and analyze the way that social, economic, and cultural challenges are addressed by different ethnic groups.

Assessment: 100% coursework

**20. CCCH9029 Ideas and Practices of Healing Arts in Traditional Chinese Medicine**

This course introduces ideas and practices of healing arts in Traditional Chinese Medicine (TCM) through a critical exploration of ancient Chinese philosophy and history of TCM in its dynamic formation and development. The course seeks to enhance students' interests in ancient medical practice from modern science and enriches students' knowledge of key ideas and methods of healing arts in medical sciences, philosophy, religion, and literature.

The course also engages them in cross-cultural inquiry by contrasting or connecting TCM with science and modern medicine. In light of influential theories in TCM, 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 TCM will be explained. Comparison of Chinese medicine with modern medicine will be involved and there will also be debates on controversial cases to stimulate student discussion. First-hand experience of TCM will be demonstrated with student participation and a cross-cultural discussion on the vital interactions between TCM and modern medicine will be held in the class.

*[There are two compulsory visits and one of them (School of Chinese Medicine) will be scheduled during Reading Week.]*

Assessment: 100% coursework

## **21. 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 and guided local field studies on selected Hong Kong military and civilian built heritage sites and lectures, the course examines how built heritage conservation, as an emerging policy issue in Hong Kong and the rest of 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 built 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 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). Any of these trips will be rescheduled, shortened or cancelled in case of heavy rains, typhoons or public health requirements. 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

## 22. **CCCH9033 Sustainable Urban Development and Hong Kong**

The Sustainable Development Goals (SDGs) were set up by the United Nations in 2015 to “achieve a better and more sustainable future for all.” In response to the SDGs, this course explores how Hong Kong responds and reacts to various issues related 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 to 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: It also includes the ethical utilization of resources, geographical equity, both inter- and intra-generational equity; as well as touching upon such social, economic and political issues, accommodating multi-cultural and diversified aspirations, ensuring public engagement and 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 competitive role in the Greater Bay Area and the world.

*[There will be a compulsory field trip in the semester.]*

Assessment: 100% coursework

## 23. **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

## 24. **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 20<sup>th</sup> 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

## **25. 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

## **26. 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. Major analytic tools such as stylistic analysis, epigraphy and archeological evidences, etc., drawn from different academic disciplines, will be discussed in the course to illustrate how to find out the purposes of and the skills in creating those artifacts unearthed.

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.

*[A compulsory field trip will be organized during Reading Week.]*

Assessment: 100% coursework

**27. 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 21<sup>st</sup> 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 recommended field study to Tai O during Reading Week.]*

Assessment: 100% coursework

**28. CCCH9051 Digitizing Cultural Heritage in Greater China**

*[This is a certified Communication-intensive (Ci) Course which meets all of the requirements endorsed by HKU's Senate, including i) the teaching and assessment of visual and digital communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]*

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 sociocultural and economic development and heritage preservation impact us as global citizens in this information age. With easy-to-use online and offline tools, students will learn how to create digital artifacts for cultural heritages of their own choice, including virtual reality (VR) stories, and a digital gallery. These products will be their unique contribution to preserving and promoting cultural heritage of the world!

*[In Week 3 and Week 9, students are required to visit a site with cultural heritage of their interest and to capture VR-compatible spherical panoramas of the site as part of the virtual reality (VR) stories creation.]*

Assessment: 100% coursework

## **29. 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 explores 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 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

## **30. CCCH9058 Talking About Politics: Chinese Debates in Political Thinking, Past and Present**

This course will have an interdisciplinary focus: we will discuss key themes in Chinese political thinking, drawing on philosophy, history, law, and contemporary politics. We will take great thinkers from the past and put them in dialogue with each other and use their ideas to think about contemporary social and political challenges. The purpose of the course is to make students aware of the diverse and fascinating debates in political theory in Chinese history, to compare them with debates elsewhere, and to think about to what extent they still matter today.

We will discuss the following themes and thinkers: (1) The Morality of Warfare (Mencius and Shang Yang); (2) Freedom and Harmony (Confucius and Zhuangzi);

(3) Ritual Propriety and Law (Xunzi and Han Feizi); (4) Music and Social Welfare (Yueji and Mozi); (5) Democracy and Political Meritocracy (Liang Shuming and Hu Shih); (6) Symbolic Monarchy and Republicanism (Kang Youwei and Liang Qichao).

Assessment: 100% coursework