THE UNIVERSITY OF HONG KONG

Syllabus of the Common Core Curriculum for 2025-26

I. Area of Inquiry: Scientific and Technological Literacy (45 courses)

1. CCST5035 Making Sense of Science-related Social Issues (Online)
[Non-permissible combination: CCST9028 Science and Technology: Facts and Fallacies]

[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.]

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

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

Assessment: 100% coursework

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.   **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

4.   **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 17:00 – 19:50__. Learning is conducted by a variety of ways: short lectures, video viewing, in-class exercises, small group discussions, etc.]

Assessment Ratio: 100% coursework

5. **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.]

Recent discoveries and advances in biomedical sciences have transformed our life and health care. The potential of stem cells to replace 'old cells with new' offers great hope for the treatment of many diseases that previously not possible. Yet, uncertainties remain whether these cells will live up to our expectations. Bioethicists, scientists and regulators have raised concerns that the pressure to find cures could, and in some instances, obscured our judgment and moral compass leading to unethical outcomes.

This course will guide you through the scientific discoveries, allowing you to appreciate how stem cells can be a therapeutic tool, both now and future. We will explore the relevant moral issues and bioethical framework for evaluating the benefits and dilemmas of stem cell-based regenerative medicine. Clear guidelines are needed for stem cell research. We will assess and analyze regional and global policies and regulations, providing you a means to debate from both the scientific and ethical perspectives for effective policy making.

The relevant 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.

[There will be two compulsory practical sessions held on Saturdays (dates to be confirmed). Each session contributes to 10% (total 20%) of the overall course assessment.]

Assessment: 100% coursework

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

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

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

Assessment: 60% coursework; 40% examination

7. **CCST9013 Our Living Environment**
    [Non-permissible combination: CCST9016 Energy: Its Evolution and Environmental Impacts]

This course will introduce to students the diverse ways 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

8. **CCST9014 Science and Music**

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

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. Brief introduction to concert hall design and digital signal processing will be made. Finally, some scientific understanding of musical appreciation will be given by looking at the factors that make music pleasing.

Assessment: 100% coursework

9. **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

10. **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

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

Astrobiology explores some of the most fundamental questions: What are the origins of life? Is Earth unique in supporting life? What is humanity's future? This course investigates: (i) the emergence of life on early Earth and potentially elsewhere, emphasizing the role of liquid water, atmospheric gases, and interfaces in early chemical evolution, the discovery of exoplanets, and the significance of habitable zones in both our solar system and the larger galactic context; (ii) the scientific studies on life's emergence, evolution, and diversification from simple molecules to intelligent beings, considering exotic biochemistries and the potential for alternative life forms; and (iii) the societal implications of discovering extraterrestrial life. It also covers interplanetary and interstellar exploration, examining how scientific and technological advances shape our understanding of these topics.

Assessment: 100% coursework

12. **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

13. **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

14. **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.

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

Assessment: 100% coursework

15. **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

16. **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

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

Human judgement and decisions are often irrational. People subscribe to fallacies, hold superstitious beliefs, make inconsistent judgements, and allow irrelevant factors to influence decisions. Often, such errors are not due to lack of knowledge or intelligence, but are consequences of the way our brains work. The mental processes that allow us to make decisions in the complex situations of everyday life can also lead us to errors and irrational thinking.

This course examines irrational thinking from a scientific perspective. We will survey a range of systematic errors and biases that have been identified, discuss scientific evidence and explanations, and analyze how these biases manifest themselves in domains like medicine, economics, and consumer choice. A number of class demonstrations, modelled after actual studies, will help illustrate the effects.

Assessment: 65% coursework; 35% examination

18. **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

19. **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

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

The human brain, composed of approximately 100 billion neurons interconnected by trillions of synapses, is the foundation of our consciousness, memories, abilities, creativity, and dreams. This course explores how the brain governs key processes that define us as human—such as language, memory, musical talent, learning, and emotion—with a special focus on the intriguing question of whether the two cerebral hemispheres, commonly referred to as the "left brain" and the "right brain," function differently. Through each topic, we will examine how these abilities are represented in the brain across individuals, as well as explore differences observed between experts and novices—for example, comparing musical processing in skilled violinists versus beginners. We will also delve into compelling case studies of individuals who have experienced brain damage and subsequently lost certain aspects of their conscious experience. Our goal is to critically assess the science behind popular claims of hemispheric specialization, including ideas such as "right brain learning," separating myth from evidence-based understanding.

Assessment: 100% coursework

21. **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, the typhoons in Hong Kong in 2019, and the COVID-19 pandemic in 2020, devastating earthquakes in Tibet (China) and Myanmar in 2025, 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

22. **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

23. **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

24. **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

25. **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

26. **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

27. **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

28.   **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

29.   **CCST9070 Nature-inspired Innovations**

[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 is unique as it is co-organized by three faculties: Engineering, Medicine, and Science. This interdisciplinary collaboration highlights the importance of "biomimicry" and nature-inspired technologies that go beyond traditional disciplinary boundaries. Students in this course benefit from a comprehensive and diverse range of knowledge, merging insights from engineering, medicine, and science. By exploring how nature inspires technological advancements, students gain interdisciplinary skills and a broader perspective. The course is structured around three themes: industrial technology, biomedical technology, and environmental technology. Throughout this course, students will learn to develop innovative ideas rooted in biomimicry to address real-world problems. Working in cross-faculty groups, students collaborate to design and build solutions that leverage the principles of biomimicry. This course equips students with the tools to contribute to sustainable and innovative technologies, preparing them for the challenges of the modern world.

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

Assessment: 100% coursework

30. **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

31. **CCST9073 Emotion, Cognition, and Brain**

We are all emotional beings. Have you ever wondered what exactly *emotion* is? Why do we have emotions? Do animals experience emotion? Can robots develop emotion? To what degree can we control our emotion? Or is emotion controlling us? It is important to explore the origins of human emotion as it strongly affects human behavior, especially in 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 of emotion through linking the subjective feelings to objective scientific studies of the human brain and cognition, and to ask what "objective" and "subjective" mean. Through this exploration, we will engage with the very essence of what makes us human.

Assessment: 100% coursework

32. **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

33. 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

34. 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

35. **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

36. **CCST9078 Health Literacy: Things to Know Before Consulting Dr. AI**

[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

37.   **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

38.   **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

39.   **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

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

[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.]

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

41. **CCST9086 Scientific Thinking in Life 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 and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]

Welcome to an exciting interdisciplinary course designed for undergraduate students from diverse backgrounds! In today's world, where our cognitive biases often cloud our judgment and misinformation is rampant on social media, it's essential to develop strong scientific thinking skills. This course will introduce you to the power of scientific thinking and its applications in a wide range of personal, professional, and societal contexts.

In this engaging and interactive course, you will explore the principles and methods of scientific thinking, such as critical thinking, skepticism, and evidence-based reasoning. You will learn how to identify and overcome cognitive biases, and apply scientific thinking to understand various social, political, and professional issues. By analyzing real-world cases, research topics, and science articles, you will see firsthand how scientific approaches can provide reliable, evidence-based insights that inform decision-making.

Throughout the course, you can expect a high level of participation and engagement as we delve into lively discussions and debates on pressing issues and their implications for society and our lives.

Upon completion of this course, you will have gained a deeper understanding of the impact of scientific thinking on personal and professional decision-making. Furthermore, you will be equipped with the skills necessary to critically evaluate information and claims related to social, political, and professional issues. Get ready to embrace the power of scientific thinking and its transformative potential in your everyday life!

Assessment: 100% coursework

42. **CCST9088 Cosmic Frontiers: How Discoveries are Made and their Scientific Impact**

From planets beyond our Solar System, Black Holes, Gravitational Waves, to the beginning of our Universe – ever wondered how astronomical discoveries are

made?   If you have, then this course is for you: designed to take students with only rudimentary knowledge in science and mathematics to the cosmic frontiers. Focussing on the four aforementioned subjects, all of which have won Nobel Prizes in Physics over the past two decades, we explain how astronomical measurements are made and examine the scientific impact of the resulting discoveries.

We begin our journey by taking you to planets around nearby stars: how are Exo-planets discovered and their physical properties measured? How do we determine whether Exo-planets are habitable? We then journey to the centre of our Galaxy and ask: how do we know that a supermassive Black Hole resides there, and indeed at the centres of all massive galaxies? We then describe how gravitational waves are measured and explain their sources: pairs of Neutron Stars or, more commonly, Black Holes in their final dance to becoming one. Finally, we journey far into space and back in time to examine the beginning of the Universe, and its evolution to the present-day Universe. We complete the course with a forecast for the future: what will be the fate of our Universe?

Assessment: 100% coursework

43. **CCST9089 Nutrition, Well-being and Society**

Food isn't just fuel—it's joy on a plate! Whether it's your favourite comfort meal or an exciting new dish, every bite should bring happiness. This course offers a comprehensive and scientific approach to building a healthy body, delivering the latest insights in nutrition science to undergraduate students across all disciplines.

Students will explore the fundamentals of nutrition through engaging, hands-on experiences like cooking, food tastings, culinary explorations, and interactive anatomy labs. The course will guide student in making informed food choices that promote health and fitness, revealing the vital connection between physical activity and nutrition, and demonstrating how these elements work together to enhance overall well-being.

Led by expert instructors, students will gain a clear understanding of complex scientific concepts, presented in an accessible and engaging way. Students will be encouraged to reflect on their own health choices and implement personalized strategies tailored to their unique needs.

By the end of the course, students will be equipped with cutting-edge scientific knowledge to make smart dietary choices, stay active, and apply critical thinking to their daily habits. This experience will empower students to lead healthier lives and positively influence their communities, contributing to the prevention and reduction of obesity and diabetes in modern society.

[There will be optional visits to the anatomy and biomedical sciences teaching labs for health-care home kits demonstrations and gastrointestinal system related anatomical specimen demonstrations (via for example VR-stations).]

Assessment: 100% coursework

44. **CCST9090 Mindscapes: Psychiatry and Mental Health Across Creative and Scientific Frontiers**

[Non-permissible combination: CCHU9022 Journey into Madness: Conceptions of Mental Health and Mental Illness]

This interdisciplinary course provides a comprehensive understanding of the multifaceted representation of psychiatry and mental health in literature, film, television, and scientific research. It aims to bridge the gap between creative expression and scientific knowledge in the field of mental health, fostering a nuanced appreciation of the subject matter.

Students will explore historical and contemporary portrayals of mental health issues in various forms of media and literature. By examining seminal works, films and television shows, they will gain insight into how these creative expressions have shaped and mirrored societal perceptions of mental health. Students will also learn the neuroscience and the scientific bases of mental disorders, staying abreast with recent breakthroughs in research and therapies. This course will cultivate students' critical thinking within the arena of mental health discussions.

A module on AI Applications in Mental Health is included, which explores how AI can assist in diagnosis, treatment, and monitoring of mental health conditions, as well as the potential limitations and associated ethical issues.

The course employs diverse teaching methods, including lectures, multimedia presentations, guest speaker sessions, media screening and interactive discussions, fostering a dynamic learning environment. This course is ideal for students across various disciplines, including literature, film, television, and science, as well as those seeking a deeper understanding of mental health from a multidimensional perspective.

Assessment: 100% coursework

45. **CCST9091 Unveiling Science and Technology in Cinema: Past, Present, and Future**

This course explores the pivotal role of science and technology in filmmaking across various genres, including fantasy, science fiction, and superhero epics. By analysing films, students will understand how movies reflect and sometimes predict scientific advancements. The course covers how disciplines like physics, bioengineering, materials science, and artificial intelligence are portrayed and their real-world applications.

Key questions addressed include the scientific principles behind cinematic technologies, the gap between film depictions and current technologies, and the portrayal of AI in enhancing daily life. Through an examination of films from different eras, students will see the evolution of human technology and cultural shifts.

The course includes lectures, movie clip viewings, in-class exercises, guest lectures, and debates on controversial topics. It spans at least six movies, each illustrating specific scientific and technological concepts.

1. "Aliens": Focuses on autonomous surgical machines and speculative hibernation technology.
2. "Jurassic Park": Discusses genetic engineering, chaos theory, and evolution.

3. "Harry Potter": Links magical elements to real-life technologies like invisibility cloaks and GPS.
4. "Spider-Man": Covers genetic engineering, the properties of spider silk, and ethics in science.
5. "Iron Man": Explores powered armour suits, nuclear energy, AI, and nanotechnology.
6. "Interstellar": Examines theories of relativity, wormholes, black holes, and advanced robotics.

Assessment: 100% coursework

II. Area of Inquiry: Arts and Humanities (46 courses)

1. 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

2. CCHU5088 We are Family: Myths, Realities and the Future (Online)

[Classroom sessions 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 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

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

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

Assessment: 100% coursework

4. **CCHU9005 Food and Values**

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

Assessment: 100% coursework

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

Girl Power has emerged as the subject of much popular, policy and scholarly interest as we move further into the millennium. This interest has been sparked by 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

6. **CCHU9007 Sexuality and Gender: Diversity and Society**
[Non-permissible combination: CCHU9015 Sex and Intimacy in Modern Times or CCHU9039 Sexuality and 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 visual and digital communication 'literacies'; and (ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]

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

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

This course critically examines some moral controversies in contemporary society. It aims to help students develop their ability to think in intellectually sophisticated ways about difficult issues of personal and public morality. The course focuses on 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

8.   **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

9. **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.

Assessment: 100% coursework

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

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

Assessment: 100% coursework

11. **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

12. **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

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

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

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, gay and transgender 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 transformations 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

14. **CCHU9019 From Health to 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 and assessment of written, oral, and visual communication 'literacies'; and ii) at least 40% of the course grade assigned to communication-rich assessment tasks.]

To examine health in its truest sense, one must explore beyond the limits of medicine to engage a much wider set of questions embracing social, cultural, political, economic, moral and spiritual aspects of human experience. The aim of this course is for students to gain greater insight into the multi-dimensional aspects of health and to develop a more holistic and humanistic appreciation of health in both a personal and societal context. The course will encourage students to look critically at various models of health, to understand the complexities of health-related behaviours and to appreciate the possible roles played by politico-social

forces, cultural change and spiritual disorientation in shaping well-being. The humanistic aspects of health will be examined through an exploration of the winding journey from illness to healing, with illness often being the wake-up call for individuals to re-evaluate the way they approach life and thus inspire questions about self-awareness, self-actualization and spirituality.

Assessment: 100% coursework

15. 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

16. CCHU9022 Journey into Madness: Conceptions of Mental Health and Mental Illness
[Non-permissible combination: CCST9090 Mindscapes: Psychiatry and Mental Health Across Creative and Scientific Frontiers]

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

17.   **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

18.   **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 the media, 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 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 in Asia and beyond.

Assessment: 100% coursework

19.   **CCHU9034 Architecture and Film**

This course examines how buildings, cities, and landscapes are represented in film. It investigates how film influences and constructs the built environment and shapes the perception of space and vice versa - how the built environment is experienced

and perceived through moving images. A twentieth-century phenomenon, the modern metropolis is the site of the most radical experiments of architects and planners. It is an active subject in the imagination and actions of its diverse inhabitants for which buildings are the background of human action and interaction. The film has a close relationship with the cities and their architecture. How does architecture use its structure, form, enclosure, floor plans, materials, and lighting to produce effects and backgrounds in moving images? How does (built) space provoke emotions and influence everyday lives? Likewise, how does the film use space, architecture, and landscape to situate its characters and create dramatic action and emotions? In other words, how does it produce narratives, reinforce visual storytelling, and produce iconic images that shape collective memories? Focusing on early avant-garde films and notable films depicting post-war modern cities and spaces across continents (Europe, North America, Asia) with particular focus on Western filmmaking and film theory, this course will analyze and consider various genres, from avant-garde early XX century movies to video-art and popular genres such as drama, noir thriller, sci-fi dystopian fantasy, and documentaries. Based on the assemblage technique, this course is non-linear and non-chronological. It offers a cross-cultural, interdisciplinary perspective on how films showcase the relentless forces behind city-making urban transformations: capital flows, people, ideologies, and imageries. It explores how movies produce and reproduce the city's image, their effect on the built environment, and how they impact everyday experiences and perceptions of space. It explores the two-way relationship of architects and film-makers, notable architectures as set and background for filmic masterpieces; and different scales of the relationship of moving image and space: the interior; the building, the city, the landscape,

Through in-class analyses and discussions of film excerpts, film sets, seminal texts on photography, film studies, cultural theory, architecture, art, and aesthetics, the course aims to deepen the understanding of how architecture, film, and moving images influence each other, how they reveal social relations and construct narratives of modernity. Class readings include film studies, urban studies, global and cultural studies, architectural and design history, and, theory.

Assessment: 100% coursework

20. **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

21.   **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

22.   **CCHU9044 Creative Arts as a Way of Knowing**

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

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

23. 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

24. 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

25.   **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

26.   **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

27.   **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-fulfilment view 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

28.   **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? Is 卍 a sign? Is (ᢖ •ω•) one? Is   one? 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, to our intractable thoughts, or in some other way? 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, AI text generation, 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 linguistic 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

29.   **CCHU9060 Gaming: Play, Learning and Society**

Have you ever played a game? Most likely yes. Games have permeated almost all sectors of society, all stages of life, and all cultures. The gaming industry has created huge impacts on human economic activities. Despite the profound impact, many fundamental questions about games remain unanswered. What are games? Why are games engaging? Why are games addictive? Can we harness their power entirely 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) be equipped with neural and cognitive theories to better understand the game phenomenon, (ii) gain deeper conceptual understanding of games, (iii) recognize the psychological, social, economic, and educational benefits of games, (vi) be alert to the potential harms and risks of gaming activities, (v) learn the basic principles of game studies.

Assessment: 100% coursework

30. **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

31. **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. In an exciting mix of engaging lectures and game-centered tutorials, we explore 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 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 engage with 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 helps students connect across different disciplines and cultures, and develop the ability to examine controversial issues from multiple perspectives. Students achieve these aims through interactive learning, role-playing games, 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

32. **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: 50% coursework; 50% examination

33. **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 virus, 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

34. **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

35. **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

36. **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 and culture and the corresponding responsibility for personal and social well-being for all.

Assessment: 100% coursework

37. **CCHU9079 Art, Performance, Sexuality and Cities**

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

Different societies have complex histories in which sexualities, pop culture, art, culture, history and performance have always played a role. How do we navigate the intersections and queer transnationalism in the histories and contemporary struggles of selected global cities and ancient societies? This course looks into how genders and sexualities evolved across cultures by examining art practices, cross-media performances, pop culture, fandoms, historicities 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 K-pop and Korean dramas shape sexualities and fandom? How are sexual expressions and queer art and performances similar and different in New York, Hong Kong, Bangkok and Mumbai among others? In addition, 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?

[A compulsory field trip in Hong Kong will be scheduled during Reading Week.]

Assessment: 100% coursework

38. **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

39. **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 exploding 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

40. **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

41. **CCHU9086 Understanding Religious Worlds**
[Non-permissible combination: CCHU5014/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

42. **CCHU9090 Love, Morality, and the Meaning of Human 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

43.   **CCHU9091 Art and Modernity**

The world we live in today is full of ideas, beliefs, and social systems that are distinctly modern. But what is "modernity"? How did we get here? And why is modernity disintegrating today? This course examines art's role in the rise and spread of modernity, from its 18th-century origins in western civilization to its global predominance today. We will study art in relation to multiple aspects of modernity – including philosophy, economics, politics, psychology, science, technology, and media – and explore how art has supported, facilitated, resisted, and critiqued these systems of thought and behavior. While focusing on western art, the course draws links with modern art in Asia and helps illuminate contemporary modes of visual communication that now permeate the globe. Students will discover a rich range of remarkable artworks in a variety of media; develop proficiency in visual analysis and interpretation; and gain a broad historical understanding of modernity and modern art. Issues related to gender, race, class, and sexual orientation are discussed throughout the course.

Assessment: 100% coursework

44.   **CCHU9092 Disabling Society**

This course will introduce you to the interdisciplinary field of Disability Studies. It is about how physical, intellectual, and psychiatric variations among human beings become "disabilities" that result in prejudice and discrimination, but also, sometimes, accommodation and care.

The course will lay the groundwork for a critical approach to how understandings about and practices associated with disabled people have changed over time and continue to be modified; how such understandings and practices vary cross-culturally; the consequences of language and labelling in relation to disablement; and how disability and disabled people are represented in popular culture, academic literature, and activism.

The course will facilitate your awareness about how social attitudes, policies and practices disable certain individuals. It will highlight the consequences of those disabling processes, both for the people most directly affected by them and for society as a whole.

Assessment: 100% coursework

45.   **CCHU9093 Everyday Ethics and the Moral Imagination**

Ethics is often imagined as a matter of grand dilemmas or abstract rules. But ethical life is also woven into the fabric of the everyday—in the choices we make, the people and beings we care for, and the ways we relate to others across lines of difference. This course invites students to think deeply about the ethical dimensions of ordinary life, asking how we experience, express, and negotiate moral concerns

in diverse social and cultural contexts. We will explore how individuals and communities use their moral imagination—the human capacity to respond ethically, creatively, and flexibly—to navigate dilemmas, question inherited norms, and envision more just or compassionate futures.

Drawing on anthropology, psychology, philosophy and literature, we will examine how ethical perspectives shift over time and across cultures, how certain beings come to be seen as "moral others," and how empathy, care, and conflict animate moral change. In the second half of the course, we turn to the moral challenges posed by encounters with non-human others—including animals, unseen beings, and machines—and explore how these relationships stretch our moral horizons.

Students will bring theory into conversation with lived experience through a collaborative video essay project combining fieldwork, storytelling, and analysis to explore ethical questions. By the end of the course, they will have a toolkit for critically and imaginatively engaging with ethical life and a deeper understanding of how moral boundaries are shaped, challenged, and reimagined in our changing world.

Assessment: 100% coursework

46. **CCHU9094 From Grunts to Grammar: The Evolution of Human Communication**

Have you ever wondered how humans evolved from simple primitive grunts to the complex languages we use today? What makes our ability to speak, sing, and gesture so uniquely powerful and generative? This course takes you on an exciting journey through the origins, science, cultures, and diversity of human communication to uncover how language shapes our world.

In the course, we will talk about how communication was like being only able to grunt and growl. We will explore the biological foundations of speech, singing, the fascinating diversity of world languages, and the hidden meanings behind gestures and facial expressions. We will discover how sign languages and mime convey rich meaning without sound, and even investigate artificial languages such as Esperanto. Along the way, we will tackle thought-provoking questions: Can machines ever truly communicate like humans? How do people speak without a voice box? What happens when communication breaks down, as in speech pathology patients?

Through interactive discussions, real-world case studies, and hands-on activities, you will gain a deeper appreciation for one of our most extraordinary abilities. Whether you are majoring in science, arts, or anything in between, as long as you speak, you should take this course and the course will change how you think about language, connection, and society.

Join us to unlock the secrets of human communication, and find your voice in the conversation.

(No prior linguistics background required. Just curiosity!)

Assessment: 100% coursework

## III.	Area of Inquiry: Global Issues (41 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 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 and governments, 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.   **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

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

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

Assessment: 100% coursework

7.   **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

8. **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

9. **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 infringment, 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 weekly in-class activities and tutorials.]

Assessment: 100% coursework

10.   **CCGL9014 Thinking about Global Ethics**

This course provides, against the background of some of the most significant global problems and concerns, an introduction to some of the main moral issues in international affairs, such as ethical universalism vs. particularism and cultural relativism; the (real or perceived) tension between nationalism or patriotism on the one hand and cosmopolitanism on the other; global distributive justice; moral issues in the context of pollution and climate change; individual responsibility in a global context; and the (real or perceived) tension between human rights and international (criminal) law on the one hand and national sovereignty/self-determination on the other. At the end of the course, students should have an overview of some of the most important debates about global ethics and be able to make use of some of the most advanced philosophical theories in assessing the issues involved.

Assessment: 100% coursework

11.   **CCGL9015 Globalization and Migration**

This course will introduce students to the key sociological perspectives of globalization and its impact on diverse forms of migration and mobilities. Lectures comprise two main themes. The first introduces some of the structural forces that shape different forms of precarious or criminalized migration (e.g. from trafficked persons, refugees and asylum-seekers, sex workers and domestic migrant workers), and elucidates the way the world economic order is underpinned by global economic disparities and widening class and gendered inequalities. The second theme introduces key debates about cross-border mobilities and provides a framework for understanding contestations around legality and 'illegality' in migration, national sovereignty, citizenship and belonging, and how these challenge our conventional understanding of migration across the global North-South divide. Our analysis of these issues will include engaging with those directly affected by global economic and migration policies, such as knowledge produced by domestic worker organizations and asylum seeker organizations. This course also presents an opportunity to critically analyse not only the challenges that have arisen from different forms of globalization and migration, but also potential solutions or responses that have been proposed to address these challenges.

Assessment: 100% coursework

12.   **CCGL9016 Feeding the World**

Continuing human population increases, competition for water supplies, and concern about energy prices have led to profound pessimism about long-term food supplies. Already a billion people go hungry every day. This course offers an in-depth look at key issues in global food sufficiency, food production, food

distribution, prospects and constraints. You will develop an integrated technical, economic and political understanding of the global food supply crisis. You will be equipped to understand and appreciate media reports related to this issue in your lives as informed and influential citizens. Topics covered will include: global food production and population trends; the special problem of China, the world's biggest producer and consumer of food; the Green Revolution; alternative agricultures; meat production; agriculture as an energy-intensive business; water and agriculture; and biofuels.

Assessment: 100% coursework

13.   **CCGL9018 Corporate Social Responsibility**

This course provides an interdisciplinary overview of Corporate Social Responsibility (CSR), focusing on the interplay between corporations and their key stakeholders. Over the past several decades many factors have contributed to increased expectations for corporations to carry more social responsibilities. Asia is not an exception. At the same time, our governments have acted to reduce their roles in addressing social problems, in favor of market-based approaches.

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

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

Assessment: 100% coursework

14.   **CCGL9019 Economic Globalization: Issues and Challenges**
        [Non-permissible combination: CCGL5022/CCGL9022 Globalization in Question: Human and Economic Consequences]

This course covers the economic dimensions of globalization, which is broadly taken as the movement of economic activities and their output across national and geographical boundaries. These overseas activities lead to large international flows of raw materials, commodities, services, money, assets and labour. As economic activities go global, the power of individual states and the effectiveness of domestic policies could be compromised, giving rise to the issue of global governance. At the same time, economic globalization have differential effects on the benefits and costs of different individuals and economies, resulting in income inequality and national conflicts. Moreover, rapid geopolitical changes in recent years have changed the contours of globalization, introducing great uncertainties to global development. The above issues will be discussed in the course, and for each issue, we will look into the forces behind globalization, the current situation, pros and cons, gainers and losers, as well as future prospects.

Assessment: 65% coursework; 35% examination

15. **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

16. **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

17. **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 held during Reading Week, and students must participate in one of them. Each field trip will be completed within three hours, including round-trip transport time between campus and the destination.]

Assessment: 100% coursework

18. **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

19. **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

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

This course invites students to discover the many aspects of the Rule of Law. The course begins by exploring how culture shapes our understanding of law, drawing insights from literature, such as Shakespeare, and reflecting on how legal principles appear in everyday life. Moving beyond familiar legal frameworks, we consider the diverse perspectives offered by anthropology and history, revealing how different societies have developed their own visions of the Rule of Law.

Then, we examine the core concepts and values underpinning the Rule of Law. We examine the different understandings of the rule of law and the moral and social values that each understanding is meant to reflect. We discuss the principles that define the Rule of Law across various traditions and investigate the institutions and cultural factors that support its realisation. The course also considers the crucial roles played by the actors of the rule of law, focusing on the contribution of lawyers and judges. Finally, we expand our view to the international stage, analysing how the Rule of Law operates within international law.

By the end of the course, students will have gained a richer, more nuanced understanding of the Rule of Law, its many interpretations, and its significance both locally and globally.

Assessment: 100% coursework

21. **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: 50% coursework; 50% examination

22. **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 and/or site visit will take place during Reading Week.]

Assessment: 100% coursework

23. **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

24.   CCGL9049 Carbon, Money, and Lifestyle

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

[A field trip (approximately two hours in duration) will be scheduled during Reading Week.]

Assessment: 100% coursework

25.   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 filed 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

26. **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? How do different stakeholders in society understand suicide? What would lead individuals to consider suicide, and what impact does that choice have on those around them? Finally, what new developments have occurred in the field of suicide prevention?

In this course, students will gain a wide range of perspectives to enlighten their understanding of suicide and its prevention. We will traverse an arc that encompasses the very small scale (e.g., neurotransmitters), to individuals (e.g., mental health, bereavement), to societal subpopulations and influences (e.g., means restriction strategies, media effects), to the world at large (e.g., global trends).

Assessment: 100% coursework

27. **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 the global grand challenges of 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 such as planning and management of rural resources, the governance regime and political economy of rural development under the recent trend of "urban-rural resilience" promoted by the United Nations Sustainable Development Goals (SDGs) will be studied. 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

28. **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

29. **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

30. **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 Beyonce, and beyond, this course willintroduce 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

31. **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

32. CCGL9070 The Making of Cities and Societies

Cities are regarded as our greatest inventions. As political, socio-economic, and cultural centres, they exemplify human ingenuity, power, and capacity to manipulate resources and the environment. They also play crucial roles in shaping human settlement and development on both individual and collective levels. As such, they define human existence, ways of life, and civilisations. Since the 1800s, the unprecedented process of urbanisation and urban development in scale and speed has turned our Planet Earth into an Earthopolis, an urban planet. Over 55% of the global population now live in cities. The figure is estimated to rise to 68% by 2050. If the current urbanisation rate continues, the total global population living in cities could reach 100% by the end of this century. The unprecedented urbanisation and urban development process has a profound impact not only on our species but also on our planet. Though occupying only 3% of the Earth's land surface (the Global Rural Urban Mapping Project), our world's urban regions account for 80% of the global GDP, 60–80% of global energy consumption, 75% of global carbon emissions, and more than 75% of the world's natural resource consumption. The future of humanity and our planet are fatefully linked with how our cities and urban regions are made and run. To understand how we have become an urban species; what fundamentally defines the ways we live and how we relate to each other and the wider world; how we now exert a planetary impact on Earth, and how we may achieve sustainable development, it is imperative to look into our urban evolutionary trajectory and investigate its milestones. This will allow us to learn from our urban heritage and experiences; reassess the nature, purposes, and functions of cities; examine our urban propensity and path dependency; and derive imaginaries from the millennium-long urban adaptation and reinventive process for sustainable urban and planetary future.

This course is designed to guide students in exploring the emergence of cities from the urban revolution around 4,000 BC first in Western Asia, through the key milestones of our urban evolution, to the current era of megacities and megaregions. In tracing this chronological trajectory, the course also trains students in examining a series of key themes concerning the making and remaking of cities across the globe, in terms of urban form, social structure, functions, and historical circumstances and forces that shape these. We will focus on the development of a particular urbanism as we expound each of these themes, while bringing in relevant comparative case studies to illustrate how these themes have been unravelled in similar and diverse ways in other urbanisms and historical periods. Relevant urban and planning theories will be introduced to facilitate our critical analysis of city-making.

The course aims to equip students with basic skills in individual and group research; critical thinking; and design, planning, and/or policy analysis and recommendation. This will be achieved through short weekly oral and written assignments, a group project on a major land use category for local urban and regional development in Hong Kong-Shenzhen within the Greater Bay Area of the Pearl River Delta, and a final research essay examining the urban development of a city in the historical or contemporary world on a particular theme covered in this course. Students will be guided systematically by the course teaching team on a weekly basis to develop the skills for delivering the expected outcomes.

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

Assessment: 100% coursework

33.   **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

34.   **CCGL9076 Material Matters - Global Perspectives and Local Practices**
[Non-permissible combination: CCGL6002 Material Ecologies: Local Practices and Global Impacts]

In the era of mass consumption, where acquiring goods from around the globe is as effortless as clicking a button, this course delves into the question: what are the consequences of our purchasing decisions on the environment and communities? In this course, students will approach the challenges and opportunities related to material production and consumption from multiple critical angles, reflecting on material origins, production, ecology, economics, governance, among other relevant factors. After establishing a foundation on the origins of material extraction and production from a historic perspective, the course expands the discourse to encompass contentious topics in contemporary material needs: Industrialisation and human labour, recycling and design innovation, environmental justice and planetary sustainability.
Students will participate in the global dialogue on shaping a material future that prioritizes liveable cities, communities, and responsible consumption and production (SDGs). Subsequently, the course will incorporate global concepts into a local setting by utilizing the physical and digital material library TAL-L (https://tall-materials.org/) enabling hands-on, research-based learning centered around local materials and their environmental performance.

Key learning outcomes encompass understanding the histories, life cycles, ecological footprints, economic importance, and potential for innovation and sustainability of various materials. To achieve these goals, students will participate in weekly hands-on and topical seminars, acquiring practical and theoretical knowledge on material taxonomies, anthropogenic processes, and ecological design approaches. Upon completing the course, students will create their own research-based design proposals reflecting their interests in local and global material practices. Ultimately, this course aims to equip students with a transdisciplinary

mindset, enabling them to better understand, critique, and appreciate the material processes surrounding us.

[Two half-day field trips (9:00 – 13:30) within Hong Kong will be organized. Possible dates are September 27, 2025 and October 8, 2025 and students are required to join one of the trips.]

Assessment: 100% coursework

35.   **CCGL9077 Education as Solution?: Debating Education round the Globe**

What does education have to do with social problems? In *Education as Solution?*, we will critically examine whether education has served as an effective solution to social problems or, on the contrary, has contributed to the intensification of existing challenges and inequalities worldwide.
Through a thematic and interdisciplinary approach, this course will delve into different global education debates, such as Women in STEM, the privatization of education, and the emergence of generative AI. We will examine the role of education in different societal progress and cultural contexts, as well as their responses to pressing social issues such as the sexualization of teens, transitional justice, cultural diversity, intersectional inequalities, and the global obesity epidemic. We will also explore how education reforms and policies around the world have adapted to meet the evolving needs of the workforce and societies in the face of global challenges. By exploring the historical context, current challenges, and potential future developments in education, this course aims to cultivate a broad understanding of the subject and its significance in solving social problems worldwide. It will empower students to become informed and reflexive members of the global community.

Assessment: 100% coursework

36.   **CCGL9078 Games in Everyday Life: Exploring Game Theory, Behavioural Finance and Global Issues**

Game theory examines strategic interactions among decision-makers, providing a formal framework to analyze situations where individuals or organizations must consider the actions and reactions of others. On the other hand, behavioural finance explores the psychological and emotional aspects of financial decision-making, acknowledging that individuals are not always perfectly rational. Biases, heuristics, and cognitive limitations can significantly impact their choices.

This interdisciplinary course combines these captivating fields of study, offering students a unique opportunity to delve into both game theory and behavioural finance. Through the study of game theory, students will develop a profound understanding of strategic decision-making, equilibrium concepts, and the dynamics of cooperation and competition. By incorporating behavioural finance, the course enables students to comprehend the complexities of decision-making in financial contexts and the consequences of human behaviour on market outcomes.

This course equips students with a comprehensive toolkit to analyse and understand decision-making across various domains, ranging from everyday life interactions to complex global issues such as trade negotiations, climate change, energy policies, sustainable development, and international market anomalies. Students will

cultivate critical thinking skills and gain insights into the intricate nature of strategic decision-making in our interconnected world.

Assessment: 100% coursework

37. **CCGL9079 Leadership and Influence in a Dynamic World**

[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.]

The purpose of this course is to help you achieve your potential as a leader and prepare you to serve and lead in a meaningful way. The starting assumption is that each of you is a leader.

The course will not be delivered as a traditional lecture. Rather, it is designed to be an ongoing discussion around exploring important leadership concepts, questions, and themes. The learning experience will be highly interactive, and it is expected that you will prepare for each class and regularly contribute to class/tutorial discussions.

John Quincy Adams said that, "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." I genuinely believe each of you is a leader. If you actively engage, this course will catalyze your leadership journey. And I desire to help you on your journey.

It is highly encouraged that you join from our first class.

Assessment: 100% coursework

38. **CCGL9080 Societies on the Water**

Students will embark on an exploration of riverbanks, lake environments, coastal regions, and island communities, seeking to capture the myriad ways they access and inhabit these areas in the 21st century. Students' exposure to the intricate relationships between water, land and humanity will also cover the importance of river and coastal societies for UN Sustainability Development Goals (SDGs) in urban settings, future climate advocacy (SDG 13), by the water (SDG 14) and on land (SDG 15).

In the growing wave of island and coastal studies, we will also consider how coastal societies offer important examples of behavioural and cultural evolution, with religious icons, cultural ideas, linguistic patterns, and stories told and retold, featuring connections to water. Students will learn how these regions serve as natural conduits for migration, fostering cultural exchanges, and the flourishing of innovation and social networks. These include the fishing First Nations and Inuit communities in northern Canada and Greenland, the societies living in the depths of the jungle along the Congo River, and even Hong Kong's coasts and communities such as those in Mui Wo, Tai O, Lei Yue Mun, Aberdeen, and Sai Kung.

Assessment: 100% coursework

39.   **CCGL9081 One Planet, One Health**

This course explores the "One Health" concept, which recognizes the interdependence of human, animal, and environmental health. It emphasizes the collaborative efforts of different disciplines to achieve optimal health for all. This topic is currently gaining significant popularity and attention in today's world. Students will understand the principles and significance of One Health, examining local, national, and global efforts. The course focuses on applying the approach to real-world contexts such as aquaculture, agriculture, veterinary medicine, and human medical practices. Through case studies, students will explore the complexities and potential solutions involved in promoting the health and well-being of humans, animals, and the environment.

By completing this course, students will have the knowledge and skills to understand and apply the One Health approach. It fosters a holistic perspective on health and promotes collaborative action for a healthier and more sustainable future. Experts from various sectors, including aquaculture, agriculture, veterinary medicine, and clinical physicians, will provide valuable insights and enrich students' knowledge. Their perspectives and experiences contribute to a comprehensive understanding of the importance and practical applications of One Health in our world.

[Several field trips will be organized during Reading Week and students can choose any they wish to join and use their chosen field trip to complete their field trip video reflection]

Assessment: 100% coursework

40.   **CCGL9082 Sustaining Sustainability: Innovations for Policies and Governance**

[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 takes a forward looking, solutions-orientated approach to addressing sustainability issues across spatial and governance scales. Specifically, it covers new and innovative advances and developments in the sustainability arena and considers how these can be related to policy, policymaking and governance, with a focus on the intersections between society, science and technology, from the local to global level.

The course utilises case studies, a field trip, electronic tools and platforms (e.g. gen-AI and simulations) and engage in debates and discussions to fully explore the interconnections and complexities involved in sustainability challenges and responses. Sustainability is an issue of increasing prominence in students' everyday lives, through the learning material, students are provided with a better understanding of the different facets of this concept to better understand intricate relationships and the complexities involved with crafting effective responses. This course includes providing insights into how local impacts can make a global difference, as well as how international decisions can have local consequences, to enable students to better understand their own position in global society. The focus

on solutions and new advances in this area equips students with practical knowledge and understanding that can empower them in engaging and tackling sustainability issues.

[A full day compulsory field trip to Pak Nai will be scheduled during Reading Week.]

Assessment: 100% coursework

41. **CCGL9083 Happiness Amidst Climate Crisis?**

The climate crisis has become the defining global issue of the 21st century. Do you feel anger, sadness, anxiousness, powerlessness, helplessness, guilt and/or betrayal when you think about the climate and the future? If so, you are not alone: more than 75% of people under 25 years of age worldwide think the future is 'frightening'. Still, declining levels of economic, political, and social well-being are now inevitable. Are youth inevitably destined to live less happy lives than their parents and grandparents? Or is it, instead, that the way we think about happiness and well-being must shift? If we continue to teach 20th century approaches to happiness and well-being, will people be happy in the 21st century? This course explores youth climate anxiety, global policy (Sustainable Development Goals), and various approaches to happiness, both from within and beyond Western psychology. It aims to provide space for students to discuss their anxiety, and – at its best – will equip students with strategies that can help alleviate anxiety related to the climate crisis.

Assessment: 100% coursework

IV. Area of Inquiry: China: Culture, State and Society (37 courses)

1. **CCCH5017 People, Propaganda and Profit: Understanding Media in China (Online)**

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

This cross-disciplinary course examines China's media evolution since 1978 through sociological, media studies, political science lenses. Students will analyze historical turning points—including the roots of Mao-era *propaganda* systems, analysing its political, social and cultural foundation and continued evolution. This will be followed by an in-depth look at how Deng's market-driven reforms infused *profit* making mechanisms reshaping media practices amid persistent party-state oversight. Case studies and empirical analysis will be used to illustrate how the emergence of new media technology enabled the voice of the *people* to be heard online, while Xi's media convergence strategy have amplified public discourse domestically while expanding China's global influence in the "public opinion battlefield." By utilizing the "people, propaganda, profit" analytical framework, students will assess how shifting power relations among state, market, and society reshape media practices, public discourse, and cultural norms, while evaluating China's dual identity as both a controlled media environment and an emerging global information power. The course unpacks the dynamic interplay of political control, economic liberalization, social agency, and technological innovation that simultaneously preserves party authority and fuels cultural transformation by engaging with China's diverse media forms like newspapers, television, film, the

arts, advertising, and digital platforms. The course ultimately reveals how media acts as both a mirror and engine of societal change, offering critical insights into China's modernization paradoxes.

Assessment: 100% coursework

2. **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 19th century, both Western medicine and Traditional Chinese Medicine have played important roles in curing the Chinese. This course focuses on the social, cultural and political contexts underpinning the transmission of Western medicine and the transformations of Traditional Chinese Medicine from the early 19th century to the present.

The course draws upon materials and experiences that prompt interdisciplinary inquiry such as fiction, videos, posters, photos, as well as field trips. Beneath the overarching theme of cross-cultural interactions in the realm of medicine and health, the core problems explored in the course are:
1. Challenging the idea that China was an isolated empire and reluctant to interact with the outside world.
2. Exploring the idea that scientific knowledge domains like medicine are objective and value-free.
3. Examining the capacity of human societies to adopt new ideas and assimilate them to fit local conditions.

Assessment: 100% coursework

3. **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

4. **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: 60% coursework; 40% examination

5. **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

6. **CCCH9007 China in the Global Economy**

This course examines how China has grown into the second largest economy in the world and how it has been integrated into the market-oriented global trade, investment and financial systems.

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

Assessment: 100% coursework

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

In order to understand the prospect of China's quest for modernity, this course examines the key governance challenges that have emerged during its transition from a socialist system toa new form of developmental authoritarianism. The course has three parts. Part I introduces contending analytical perspectives on the political economy of development, such as the gradualist reform model, the developmental state model and the authoritarian resilience model. Part II first analyzes the causes, scale and dynamics of several governance challenges facing contemporary China, namely legitimacy challenges, regulatory challenges, distributive challenges and external challenges, and then examines the policies of the Chinese state in tackling these critical issues and applies the different analytical perspectives in interpreting such efforts. Part III concludes the course by comparing the developmental trajectories and experiences in China with those in other developing countries.

Assessment: 100% coursework

8. **CCCH9012 China and World Order**

World order is shaped by the rise and fall of great powers in history. The rise of China in the 21st century will be one of such historic events reshaping the current world order. Measured in its comprehensive national capabilities, economic might, military power, and growing influence on a global scale, China is becoming a global superpower whose influence is felt in all corners of the world. However, the rise of China and its implications for the emerging world order are often viewed with suspicion and apprehension by other major powers. Whether China's ascent will lead to a fundamental transformation of the existing international system dominated by the US is the single most important issue affecting the future of humanity. This course aims to examine competing perspectives about China's rise and its impacts on world order. The key arguments and evidence about China's economic and technological development, its relations with other great powers and its neighbors in Asia, its approach to global governance, and the evolving perspectives of its leadership, will be critically examined. Students are expected to learn how to develop a critical understanding of this complex issue and analyze it from different perspecctives.

Assessment: 100% coursework

9. **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

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

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

Assessment: 100% coursework

11. **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

12. **CCCH9019 Emperors**

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

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

Assessment: 100% coursework

13. **CCCH9023 Family and Development in Modern China**

This course offers a comprehensive exploration of the intricate factors that shape family dynamics and development in the context of China's rapid growth and evolving societal norms.

Throughout the course, you will engage in captivating lectures and tutorials that are filled with interactive activities and groundbreaking literature on Chinese families. You will gain a deeper understanding of the unique dynamics of family life and development in China and how it shapes the nation's social, economic, and cultural landscape.

The course will focus on the connections between family, migration, urbanization, and modernization. You will also delve into topics such as dating, marriage, and family planning.

Together, we will traverse the path from an individual to a harmonious family unit, embracing the diverse challenges and triumphs that enrich our shared human experience. Along the way, you will be captivated by the fascinating social and economic ripples generated by these family dynamics, inspired by modern China's exceptional fusion of tradition and innovation.

Join us on this mesmerizing journey through the family life cycle, and gain a deeper understanding of the factors influencing family relationships and development in the context of modern China. We will take you on a unique and unforgettable learning experience centered around the 3Rs: Relate, Reflect, and Revolve!

Assessment: 100% coursework

14. **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

15. **CCCH9027 China's Ethnic Groups: Pluralism and Assimilation**

[This course has a 'flipped classroom' format. There are short lectures at the start (required), then video lectures supported by online learning material. Much of the time-tabled lecture time is swapped for collaborative learning activity.]

Contemporary China is a multiethnic state with an ethnic minority population exceeding 110 million. Ethnic autonomous areas occupy 50% of the country and 90% of the borders with 16 other countries. The government officially 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 to build an integrated national community? What historical traditions are important for understanding China as a modern multiethnic state? What is the balance between centralization and ethnicization? What is the difference between pluralism and assimilation? What has China learned from the experience of other multiethnic countries? What can other multiethnic countries learn from China's governance of a multiethic state??

This course examines how China's civilization, institutions, laws and policies address the challenge of multiethnic integration. The focus is on four challenges: economic development, social equality, cultural autonomy, and interethnic

integration. The course presents an opportunity to learn about China's many ethnic groups. Students from different Faculties of the University can access knowledge about the variety of ethnic customs, languages, religious practices, scientific beliefs, health and traditional medical practices, architectural styles, music, art, dance, and how these engage with modernization and sustainable development of land and resources. The course examines how the role of the education system in multiethnic integration. Finally, the course will debate the pros and cons of preferential treatment policies for ethnic minorities.

Students in the class can also share their own ethnicity, their interethnic experience, visits to ethnic communities around the country, including Hong Kong, Macao, and Taiwanto consider what it means to be ethnic in China. The course promotes 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. Finally, the course questions the meaning of multiculturalism as a Western idea, including its value for a world super-connector city.

Assessment: 100% coursework

16. **CCCH9028 Hong Kong and China's Economic Development**

The economy of Hong Kong has been closely tied to that of the Mainland throughout its history. Hong Kong has benefited and contributed to the mutual development both before and since the Mainland's economic reform. Given the somewhat different economic systems, the interactions provide both opportunities and challenges. As Hong Kong's economy is extremely open while the Mainland is the world's top trading economy, the issues can also be viewed from a more global perspective, especially with recent geopolitical changes. This course provides an overview of the economic linkages between Hong Kong and the Mainland from the 20th century to the present. It traces the changing roles that Hong Kong has assumed during different phases in China's economic development and explores the future economic roles of Hong Kong in the country and the region.

Assessment: 65% coursework; 35% examination

17. **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

18. **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 government built heritage sites on *public land*; heritage museums and local villages of recognized heritage interest 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, curation and sustainability to students through observing examples of built heritage conservation on public land 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 commonly guided field trips to selected Hong Kong military and civilian heritage sites. The knowledge base is in the fields of architecture, property rights, surveying; building development, and development control. Attention will be particularly drawn to examples of local real life attempts to transform sites suffering from environmental degradation into positive and attractive sustainable uses.

[This course has a MANDATORY and physically demanding open air field trip component, which entails a high degree of discipline, prudence and mutual support, as a primary vehicle of learning. There will be a total of three field trips (10:30am to 5:30pm). Any of these trips will be rescheduled, shortened or cancelled in case of adverse climatic conditions (like heavy rains, typhoons), hill fires or public health requirements. Students will need to purchase current 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

19. **CCCH9032 Sports and Chinese Society**

This course deals with sports and their impact on Chinese society with special focus on the role of sports in China's search for national identity and internationalization. It will provide students with an in-depth understanding of Chinese society, popular culture, and politics. Students will learn how the Chinese have interacted with different peoples from the rest of the world in international games such as the Olympics and the Football World Cup. The course will help students to examine how different peoples, nations, and governments have responded to sports, how the Chinese turned sports into vehicles for both nationalism and internationalism, how Chinese governments in different stages and periods have linked sports to their

political legitimacy, and how sports serve as tools for nation building, expressions of national identity and national honour or personal freedom in China. By examining the role of sports in Chinese society, students will gain valuable contextual understanding to better explain culture and politics and better understand China, its society, and its positions in the world.

Assessment: 100% coursework

20. **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.

Assessment: 100% coursework

21. **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

22. **CCCH9041 The Rule of Law in Modern China**

This course examines from a historical perspective the legal transformations in 20th century China and developments towards the rule of law. First, the key concepts of the rule of law are introduced in a straightforward way suitable for students from all backgrounds. The course then examines the Chinese legal tradition up until the late Qing dynasty, including the legal and constitutional reforms introduced in response to the challenge of the West. This is followed by looking at the continuation of the late Qing legal reforms in the Republic of China, including the move to one-party rule under the Nationalist Government, legal and constitutional reforms in Taiwan, and the development of the rule of law there.

A core part of this course covers legal thought and legal developments in the People's Republic of China after 1949. 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

23. **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

24. **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 on October 18, 2025 during Reading Week.]

Assessment: 100% coursework

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

This course provides an understanding of sustainability issues in China from the perspective of World Heritage by exploring the boom in World Heritage Sites in China, which has taken place particularly in the 21st century. With the second largest number of WHS, China is a most suitable subject for understanding the concept. The course offers a general understanding of the criteria, process, and repercussions 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, the impact of increased tourism on local economy and communities, etc., will also be addressed. The course also examine how intangible cultural heritage can reinforce the outstanding universal values of these Sites.

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 and/or Historic Centre of Macao during Reading Week.]

Assessment: 100% coursework

26. **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

27. **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

28. **CCCH9057 Shaping Health in China**

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

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

[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 is assigned to communication-rich assessment tasks.]

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) Freedom and Harmony (Confucius and Zhuangzi); (2) The Morality of Warfare (Mencius and Shang Yang); (3) Ritual Propriety and Law (Xunzi and Han Feizi); (4) Musical Arts and Social Welfare (Yueji and Mozi).

[There will be an optional field visit to a Daoist temple in Hong Kong and/or a Confucian temple in Shenzhen or Qufu (Shandong province) scheduled during Reading Week.]

Assessment: 100% coursework

30. **CCCH9059 Encounters between China and the West**

This course explores the encounters between China and the world beyond (indeed, the Chinese conceptualization of the "West" has evolved over time), assessing how different values and perspectives contributed to the various outcomes of historical events. Drawing on textual tradition, material objects, and visual culture, the

weekly discussions will cover topics including the trade along the Silk Roads, the introduction of Buddhism and Christianity into China, the Opium War, and China's modernization. We will also incorporate fieldwork trips into our inquiry. Students will learn to contextualize these cases in world history and consider the goals and perspectives of different historical players. The class will be divided into small groups to discuss or debate on why some cases resulted in a "success" (defined here as the fulfillment of the objectives the actors set out to achieve) and others in conflicts, as well as further hypothesize how different strategies could have contributed to alternative outcomes. The course aims to train students' critical thinking and problem-solving skills through these class activities.

Assessment: 100% coursework

31.   **CCCH9060 Probing the Local in Chinese Culture and Society**

This course will cultivate your understanding and appreciation of the diverse local and vernacular elements found in communities across the Chinese world, inspiring you to develop a heightened, critical curiosity about China's vast cultural landscape and variant local manifestations. Your knowledge of cultural difference and regional variation will deepen through rigorous transdisciplinary approaches to exploring traditions and cultural practices, and sharing your penetrating analyses and discoveries with others. We will examine Chinese culture from personal and local perspectives and see how tradition varies across society. We will scrutinize the findings of our observations using the tools of critical comparative analysis to more deeply clarify, assess, and appreciate cultural practices that may be overlooked or taken for granted. You will document your research findings and present captivating narratives and analyses exploring the cultural and social aspects you investigate, through presentations, videos, posters, and reports. The course will furnish you with examples of vernacular and regional culture to stimulate and motivate your independent research, focusing on your hometown or other places you are interested in. We will encourage you to make comparisons between different places—such as hometown practices in contrast with those of Hong Kong—to uncover more profound connections that you might discover.

Assessment: 100% coursework

32.   **CCCH9061 Herstory in Motion: Chinese Womanhood through the Lens**

How does China's changing environment shape the lives of women in diverse Chinese societies? How are the histories and experiences of Chinese women depicted and conveyed through the medium of motion pictures? Drawing on the fields of History, Cultural Studies, Gender Studies, Sociology, and Media Studies, *Herstory in Motion* offers an interdisciplinary perspective on the multifaceted stories of women as they unfold within Chinese-language cinema. From the lives of concubines in a feudal society, to the office ladies searching for Mr. Right in cosmopolitan cities, it aims to highlight the intersections between gender and society in cinematic representation and illustrate how motion pictures, as a visual art form, can shed light on the changing social and cultural landscape of Chinese societies and contribute to the diverse discourse on gender, identity, and women's experiences. By analysing a wide array of films, documentaries, and short-form videos that span different periods, genres, and regions within the Chinese-speaking world, this course enables students to develop a nuanced understanding of the ways in which women's stories are presented, represented, and communicated to their

spectators on screen. It also sensitizes students to the intersectionality of gender, class, and ethnicity within the changing Chinese societies.

Assessment: 100% coursework

33.   **CCCH9062 Encoding and Decoding China in International News**

China is one of the most consequential stories in the world, with media portrayals ranging from that of a reformist and modernising force to a pragmatic opportunist, an oppressor, a disruptor, and a revisionist power, among various other perspectives. International media coverage plays a crucial role in shaping global perceptions of China.

This course aims to explore how China is depicted in global news media by contrasting it with the domestic propagandistic model of representation. It examines the most frequently used news frames by international media to construct the China story and explores various forces and factors that may have shaped global media narratives on China.

Through five main thematic lens – politics, economy, diplomacy, security and military, and society and culture – this course utilises recent journalistic materials to show how these topics are framed and conveyed to international audiences. The course closely examines the topics that have received prominent international coverage in weekly sessions.

Drawing on key insights from Media Studies, Cultural Studies, Critical Theory, Political Science and International Relations, this interdisciplinary course will also utilise the instructor's extensive experiential knowledge as a professional journalist for over two decades in various international newsrooms.

Assessment: 100% coursework

34.   **CCCH9064 Exploring Chinese Tea: A Confluence of Art, Science, and Cultural Heritage**

This course offers an in-depth exploration of the multifaceted world of Chinese tea, encompassing its rich history, culture, art, science, philosophy, and economics over 4,000 years. Students will investigate the entire process of tea production, from cultivation to brewing and tasting, gaining insight into how it embodies tea art, ceremony, and Chinese philosophy. The course also examines the global impact and influence of Chinese tea culture. Key topics include the historical significance of tea, its botanical and chemical properties, health benefits, cultural practices, and economic implications will be explored. This course will also highlight the critical economic role of tea, with China being the largest producer and exporter, while also incorporating a comparative view to other drinks to highlight the similarities and differences with tea, both in China and globally. Through a combination of lectures, tutorials, field trips, and hands-on workshops, students will experience traditional Chinese tea ceremonies and the underlying philosophy, enriching their understanding of Chinese tea from various perspectives.

[Several field trips will be organized during Reading Week and students can choose any they wish to join and use their chosen field trip to complete their field trip report.]

Assessment: 100% coursework

35.   **CCCH9065 What Archaeology Tells Us about Chinese Civilization**

This course explores the roots and development of Chinese civilization from the Paleolithic era (ca. 2.5 million years ago) to the Han Dynasty (ca. 220 AD), focusing on major archaeological discoveries and their significance. Through a multidisciplinary approach, it integrates history, anthropology, sociology, and natural sciences to examine the evolution of complex societies, early state formation, and cultural practices in ancient China. Key themes include the origins of agriculture, urbanization, material culture, ritual, writing, and the development of social complexity. The course encourages critical thinking by addressing debates and unresolved questions in Chinese archaeology and history, while also engaging students through tutorials, hands-on activities, and museum visits. Additionally, it connects early Chinese civilization to global contexts, fostering an understanding of cultural diversity and comparative analysis with other early civilizations. By exploring the material foundations of ancient China, the course also provides insights into the resilience and continuity of Chinese civilization, offering a deeper appreciation of its influence on contemporary China.

Assessment: 100% coursework

36.   **CCCH9066 Buddhist Art and Cultural Integration in Asia**

Visual art has long played a central role in conveying Buddhist teachings. As Buddhism spread across Asia, symbolic art forms emerged to enrich rituals, meditation practices, and spiritual growth. The transmission of Buddhism to China during the Eastern Han dynasty not only reshaped Chinese spirituality but also profoundly influenced the country's cultural and artistic development. This course explores the historical origins, evolution, and cultural impact of Chinese Buddhist art. Through the analysis of artifacts discovered along Silk Road routes, we explore how the spread and adaptation of Buddhism are reflected in these cultural treasures. By examining religious monuments, artifacts, sculptures, and paintings, we trace the interactions between ancient material cultures—Greco-Roman, Persian, Indian, Central Asian, and Chinese—and their contributions to the development of Buddhist artistic expression.

The course is divided into two parts: Part 1 (Lectures 1-6) focuses on Indo-Chinese cultural exchange through six key themes, while Part 2 examines China's influence on Buddhist art across Asia, including South Asia, Southeast Asia, Japan, Korea, and Tibet. Designed to foster a dynamic learning experience, the course encourages students to explore the connections between Buddhist art, mindfulness, and cross-cultural exchange. Students will learn to apply traditional aesthetics to modern life and reflect on their role in spiritual practice and mindful living.

[A half-day compulsory field trip will be arranged during Reading Week.]

Assessment: 100% coursework

37.   **CCCH9067 Man Up: Chinese Masculinities in the Making**

Today, Chinese men are grappling with a perceived crisis. Male students are outnumbered by females at most universities across China. Increasingly, young men find their wives earning more than they do. There is mounting pressure on China's most popular male idols to undergo image makeovers to adopt a more masculine appearance. Coupled with the banishment of "sissy men" and the valorization of patriotic movies, the state is urging young men to toughen up to face both local and international challenges. These phenomena prompt crucial questions: What is the current status of men in Chinese society? What does the future hold for them?

Man Up explores various perspectives on how Chinese men have confronted, deflected, or negotiated the challenges they face. We delve into how issues of masculinity intersect with class, education, and the rural-urban divide in China. We examine how socio-economic changes in China, such as the one-child policy and rapid industrialization, have affected expectations and pressures on Chinese men. We pose questions like: How do Chinese men negotiate their masculinity in the face of Western influences and globalization? What impact does the rise of feminism in China have on the perception and reality of masculinity?

Man Up illustrates how the contemporary definition of masculinity in China is influenced by physiological, social, and economic factors. The aim is to delve into complex discussions around issues such as male sexuality, family relations, and nation-building within a Chinese context. By investigating various perspectives of masculinity through the lens of Chinese history and other disciplines, students will reflect upon and challenge existing narratives, tropes, and opinions.

Assessment: 100% coursework

IV.   Area of Inquiry: Artificial Intelligence (30 courses)

1.   CCAI5001 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 create realistic images, write coherent essays, or even compose music? 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

2. **CCAI9001 Brain, Buddhism, and AI**

What makes us human in a world of artificial intelligence? How do our brains compare to machines, and can ancient wisdom help us navigate the future? This course bridges neuroscience, AI, and Buddhist philosophy to explore mind, identity, and ethics in the digital age. The course starts with the basics: How does the brain work? What is consciousness? Could AI ever truly "think"? Then, we'll dive into deeper questions—Will AI change what it means to be happy or loved? How do we stay human in a world of algorithms? The course then progresses to explore core human values, focusing on potential existential anxiety, identity crises in future generations, and the meaning of life, love, and happiness. In tutorials, students will engage in hands-on activities through creative learning experiences such as brain-computer interaction, data processing, comparing AI counselling with human counselling, and practising compassion meditation. Students can have a field trip to witness the latest AI technology, to use AI to enhance human attention, and to integrate humans and AI for hybrid intelligence. Ultimately, students can develop transdisciplinary AI expertise while fostering critical thinking, lifelong learning capabilities, and ethical awareness necessary to engage thoughtfully with the emerging impacts of AI.

[There will be an optional field trip to the Shenzhen University Campus during Reading Week for exposing students to the latest technological advancements including brain-computer interface (BCI), brainoid, and other AI advancements.]

Assessment: 100% coursework

3. **CCAI9002 Thinking Machines: Philosophical and Ethical Explorations**

This course provides an in-depth examination of the philosophical and ethical issues arising from the development and integration of artificial intelligence (AI) in contemporary society. Adopting an interdisciplinary approach that melds philosophy, ethics, sociology, and AI research, the course invites students to critically engage with fundamental questions about AI's capacity for thought, understanding, emotion, and consciousness.

Students will explore key themes such as the nature of machine understanding versus human cognition, the possibility of AI possessing consciousness or emotional states, and the concept of AI as moral agents. The course also addresses the ethical responsibilities humans may have towards AI systems, including considerations of AI rights and moral accountability. Further, it examines the implications of AI participation in political decision-making and its impact on the future of work, human relationships, and societal structures.

Engaging with seminal texts and contemporary research, students will develop critical thinking skills and the ability to synthesize interdisciplinary perspectives. Through lectures, discussions, case studies, and reflective assignments, the course aims to equip students with a nuanced understanding of the ethical and societal challenges posed by AI.

Assessment: 100% coursework

4.   **CCAI9003 AI Safety: Catastrophe, Alignment, and Governance**

Artificial Intelligence (AI) systems are rapidly improving in capabilities. This rapid advancement poses a potentially catastrophic risk to humanity. This course is an interdisciplinary introduction to AI safety. Students will learn about (i) present and future capabilities of AI systems; (ii) the potentially catastrophic risk that AI systems pose to humanity; (iii) AI alignment, which seeks to give AI systems goals that reflect human values; (iv) AI governance, which seeks to design optimal regulations and institutions for controlling AI systems; and (v) foundational ethical and philosophical challenges in designing safe AI. Emphasizing an interdisciplinary approach, the course draws on perspectives from computer science, philosophy, political science, and complex systems theory. Through discussions, case studies, and policy briefs, students will critically analyse real-world scenarios where AI safety plays a pivotal role.

Assessment: 100% coursework

5.   **CCAI9004 AI, Achievement and Flourishing**

Capable machine learning systems will shape the future landscape of achievement, both in technical domains such as science and in creative domains such as art. Moreover, there are particular reasons for thinking that artificial intelligence (AI) will reshape large parts of human social and economic behaviour. These facts motivate a series of important questions. Most generally: How do artificial achievements affect human beings' ability to flourish? Will artificial achievement (and creativity) displace human achievement and creativity? What can we do right now to ensure a future where all humans are able to develop and exercise the capacities that enable them to live flourishing, meaningful lives? More particularly: How, exactly, will AI revolutionize economic achievement? What are the implications for economic inequality and social mobility? How will AI redefine social achievements and relationships? What are the potential benefits and risks of AI-mediated communication? This course aims to equip students with the tools for thinking clearly about these and other important questions about the widespread effects of capable machine learning systems on human beings' ability to live flourishing lives.

Assessment: 100% coursework

6.   **CCAI9006 AI and the Bio-Revolution**

Curious about Artificial Intelligence (AI) but not sure where to start? This beginner-friendly course is your perfect entry point—no coding or prior knowledge required!

Explore how AI is changing the world, especially in healthcare and biomedical science. From helping doctors diagnose diseases faster to discovering new medicines and understanding our genes, AI is making a huge impact—and you can be part of it.

You'll learn the basics of AI, including how computers can "learn" from data, recognize patterns, and even generate new ideas. We'll cover exciting topics like

machine learning, precision medicine/dentistry, chatbots, medical imaging, and more—all explained in a way that's easy to understand and fun to explore.

Through interactive lectures, real-world case studies, hands-on activities, and guest speakers from the field, you'll see how AI is used to solve real problems in dentistry, medicine, and science. You'll also learn about the ethical questions AI raises and how to use it responsibly.

If you are curious about the biomedical future, this course will give you the tools and confidence to start your AI journey.

No experience? No problem. Just bring your curiosity!

Assessment: 100% coursework

7.   **CCAI9007 Hacking Aging: Partnership of Human and Artificial Intelligence**

Have you ever wondered if it's possible to live beyond 120 years—not just to survive, but to truly thrive? What if the secret to a longer, healthier life lies at the intersection of artificial intelligence and human biology?

Join us for an enlightening journey into the science and future of aging! In this dynamic, hands-on course titled **"Hacking Aging: Partnership of Human and Artificial Intelligence,"** we will explore fundamental questions about life itself: What does it mean to be alive? Why do we age? How can cutting-edge AI help us extend both our health and lifespan?

We will explore aging from various perspectives—biological, psychological, and societal—while uncovering the latest advancements in AI-powered healthcare. You will have the chance to work with cutting-edge AI health devices, analyse real data, and get hands-on experience with neural networks. Additionally, you will visit research labs and participate in debates about the ethical dilemmas associated with these powerful new technologies.

By the end of the course, you will not only enhance your critical thinking and problem-solving skills but also be prepared to help shape the future of health, technology, and longevity.

Join us and discover how you and AI can play a role in the future of living longer and healthier lives!

Assessment: 100% coursework

8.   **CCAI9008 Shaping Population Medicine with AI**

"Shaping Population Medicine with AI" offers an insightful and multidimensional introduction to the evolving role of artificial intelligence in healthcare. Tailored for students across disciplines, this course presents the fundamental concepts and practical applications of AI within the context of population health, disease prevention, and healthcare innovation.

This course combines intellectually stimulating discussions with case-informed analysis, fostering an environment that values both rigorous inquiry and creative

problem-solving. Special attention is devoted to the ethical, cultural, and societal dimensions of AI in medicine, including critical topics such as data privacy, equity, and global health implications. Students are guided to reflect thoughtfully on the integration of technological advancements with human values and societal needs.

Central to the course is a spirit of collaboration and personal growth, encouraging the confident exchange of ideas and the development of effective communication skills. Through a balanced and well-structured approach, students will cultivate a sophisticated understanding of the opportunities and responsibilities that accompany the use of AI in contemporary medicine. Upon completion, participants will be well-prepared to engage thoughtfully and ethically in the future of healthcare, equipped with both knowledge and the interdisciplinary perspective essential for meaningful contribution.

[A fieldtrip will be scheduled during Reading Week.]

Assessment: 100% coursework

9. **CCAI9009 Today's Future City: Technology and the Recoding of Urban Life**

In the near future, artificial general intelligence will likely combine with vast networks of sensors and robotics to create urban systems that don't just respond to us but think and act on their own. This course explores how such technologies are *already* beginning to reshape cities, and how we might understand the "future city" not as a sudden transformation, but as something that arrives gradually, in waves. Using tools from history, geography, and urban theory, we examine how cities change through both technological innovation and social response. We also explore how these changes happen unevenly across space and time — so unevenly, in fact, that traveling between cities can sometimes feel like traveling through time.

The course begins with a short history of how technology spreads through urban systems. It then investigates how artificial intelligence is likely to transform employment in cities— which jobs might disappear, which ones might emerge, and how cities will be affected differently. From there, we turn to the built environment and explore how truly 'smart' infrastructure might change our ability to live, move, and interact with urban space. These changes might make the city cleaner and more livable, or more mechanistic and severe, depending on who you ask. Finally, the course considers how platforms, social media, and digital entertainment have reshaped how we connect with one another in the city and how we play. Throughout the course, students are encouraged to think boldly and to experiment outside of their home discipline. Assignments invite them to blend disciplines, build forecasts, and communicate compelling visions of today's and tomorrow's future city.

Assessment: 100% coursework

10. **CCAI9010 AI, Communication, and Society**

Artificial intelligence (AI) is transforming how people communicate—shaping news production, online conversations, and interpersonal interaction. At the same time, AI's growing presence raises ethical concerns and social risks. This course explores how AI tools are utilized in communications across a range of domains, including journalism, social media, healthcare, workplaces, education, and politics. Students will examine how AI tools are utilized across these environments, the

ethical concerns they raise, and the implications for societal impact. Specifically, this course will explore:

- How are AI tools utilized in various contexts, and what purposes does it serve?
- What are the prevalent risks and ethical concerns in AI-mediated communication?
- How do these risks and ethical challenges manifest in specific contexts such as social media, journalism, politics, and healthcare?
- How does AI contribute to the spread of misinformation, and what impact does this have on society?
- What regulatory frameworks currently govern AI, and what are the anticipated directions for future AI governance?

Through lectures, case studies, and discussions, students will gain a nuanced understanding of the complexities introduced by AI into daily life and broader societal interactions.

Assessment: 100% coursework

11. **CCAI9012 GenAI Solutions to Global Challenges: Using AI Creatively and Responsibly**

Artificial Intelligence is rapidly reshaping how we think, create, and solve problems across disciplines. From automation to creative expression, AI is transforming not only industries but also the way we engage with the world around us. This course explores AI as a tool for critical inquiry, design thinking, and communication—especially in the context of urban life and the built environment.

You'll build foundational skills in computational and AI literacy, learning how data is structured, how machine learning models are trained, and how neural networks operate. Starting with basic pattern recognition, you'll construct and interpret simple models to solve classification problems. The course then introduces generative techniques, allowing you to experiment with AI systems that produce new text and imagery based on learned patterns.

A key focus of the course is ethical and responsible AI use. Through interactive demonstrations and real-world case studies, you'll examine issues such as algorithmic bias, fairness, explainability, and the societal impacts of automation. These themes are explored through examples from media, public systems, and the urban environment.

Coursework includes both individual and group-based activities. You'll complete case analyses, hands-on exercises, and communication-focused assignments. A final team project challenges you to apply AI creatively to a built environment problem—whether visualising public space, analysing spatial data, or developing an AI-assisted design concept. Projects are shared through a recorded demo and short reflective brief. By the end of the course, you'll not only understand how AI works, but how to work with it—critically, creatively, and responsibly. You'll leave with practical skills, ethical awareness, and the confidence to apply AI in real-world academic and professional contexts.

Assessment: 100% coursework

12.   **CCAI9013 Emotions and AI: Bridging Technology and Human Experience**

Ever wondered how machines can understand feelings? Dive into "Emotions and AI: Bridging Technology and Human Experience", a course designed for curious minds from all academic backgrounds! Whether you're new to tech or exploring interdisciplinary paths, this journey blends cutting-edge AI with the fascinating science of human emotions.

Through lectures, hands-on tutorials, and real-world case studies, you'll explore how AI decodes emotions using voice, facial expressions, and language. No coding experience? No problem! Our intuitive cloud-based tools let you experiment with machine learning, natural language processing, and emotion recognition—no technical background required.

Go beyond algorithms: Delve into psychology, emotional intelligence, and the ethics of "emotion-aware" tech. How can AI support mental health? Should machines influence human feelings? Debate these questions in lively discussions and collaborative projects.

By blending theory with practice, you'll gain skills applicable to fields like healthcare, education, and tech innovation—all while aligning with global sustainability goals (SDGs). Leave with a portfolio of AI projects, a critical understanding of societal impacts, and the confidence to shape an empathetic digital future.

Assessment: 100% coursework

13.   **CCAI9014 Governing AI: Crime, Punishment and Responsibility**

The twenty-first century stands to bring about a fundamental shift in how we think about crime, punishment, and moral responsibility. In this course, we will critically study the law and ethics of artificial intelligence (AI) – namely, the possibilities, and the myths, of how data-driven models will shape and be shaped by the surrounding legal and political institutions within which they are embedded. We will study the extent to which AI models can predict future crimes and what that entails for traditional notions of moral responsibility, punishment, and rehabilitation. We will investigate how AI models reflect and exacerbate existing social biases, as well as how they create biases and unfair outcomes of their own. We will examine the way models are implemented in finance and capital markets, underwriting, and marketing, and the extent to which they can improve operational inefficiencies. We will study what digital privacy means, and how we need to reshape our conceptions of privacy in an algorithmic world. Finally, we will evaluate what makes models transparent or explainable, and whether and how so-called black box models are any different from human decision makers. The course will be based around several pivotal case studies, where students will work in groups to solve legal and ethical problems brought about by algorithmic decision making.

Assessment: 100% coursework

14.   **CCAI9015 Living the Political Life through AI**

To live politically entails addressing in full the responsibilities, challenges, and rights that we bear as agents in both international and domestic politics. Accordingly, this course explores the profound impact of artificial intelligence (AI) on global geopolitics, blending insights from international relations, labour economics, technology studies, and ethics. Students will examine how AI is reshaping geopolitical risks and international power dynamics, with a focus on current global events such as the ongoing war in Ukraine and Sino-US tensions. The course introduces innovative frameworks for understanding geopolitical risks, such as the *Politics-Resource-Strategy-Technology (PRST)* Quadrilateral and Black Swan/Dragon King/Grey Rhino tripartite framework, and applies them to the context of AI, examining the ethical implications and governance challenges posed by emerging technologies.

By analysing the Human-AI alignment problem and the dual alignment issues in geopolitical contexts, students will develop a nuanced understanding of the complexities and risks associated with AI. Simultaneously, the course delves into the transformative effects of AI and automation on both society-wide underemployment and unemployment. Through empirical evidence and theoretical debates, students will explore the displacement, persistence, and effects of automation. Policy responses such as universal basic income, retraining programmes, and regulatory approaches will be critically examined.

Assessment: 100% coursework

15. **CCAI9016 AI for Cities**

Cities are hubs for innovation and engines of economic growth but they also face critical challenges like traffic congestion, housing crisis, and air pollution. Addressing these urban issues is crucial for cities to thrive. This course will discuss how Artificial Intelligence (AI) can be leveraged to solve urban issues, enhance city planning, design, governance, and transform cities in sustainable and smart ones. The course will address questions such as: What is AI and how does it work? How is AI employed in urban settings? What are the potential benefits and challenges of AI in urban contexts? It will explore the role of AI in various urban applications. It will also touch upon the ethical and security implications of AI in Smart Cities.

In alignment with the Common Core goals, this course aims to foster critical thinking and AI literacy. It will provide practical knowledge of AI applications in real-world urban scenarios. The course utilizes a combination of lectures, readings, and hands-on projects to ensure a comprehensive understanding of AI for cities.

Assessment: 100% coursework

16. **CCAI9017 Who Made This? Authorship and Art in the Age of AI**

Can a machine be an artist, or is true creativity something only humans possess? Scholars have debated the nature of authorship for centuries: Who gets credit for a work? What makes something original? Can art ever be truly independent from the tools that create it? But with the rise of AI-generated music, stories, and paintings, the stakes of this debate have shifted. Can we use the same old tools of analysis to think about authorship, or does AI challenge everything we thought we knew about creativity?

This course explores how technology is reshaping creative expression, raising new questions about originality, ownership, and artistic authority. We'll trace historical debates over authorship and examine how different cultures and disciplines define creativity. Along the way, we'll dive into legal and ethical challenges and consider how art movements have responded to new technologies.

Through lively discussions, hands-on projects, and creative experiments, students will challenge assumptions, explore big ideas, and develop new ways of thinking about the relationship between art and technology. No prior experience with AI or art is needed—just curiosity and a willingness to rethink what it means to create.

[There will be a compulsory field trip to M+ museum during Reading Week.]

Assessment: 100% coursework

17. **CCAI9018 The Memeing of Life: Metaphor and Meaning in the AI Era**

What are 'Internet Memes,' and what do they tell us about our humanity in an age of artificiality? This course explores the fun and fascinating world of internet memes and their significance in the digital age, particularly in the context of Artificial Intelligence (AI). Students will delve into the evolution of memes, from handcrafted digital content to AI-assisted creations, and examine how AI influences the form and content of these social media artifacts. Through an interdisciplinary approach, the course will address fundamental questions about the meaning and significance of memes, using lenses of aesthetic philosophies, hermeneutics, and digital technology. Students will engage in discussions, projects, and practical experiments to understand the role of AI in meme creation and curation, and how it impacts human communication and values. We will also explore ways to develop virtue in the humorous but often divisive world of social media. Along the way our class will enjoy creating and consuming memes that help us make sense of the meaning of life, using the mirror of AI to reveal what it truly means to be human.

Assessment: 100% coursework

18. **CCAI9019 The Political Economy of AI and Big Data**

This course introduces key ideas such as AI and Big Data's impact on economic production, technological progress, data privacy, and AI ethics. The course will offer students an opportunity to reflect on how the rapid technological advancements in AI and Big Data are transforming society, individuals, and relationships. Students will utilize concepts from economics, political science, technology, and ethics to critically analyze the impact of AI and Big Data on society. It encourages students to engage with new political-economic and ethical questions raised by AI and Big Data, promoting interdisciplinary learning and global awareness. The course aligns with the United Nations Sustainable Development Goals of promoting decent work and economic growth and reducing inequalities by examining the impact of AI on the economy and job market.

Assessment: 100% coursework

19. **CCAI9020 AI, Health and Me**

AI is poised to transform everyday life in unprecedented ways in the coming decade. How will it impact how you care for yourself and your family? By unpacking how AI can enhance diagnosis, optimize treatment, and strengthen preventive care, you will discover how data-driven solutions address pressing issues across individual, community, and worldwide contexts.

During the first six weeks, we will explore AI's influence on personal health and well-being, such as disease prevention, navigating career choices, family dynamics, and caring for aging family members. In the next six weeks, we will explore AI's influence on a broader scale, examining AI's role in pandemics, data privacy, ethical dilemmas, entrepreneurship, and health economics. Students will analyze success stories such as AI-assisted telemedicine in underserved regions and failures that highlight the need for robust governance and ethical frameworks.

Through interactive lectures, tutorials, fieldwork, and group projects, students will have a solid understanding of AI's benefits, constraints, and ethical dimensions when designing innovative healthcare solutions. Upon completion, students will be equipped to address diverse healthcare challenges, leveraging AI's potential to improve lives, foster healthier communities, and shape the future of global healthcare.

Assessment: 100% coursework

20. **CCAI9021 From Homo Sapiens to Artificial Life**

This course explores the intersection of artificial intelligence (AI), scientific research, human history and the evolution of life forms. It provides a concept of life and intelligence in evolution, draws parallels between the rise of Homo sapiens, the birth of science, the information age, and the emergence of AI and AI agents. Highlighting the transformative power of AI, students are invited to contemplate the role of AI in our quest for scientific truth and the creation of artificial intelligent forms. Starting with the evolution of life and emergence of "intelligence", how Homo sapiens gained dominance, transitions to the birth of science and the information age, then the handling of information with intelligence. Information reliability and scientific truth will be examined on AI-generated data, prompting a thoughtful discussion on the opportunities and challenges. A comparison with the Industrial Revolution on socio-economic shifts and the current AI revolution will highlight potential impacts. The advent of biological engineering and the potential to create artificial life is real. The course will explore this new frontier, asking questions about ethics, feasibility, and implications for society, and are we relinquishing the control of human destiny to the brainchild of science and data, AI.

Assessment: 100% coursework

21. **CCAI9023 Real Harm in an Unreal World: Crime, Regulation and AI**

This course examines how technology – in particular Artificial Intelligence – reshapes crime, harm, and social control in contemporary society. Students will learn the utility of exploring the complex relationship between technology and harm with a sociological lens.

The course investigates how acts become crimes through a process of social construction, such as in response to concerns and consequences of new

technologies. Our case studies include e-commerce for banned goods and services, digital crime networks, and the electronic organization of extremism. The course then shifts to how powerful institutions leverage technology for surveillance and control to maintain social order. The course concludes by exploring related challenges between liberation of control. Is there a balance? Can we find it?

Readings from sociology and criminology will help students develop critical perspectives on technology and consider deeper questions about harm, ethics, and power.

Assessment: 100% coursework

22.   **CCAI9024 Generative AI and the Future of Creativity**

Generative AI (GenAI) is revolutionizing the future of creativity across nearly every domain—from writing and illustration to music composition and filmmaking. Easily transforming natural language into vivid and high-quality content, GenAI demonstrates remarkable efficiency and accessibility, offering advanced creative capability to everyone. Moreover, GenAI is growing at an unprecedented pace, with new techniques and tools emerging almost daily. This transformative moment presents both extraordinary opportunities and complex challenges for individuals and industries alike. This course immerses students in the rapidly evolving world of GenAI through a dynamic blend of intuitive technical demonstrations, hands-on creative projects, thought-provoking discussions on its societal and artistic impact, and guest lectures from pioneering GenAI artists. This course thus provides a unique opportunity to explore the intersection of technology and creativity. Equipped with fresh insights and practical experience, students will gain a comprehensive understanding of how GenAI is reshaping the creative landscape, inspiring them to embrace this transformative journey.

Assessment: 100% coursework

23.   **CCAI9025 AI-driven Robotics for Humankind**

Since the dawn of the Industrial Revolution, robots have become an increasingly integral part of our society and daily lives. With each stride in robot technology, tasks that were once solely within human capability are now effortlessly executed by robotic counterparts, heralding a new era of efficiency and innovation. In an era marked by the swift evolution of AI, robotics is experiencing unprecedented growth and innovation.

The course will focus on the role of robotics in our society, considering its practical and potential uses and how it can dramatically revolutionize our society. Throughout this course, we will delve into a series of fundamentals at the heart of this technological revolution and try to answer several key questions, such as: How do robots play an essential role across diverse sectors? How do robots contribute to the Hong Kong community and society at large? What groundbreaking horizons lie ahead as we stride towards the future alongside robots?

This course is fundamentally transdisciplinary and designed for students new to robotics and AI. This course does not assume previous knowledge.

[Two optional 1-day fieldtrips outside of Hong Kong (tentatively, Shenzhen and Guangzhou) on October 11 and 25, 2025 will be arranged.]

Assessment: 100% coursework

24. **CCAI9026 Programmed to Love: Reimagining Gender, Sexuality and Intimacy in the Age of AI**

From swiping on Tinder to flirting with Dan AI, we are witnessing how algorithms and AI have revolutionized our intimate and emotional lives. As artificial intelligence (AI) transforms our lives and society at all levels, *Programmed to Love* aims to explore how emerging technologies and AI might shape and redefine human intimate and romantic relationships. Simply put, in this course we ask how the emergence of AI affects how we love, how we express love, and whom we love. Are we, as humans and the society we live in, truly ready for AI companions?

Building on an interdisciplinary approach, this course aims to unveil the intertwined relationships between love, sexuality, and technology in the age of the digital revolution. We will engage with cultural references such as *Robot Dreams*, *Black Mirror*, and *Her* to shed light on controversial issues, including digisexuality, erobotics, and robot rights, and critically examine the potential benefits, risks, and ethical considerations, as AI and other digital technologies revolutionize our intimate and emotional lives. Also, by questioning gender stereotypes in AI-based technology and the socio-technical implications of fembots and artificial women, this course creates a space for debate on the perpetuation of gender inequality and patriarchal values in technology design, and what we can do to create a more diverse and inclusive world in the time of AI.

Assessment: 100% coursework

25. **CCAI9028 The Age of Big Data**
[Non-permissible combination: CCAI9031 Big Data and AI Solutions to Social Problems]

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, 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, and the massive data also lead to the rapid development of AI, an innovative technology to bring intelligence to machines. 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 components about the 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 foundation, application, security, and credibility issues of big data and AI. 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

26. **CCAI9029 From Human Vision to Extended Reality**

Artificial Intelligence (AI) and Extended Reality (XR) technologies are rapidly reshaping our interactions with the physical and digital worlds. This course explores how human visual perception has inspired and continues to influence advanced AI technologies—particularly computer vision and deep learning—and how these technologies facilitate dynamic, interactive experiences within the emerging digital environment known as the Metaverse.

We begin by examining the biological foundations of human vision, including the roles of the eye and brain in perceiving brightness, color, depth, geometry, and motion. Building upon this understanding, students will study how insights into human visual processing have driven advancements in computer vision and deep learning, enabling AI systems to perform tasks once thought uniquely human, and even surpass human performance.

Students will then explore how computer vision and deep learning technologies underpin augmented reality (AR), virtual reality (VR), and brain-computer interfaces (BCIs), creating immersive experiences within the Metaverse. Through practical laboratory sessions in our state-of-the-art Metaverse Innovation Laboratory, students will gain hands-on experience with XR hardware, software, and applications. Students will examine how these technologies may transform society, social interactions, economies, creativity, and daily life.

By completing this course, students will attain interdisciplinary knowledge, practical skills, and critical insights into AI foundations, applications, and societal implications, equipping them for lifelong learning in our increasingly AI-driven world.

Assessment: 100% coursework

27. **CCAI9030 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

28.   **CCAI9031 Big Data and AI Solutions to Social Problems**
        [Non-permissible combination: CCAI9028 The Age of Big Data]

The increasing availability of big data and the rapid advances in artificial intelligence (AI) provide unprecedented opportunities for us to understand complex social processes and potentially address many of the pressing challenges facing society today. As big data and AI tools are routinely applied in our daily lives, it becomes increasingly important to understand their capabilities and limitations. This course aims to enrich students' big data and AI literacy through three major areas of focus: (1) Learning the basic concepts of big data and AI, (2) Reviewing representative big data and AI techniques, and (3) Discussing opportunities and challenges of big data and AI in tackling social problems.

The course will illustrate the core principles of using large-scale datasets and computational techniques in developing big data and AI solutions to social problems. The lecture will mainly use case studies from research papers to provide an in-depth understanding of big data analytics and AI technologies in various fields. The goal is to inspire students to think creatively about how big data and AI can advance science and create social benefits. Meanwhile, students will learn to identify the limitations and potential biases of these approaches, developing a vision for using big data and AI to benefit society in a more effective and responsible way.

Assessment: 100% coursework

29.   **CCAI9032 Virtual Worlds, Real Bodies**

How have modern virtual reality technologies (VR) and artificial intelligence (AI) 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 AI-empowered 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. Students will explore how machine learning algorithms contribute to the development of immersive virtual experiences. 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. By critically examining the intersection of AI and VR, students will gain insights into the ethical implications and societal impacts of advancing technologies on human perception, communication, and embodiment. 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.

[This will be a compulsory field trip scheduled during Reading Week.]

Assessment: 100% coursework

30. **CCAI9033 War and Peace 2.0: How AI Transforms Conflicts and Humanitarian Response**

[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.]

Armed conflicts are likely as old as Humankind, and efforts to mitigate their consequences – the humanitarian response – have raised since at least the second half of the 19th century. Technological progress undoubtedly changes the face of warfare, from planes and tanks to the nuclear bomb, but recent conflicts in Ukraine and Gaza clearly show a significant evolution, if not a revolution: the role played by AI on the battlefield.

During this course, you will learn about various uses of AI in conflicts, both as a means to fight and to alleviate the suffering of those affected. After a historical perspective on war and humanitarian action, we will first cover how AI can be leveraged as a weapon in conflicts, whether to spread misinformation or directly on the battleground. After reflecting on how data collection and AI may impact civilians involved, we will then survey a number of AI-based approaches in humanitarian action, from digital mapping and advanced natural language processing to machine learning. We will pay close attention to ethical issues throughout the whole course. We will also dig deeper into the technical aspects of AI-based approaches, and experiment with a range of tools and real-life data.

Assessment will be based on several assignments which encourage creativity, reflection and communication, from creating innovative images with AI to designing a chatbot assisting vulnerable populations.

This course is a flipped-classroom course: you will listen to recordings of the lectures before coming to class, which will free time for many in-class group activities.

This course is certified as communication-intensive and through a range of different activities and assignments, you will get the opportunity to develop your communication skills with feedback from the teachers and your peers.

Assessment: 100% coursework