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• Scientific and Technological Literacy
• Humanities
• Global Issues
• China: Culture, State and Society

Course Details

• Scientific and Technological Literacy
• Humanities
• Global Issues
• China: Culture, State and Society
COMMONCORE
Introduction

This handbook is designed to acquaint you with the HKU Common Core Curriculum and to assist you in making an informed selection of the courses you wish to study. In order to maximize the benefits of your university education, it is important that you choose your courses carefully. To this end, the handbook provides you with detailed information of all the Common Core courses on offer in 2012-2013. This information includes the course description, the learning outcomes, the study load, the assessment requirements, the required reading, and the course teacher(s). Additional relevant information might be available on the course websites.

What is the Common Core Curriculum?

The HKU Common Core Curriculum, a new requirement for undergraduate students, is an essential part of academic induction to facilitate the transition from secondary school to university. It is designed to provide key common learning experience for all HKU students and to broaden their horizons beyond their chosen disciplinary fields of study. It focuses on issues that have been, and continue to be, of deeply profound significance to humankind, the core intellectual skills that all HKU undergraduates should acquire and the core values that they should uphold.

What are the goals?

The goals of the Common Core Curriculum are:

1. to enable students to develop a broader perspective and a critical understanding of the complexities and the interconnectedness of the issues that they are confronted with in their everyday lives;

2. to cultivate students’ appreciation of their own culture and other cultures, and the inter-relatedness among cultures;

3. to enable students to see themselves as members of global as well as local communities and to play an active role as responsible individuals and citizens in these communities; and

4. to enable students to develop the key intellectual skills that will be further enhanced in their disciplinary studies.
What will you study?

The Common Core Curriculum is designed to help you see the interconnectedness and interdependence of human existence through exploring the following fundamental common human experiences:

- the aesthetic (or symbolic) expressions of ideas and emotions
- the relationship between individuals and communities, and the role of the former in the latter
- the interaction amongst communities on various scales
- the relationships and interdependencies between human beings, science, technology and nature
- the beliefs and values that are essential to human bonding and to mediating tensions within and between groups
- the relationship between our past, present and future.

What will you learn?

While the Common Core Curriculum as a whole will engage you in an exploration of issues of profound significance in relation to a number of fundamental human experiences, the detail of what you will learn will vary from course to course. Hence, each course has its own set of learning outcomes. These learning outcomes are statements that specify precisely what you should be able to do at the end of a course, usually expressed as knowledge, skills, or attitudes.

How will you learn?

Student workload hours for a 6-credit course, as endorsed by Senate, amount to 120-180 hours. Common Core courses normally consist of 36 contact hours, with a 2-hour lecture and a 1-hour tutorial per week. Within these sessions, you may have first-hand encounters with your subjects of study, be asked to solve problems, or be asked to decide on issues you wish to investigate. The remainder of the hours will be made up through engaging in a number of other relevant learning activities including reading, self-study, fieldwork, visits, group projects, research, and exam preparation.

The one real goal of education is to leave a person asking questions.

Max Beerbohm
How is it structured?

In order to ensure a broad and balanced exploration of the abovementioned common human experiences, the Common Core Curriculum is divided into four Areas of Inquiry (AoIs). However, it is important for you to realize that while these AoIs serve as a means of organizing the curriculum, they are inter-related rather than mutually exclusive. The Areas of Inquiry are:

- Scientific and Technological Literacy
- Humanities
- Global Issues
- China: Culture, State and Society

Within each AoI a number of key themes have been identified, each with an outline of the key issues that should be addressed. These themes and issues provide the building blocks for the individual courses. The AoIs and the key themes are:

Scientific and Technological Literacy

- **Themes** // The Nature and Methods of Science
  - Science, Technology and Society
  - Science, Technology and Global Issues
  - Science and Technology in Everyday Life
  - Frontiers of Science and Technology

Humanities

- **Themes** // The Creative Arts
  - Historical Awareness: Past and Present
  - Language, Communication and Society
  - Mind-Body-Spirit
  - Ethics and Society

Global Issues

- **Themes** // Global Issues, Local Lives
  - Challenges of Global Governance
  - Globalization and Economic Development
  - Global Ethics and Citizenship

China: Culture, State and Society

- **Themes** // Chinese Culture: Thoughts, Values and Ways of Life
  - Chinese Civilization: State, Society and Economy
  - China’s Changing Environment
  - China’s Quest for Modernization
  - The Rise of China in the 21st Century: Challenges and Prospects
Education should be related to an intercultural and interdependent world.

Miguel Ángel Escotet
**What are the requirements?**

### 3-Year Undergraduate Curriculum

You are required to take two 6-credit Common Core courses, chosen from two different Areas of Inquiry (AoIs), normally in your first year of study. However, the year and semester in which Common Core courses are taken vary from programme to programme. Please refer to Table 1 to find out the requirements for your programme. You are advised to check the accuracy of the information in the table with your home Faculty before choosing courses. If your programme permits, you may wish to take both courses in the same semester but if you decide to do so you will need to consider the implications for your overall workload and to check that there are no timetable clashes. All Common Core courses are taught on Wednesday afternoon apart from a few courses which are taught on Saturday morning.

### 4-Year Undergraduate Curriculum

You are normally required to take six 6-credit courses, one from each AoI and not more than two from any AoI. However, the number of courses required and the year and semester in which they are taken vary from programme to programme. Please refer to Table 2 to find out the requirements for your programme. You are advised to check the accuracy of the information in the table with your home Faculty before choosing courses. **Please note that whatever the requirements for your programme you are not allowed to take more than one course from any AoI in an academic year.**

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All things in the world are linked together, in one way or another. Not a single thing comes into being without some relationship to something else.

Keiji Nishitani
**Table 1: Programme Requirements for Taking Common Core Courses for Students of the 3-Year Undergraduate Curriculum Entering in 2012-13**

*Students are advised to check the accuracy of the information below with their home Faculty before choosing courses.*

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Programme</th>
<th>Year(s) in which the Common Core courses are taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>BA(ArchStud)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BA(LS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSc(Surv)</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td>Arts</td>
<td>BA</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BA(Literary Studies)</td>
<td></td>
</tr>
<tr>
<td>Business and Economics</td>
<td>BBA</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BBA(Acc&amp;Fin)</td>
<td>Both in Year 2</td>
</tr>
<tr>
<td></td>
<td>BBA(BG&amp;M)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BBA(IS)</td>
<td>Both in Year 2</td>
</tr>
<tr>
<td></td>
<td>BBA(Law)</td>
<td>BBA(Law) and BBA(Law) major in Accounting: One in Year 1, one in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEcon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEcon&amp;Fin</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BSc(QFin)</td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>BDS</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td>Education</td>
<td>BA&amp;BEd(LangEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEd(LibSt)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BEd(LangEd)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSc(Exercise&amp;Health)</td>
<td>Two courses to be taken by the end of Year 2</td>
</tr>
<tr>
<td></td>
<td>BSc(Sp&amp;HearSc)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td>Engineering</td>
<td>BEng(CE)</td>
<td>Both in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(CivE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(CivE-Law)</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(Civ-EnvE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(CompSc)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BEng(EComE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(EE)</td>
<td>Both in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(IETM)</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(InfoE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(LESCM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(ME)</td>
<td>Both in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(ME-BSE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(MedE)</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td>Law</td>
<td>LLB</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(same requirement as the 4-Year Undergraduate Curriculum)</td>
</tr>
<tr>
<td>Medicine</td>
<td>BChinMed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BNurs</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td></td>
<td>BPharm</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>BSc</td>
<td>Two courses to be taken by the end of Year 2</td>
</tr>
<tr>
<td></td>
<td>BSc(ActuarSc)</td>
<td>One in Year 1, one in Year 2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>BJ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSoCSc</td>
<td>Both in Year 1</td>
</tr>
<tr>
<td></td>
<td>BSoCSc(Govt&amp;Laws)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSW</td>
<td></td>
</tr>
</tbody>
</table>
Table 2: Programme Requirements for Taking Common Core Courses for Students of the 4-Year Undergraduate Curriculum Entering in 2012-13

*Students are advised to check the accuracy of the information below with their home Faculty before choosing courses.*

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Programme</th>
<th>Year(s) in which the Common Core courses are taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>BA(ArchStud)</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BA(LS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSc(Surv)</td>
<td>Four in Year 1, one in Year 2, one in Year 3</td>
</tr>
<tr>
<td></td>
<td>BA(Conservation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BA(UrbanStud)</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td>Arts</td>
<td>BA</td>
<td>Six within the first 3 years</td>
</tr>
<tr>
<td></td>
<td>BA(Literary Studies)</td>
<td>Four within the first 2 years</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>BBA</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BBA(Acc&amp;Fin)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA(IBGM)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA(IS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA(Law)</td>
<td>One in Year 1, two in Year 2, three in Year 3</td>
</tr>
<tr>
<td></td>
<td>BEcon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEcon&amp;Fin</td>
<td>Three in Year 1, two in Year 2, one in Year 3</td>
</tr>
<tr>
<td></td>
<td>BSc(QFin)</td>
<td></td>
</tr>
<tr>
<td>Dentistry</td>
<td>BDS</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BA&amp;BEd(LangEd)</td>
<td>Three in Year 1, one in Year 2</td>
</tr>
<tr>
<td></td>
<td>BSc(Exercise&amp;Health)</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BSc(Sp&amp;HearSc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSc(IM)</td>
<td>Two in the first year of the curriculum [BSc(IM) is a curriculum admitting students to senior year places only, i.e. direct entry to Year 3]</td>
</tr>
<tr>
<td></td>
<td>BEd&amp;BSc</td>
<td>Two in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEd&amp;BSc(Govt&amp;Laws)</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>BEng(CE)</td>
<td>Three in Year 1, three in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(CivE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(Civ-EnvE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(CompSc)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(ElecE)</td>
<td></td>
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<tr>
<td></td>
<td>BEng(EE)</td>
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<tr>
<td></td>
<td>BEng(IETM)</td>
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<tr>
<td></td>
<td>BEng(LESCM)</td>
<td></td>
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<tr>
<td></td>
<td>BEng(ME)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(ME-BSE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(EngSci)</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>LLB</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BBiomedSc</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BChinMed</td>
<td>Three in Year 1, three in Year 2</td>
</tr>
<tr>
<td></td>
<td>BNurs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BPharm</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>MBBS</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>BSc</td>
<td>Two in Year 1, two in Year 2, two in Year 3</td>
</tr>
<tr>
<td></td>
<td>BSc(ActuarSc)</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>BJ</td>
<td>Six within the first 3 years</td>
</tr>
<tr>
<td></td>
<td>BScSc</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BScSc(Govt&amp;Laws)</td>
<td>Two in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BSW</td>
<td></td>
</tr>
</tbody>
</table>

1. Double degree – four Common Core courses are required.
2. Before the commencement of semester 1 in Year 3, students will be required to declare if they will continue with the LLB programme. Students who opt out of the LLB programme will be required to complete the remaining two Common Core courses by the end of Year 4 if necessary.
3. Before the commencement of semester 2 in Year 3, students will be required to declare if they will continue with the LLB programme. Students who opt out of the LLB programme will be required to complete the remaining two Common Core courses in the second semester in Year 3 and in Year 4 if necessary.
Non-Permissible Combinations

Courses in which there is considerable overlap of issues covered will be listed as non-permissible combinations, and you will only be permitted to take one course in those combinations. Please check Table 3 for non-permissible combinations before you choose your courses.

Table 3: Non-Permissible Combinations of Common Core Courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCST9006</td>
<td>Biomedical Breakthroughs in a Pluralistic World</td>
</tr>
<tr>
<td>CCST9011</td>
<td>Biotechnology – Science and Impacts</td>
</tr>
<tr>
<td>CCST9003</td>
<td>Everyday Computing and the Internet</td>
</tr>
<tr>
<td>CCST9004</td>
<td>Appropriate Technology for the Developing World</td>
</tr>
<tr>
<td>CCST9015</td>
<td>Electronic Technologies in Everyday Life</td>
</tr>
<tr>
<td>CCST9013</td>
<td>Our Living Environment</td>
</tr>
<tr>
<td>CCST9016</td>
<td>Energy: Its Evolution and Environmental Impacts</td>
</tr>
<tr>
<td>CCST9002</td>
<td>Quantitative Literacy in Science, Technology and Society</td>
</tr>
<tr>
<td>CCST9039</td>
<td>Statistics and Our Society</td>
</tr>
<tr>
<td>CCST9017</td>
<td>Hidden Order in Daily Life: A Mathematical Perspective</td>
</tr>
<tr>
<td>CCST9037</td>
<td>Mathematics: A Cultural Heritage</td>
</tr>
<tr>
<td>CCST9010</td>
<td>The Science of Crime Investigation</td>
</tr>
<tr>
<td>CCST9030</td>
<td>Forensic Science: Unmasking Evidence, Mysteries and Crimes</td>
</tr>
<tr>
<td>CCST9028</td>
<td>Critical Thinking about Science and Technology</td>
</tr>
<tr>
<td>CCST9035</td>
<td>Making Sense of Science-related Social Issues</td>
</tr>
<tr>
<td>CCHU9007</td>
<td>Sexuality and Gender: Diversity and Society</td>
</tr>
<tr>
<td>CCHU9015</td>
<td>Sex and Intimacy in Modern Times</td>
</tr>
<tr>
<td>CCHU9039</td>
<td>Sexuality and Culture</td>
</tr>
<tr>
<td>CCGL9004</td>
<td>Governance and Democracy in the Age of Globalization</td>
</tr>
<tr>
<td>CCGL9006</td>
<td>Asian Regional Governance in an Age of Globalization</td>
</tr>
<tr>
<td>CCGL9016</td>
<td>Feeding the World</td>
</tr>
<tr>
<td>CCGL9017</td>
<td>Food: Technology, Trade and Culture</td>
</tr>
<tr>
<td>CCGL9005</td>
<td>Poverty, Development, and the Next Generation: Challenges for a Global World</td>
</tr>
<tr>
<td>CCGL9025</td>
<td>The Political Economy of Growth and Poverty in the World</td>
</tr>
<tr>
<td>CCGL9002</td>
<td>Hong Kong Culture in the Context of Globalization</td>
</tr>
<tr>
<td>CCGL9026</td>
<td>Think Global, Act Local: You, Hong Kong, and the World</td>
</tr>
</tbody>
</table>

To the extent that we are all educated and informed, we will be more equipped to deal with the gut issues that tend to divide us.

Caroline Kennedy Schlossberg
Rationale

The well-being of our society owes much to science and technology. Science and technology transform our living conditions tremendously and contribute to profound changes in our society. However, while some of these changes bring great benefits to us (such as health, security and economic prosperity) some other changes bring damages and threats to the world (such as environmental degradation and ecological imbalance). Because of the high stakes involved, all members of our community need to be literate in science and technology.

A scientifically and technologically literate individual is better able to cope with the demands of everyday life in an increasingly technology-dominated society, better positioned to evaluate and respond critically to the supposed “scientific evidence” used by advertising agencies and politicians to promote particular products and policies, better equipped to make important life decisions, and more ready and willing to engage in debates on contemporary socio-scientific issues.

Scientifically literate individuals benefit not only intellectually but also aesthetically and moral-ethically. A scientifically literate individual is better able to appreciate the beauty and wonders of nature, just as an individual who is knowledgeable in music and fine arts can appreciate a musical theme or a work of art. An understanding of the ethical standards and code of responsible behaviour that should be observed within the scientific community enables individuals to make better decisions in their personal and professional lives as responsible individuals and citizens.

Increased scientific literacy will also benefit society as a whole, in that the humanities and the sciences can be brought together, and citizens will share a more common and holistic knowledge that can serve as a unifying force for democratic living. Scientific literacy promotes decision making that is more democratic (by encouraging people to exercise their democratic rights) and more effective (with people exercising their rights more wisely and responsibly) on the more and more complex issues of scientific and technological public policy.
Aim and Objectives

The aim of raising students’ levels of scientific and technological literacy is to enable them to engage critically with knowledge and discourse on science and technology and to respond actively and appropriately to issues surrounding scientific and technological advancements.

The objectives are:

1. to equip students with a general understanding of the fundamental ideas, principles and theories of science and technology and of natural phenomena and the ways in which scientific and technological knowledge is generated, validated and disseminated, and to enable students to use this knowledge appropriately and effectively;

2. to enable students to understand the form, structure and purpose of scientific language, to read and interpret scientific data and scientific arguments, and at a general level, to evaluate their validity and reliability or claim to knowledge;

3. to arouse students’ general interest in science and technology, and to inculcate a willingness and capacity to update and acquire new scientific and technological knowledge;

4. to enhance students’ awareness of the circumstances surrounding the history and development of some of the “big ideas” of science, and the social implications of important technologies;

5. to enable students to be critically aware of contemporary socio-scientific and technology issues at the local, regional, national and global levels;

6. to develop students’ appreciation of the complexity of inter-relationships among science, technology, society and environment, and the role played by science and technology in the progress of civilization;

7. to raise students’ awareness of the moral-ethical issues associated with scientific and technology research and the deployment of scientific knowledge and technological innovations, and to enable them to engage actively with these issues in an ethically appropriate manner; and

8. to enable students to see the interconnection between the humanities and the sciences and technology.

Key Themes //

Under this AoI, the following key themes will be addressed:

> The Nature and Methods of Science
> Science, Technology and Society
> Science, Technology and Global Issues
> Science and Technology in Everyday Life
> Frontiers of Science and Technology.
The humanities engage with the fundamental questions of human existence. They unravel how humans make sense of the world from critical, interpretive and analytical perspectives. The issues that the humanities have tried to grapple with pertain to the intellectual, moral, aesthetic, and spiritual aspects of human existence. The study of the humanities raises our awareness of human qualities and experiences which are inextricably bound up with the context and culture in which they are embedded. Understanding how humans are related to each other and the moral responsibility of humans to their fellow humans and the community to which they belong is fundamental to the study of the humanities. Moreover, as Procter points out, “The humanities ... not only give us a history of the modern self; they remind us that our own culture, our own past, contains experiences and ideals which can help us to transcend this self and find other ways of experiencing our humanity.” (1998, p. 174) In summary, the humanities are unified by (a) an attempt to address the various aspects of human existence through (b) the employment of interpretive, critical and analytical methods of inquiry.

While the modes of thinking and enquiry of the humanities are critical and interpretive in nature whereas those of the sciences are mostly empirical in nature, we should not overlook the interconnection between the two. Although in the Common Core Curriculum, science and technological literacy and humanistic studies are organized as two separate AoIs, the courses in both AoIs should enable students to see the interconnection between them.
The aim of this AoI is to enable students to appreciate how intellectual, moral, aesthetic and spiritual aspects of human existence have been explored from critical, analytical and interpretive perspectives, to think about the meaning of our lives, and to seek wisdom and virtue, as embodied in the HKU motto: *Sapientia et Virtus*.

The objectives are to enable students:

1. to gain an understanding of the distinctive qualities and experiences of being human;
2. to appreciate the ways in which humans express their experiences through literatures and arts;
3. to become aware of the fact that human qualities and experiences are situated in the contexts and cultures of which they are a part;
4. to understand human relationships and the social fabric of human communities;
5. to become aware of the relationship between humankind and other forms of lives and the place of humankind in the “web of life”;
6. to become aware of their moral responsibilities to their fellow humans and other forms of lives, and to uphold civic and moral values;
7. to engage in critical, interpretive and analytical exploration of human qualities and experiences; and
8. to appreciate the interconnection between studies of science and technology and those of humanities.

Key Themes //

Education in the humanities is traditionally organized under the following fields of study: language, history, literature, visual and performing arts, and philosophy. However, this AoI will comprise five interdisciplinary themes that cross these boundaries, all of which address the intellectual, moral, aesthetic and spiritual aspects of human existence:

- The Creative Arts
- Historical Awareness: Past and Present
- Language, Communication and Society
- Mind-Body-Spirit
- Ethics and Society.
Rationale

Today we live in a world with an unprecedented level of interdependence. Our lives are profoundly affected by decisions and events that occur in places far away from us. Capital, products, services, information, ideas and people move across national borders much more easily and rapidly than before. Such domestic issues as food, energy, health, environment, economic development and national security have acquired a significant global dimension. How are we to comprehend the complex nature of globalization that significantly shapes our personal, social, cultural, economic, and political lives? What are the pros and cons of globalization? What duties and rights do people of this global village have towards each other? What are the opportunities and challenges that confront the contemporary world? These questions merit careful thinking by every HKU student, as one of the University’s six educational aims is to develop capabilities in intercultural understanding and global citizenship.
Aim and Objectives

The aim of this AoI is to enable students to think globally and live as informed and active members of a global community.

The objectives are to enable students:

1. to understand that globalization is a multi-faceted and contested concept;
2. to develop an appreciation of the interconnectedness (or interdependence) of the world in which they live;
3. to develop a critical awareness of how their daily lives are shaped by globalization;
4. to develop an ability to critically analyze the nature of globalization, and its pros and cons;
5. to develop a capability to reflect on their duties and rights as global citizens and to be critically aware of the moral controversies that confront existing international institutions; and
6. to cultivate a willingness to become informed and active members of a global community.

Key Themes //

An understanding of globalization can be approached from various perspectives, including the impact of globalization on our daily lives, the processes of globalization and the resulting interdependencies and inequalities at local, national, international levels, the challenges of global governance in relation to globalization, and the duties and rights of global citizens. The following themes elaborate on these perspectives and serve as a framework for organizing courses:

> Global Issues, Local Lives
> Challenges of Global Governance
> Globalization and Economic Development
> Global Ethics and Citizenship.
China is a rich, enduring, yet progressing civilization that still instills awe or admiration across the globe. Understanding China from past to present enables our students not only to see how a major civilization in the world has experienced both grandeur as well as setbacks, but also to understand the historical processes and international forces that have shaped the conditions of the Chinese across time and space. In order to comprehend the complexities of China’s changing fortunes and the fundamental challenges confronting her today, one has to examine how the Chinese have lived their lives, formed and debated their values, identities and heritage, and survived dramatic changes over the centuries.

Since the late 1970s, China’s achievements in carrying out economic reforms and open door policy have not only improved the livelihood of the majority of the Chinese people, but also created enormous business opportunities for many
countries in the world. Its phenomenal economic growth has laid the foundation for China’s recent rise as a major power on the world stage. Hong Kong is the most cosmopolitan city on Chinese soil today. Yet her history reminds us of modern China’s precarious quest for modernity and her role in bridging China and the West. The future of Greater China, comprising the Mainland, Hong Kong, Macau and Taiwan, will have far reaching repercussions for Asia and the world. Hong Kong, being a unique, dynamic part of China, is privileged intellectually, culturally and geographically to engage in a critical, intellectual inquiry of China’s civilization, people and environment. Reflecting upon China’s past, interpreting her present, and exploring the prospects of her progress and future pose a series of intellectual puzzles that merit the attention and thought of every student at HKU.

**Aim and Objectives**

The aim of this AoI is to enhance the interest and intellectual ability of students in understanding China from past to present and from different disciplinary perspectives and to engage them in critical inquiries of the issues and problems faced by China.

**The objectives are:**

1. to enhance the interest of students in understanding China’s civilization, people and environment and in searching and constructing the meanings of being Chinese;
2. to guide students in an intellectual journey through key aspects of China’s social, economic and political transformation from a variety of disciplinary perspectives;
3. to heighten the sensitivity and awareness of students in appreciating the characteristics and diversities of China’s culture and heritage, her cultural transformation and dynamism, as well as her changing relations with other cultures;
4. to engage students in critically reflecting on the challenges and possibilities in China’s quest for modernity and the implications of her recent transformation; and
5. to explore the many roles played by Hong Kong, Macau, Taiwan and overseas Chinese communities in the making of modern China and the shaping of her future.

**Key Themes //**

The following key themes will be addressed in the AoI:

- Chinese Culture: Thoughts, Values and Ways of Life
- Chinese Civilization: State, Society, and Economy
- China’s Changing Environment
- China’s Quest for Modernization
Humanities

Designs on the Future: Sustainability of the Built Environment
Course Code: CCHU9001

Battles for Bodies: The Birth of Surveillance Society
Course Code: CCHU9002

Making History: Engaging with the Powerful Past
Course Code: CCHU9003

Catastrophes, Cultures, and the Angry Earth
Course Code: CCHU9004

Food and Values
Course Code: CCHU9005

Girl Power in a Man’s World
Course Code: CCHU9006

Sexuality and Gender: Diversity and Society
Course Code: CCHU9007

Moral Controversies in Contemporary Society
Course Code: CCHU9009

Being Different: Understanding People with Disabilities
Course Code: CCHU9010

Social Divisions in Contemporary Societies
Course Code: CCHU9011

Body, Beauty and Fashion
Course Code: CCHU9012

Cultural Heritages in the Contemporary World
Course Code: CCHU9013

Spirituality, Religion and Social Change
Course Code: CCHU9014

Sex and Intimacy in Modern Times
Course Code: CCHU9015

The British Empire in Text and Image
Course Code: CCHU9016

Stages of Life: Scientific Fact or Social Fiction?
Course Code: CCHU9017

Arts and Ideas: East and West
Course Code: CCHU9018

From Health to Well-being
Course Code: CCHU9019

Being Good When No One is Watching: On Becoming an Ethical Professional
Course Code: CCHU9020

Critical Thinking in Contemporary Society
Course Code: CCHU9021

Journey into Madness: Conceptions of Mental Health and Mental Illness
Course Code: CCHU9022

Shaping the Landscape: A Quest for Harmony between Nature and the City
Course Code: CCHU9023

The Last Dance: Understanding Death and Dying
Course Code: CCHU9024

Creativity, Technology and Law
Course Code: CCHU9025

Cultures of War: Making Sense of the Human Fighting Instinct
Course Code: CCHU9026

Happy Endings: How a Text Ends
Course Code: CCHU9028

Language Play as Social Communication in Multilingual Settings
Course Code: CCHU9031

Literature and the Environment
Course Code: CCHU9033

Metropolitan Visions: Modernity, Architecture and the City
Course Code: CCHU9034

Politics of Space
Course Code: CCHU9035

Reflecting on Human Experience through Literature
Course Code: CCHU9036

Music and the Human Body
Course Code: CCHU9038

Sexuality and Culture
Course Code: CCHU9039

Human Language: Nature or Nurture?
Course Code: CCHU9042

Spirituality, Religion and Social Change
Course Code: CCHU9014

Sex and Intimacy in Modern Times
Course Code: CCHU9015

The British Empire in Text and Image
Course Code: CCHU9016

Stages of Life: Scientific Fact or Social Fiction?
Course Code: CCHU9017

Arts and Ideas: East and West
Course Code: CCHU9018

From Health to Well-being
Course Code: CCHU9019

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Course Code: CCHU9038

Sexuality and Culture
Course Code: CCHU9039

Human Language: Nature or Nurture?
Course Code: CCHU9042
Life 2.0: Synthetic Biology and the Future Bioeconomy

Synthetic Biology has been heralded as the solution to many of contemporary society’s most pressing problems in energy, food and medicine. Will synthetic biology really deliver on its promises in our lifetimes, or is it just rebranded scientific technology?

This course brings together molecular biology, evolutionary biology and insight into the origins of life to allow students to understand how synthetic biology is now attempting to solve many of humanity’s gravest challenges. We will discuss the sweeping discoveries of molecular biology with a particular perspective on the nature and origins of life, and reflect on the opportunities, possibilities and risks of technologies emerging from the synthesis of life de novo.

The course content will be explored through a blend of lectures and video materials, supported by interactive learning tasks in small groups. The tutorials will be used to consolidate ideas and discuss issues in greater depth.

Course Learning Outcomes

On completing the course, students will be able to:

1. Discuss key concepts in molecular, evolutionary and synthetic biology, and recognize how all living organisms have compositional and organizational similarities at the molecular level.

2. Review theories of evolution and the origins of life from both historical and theoretical perspectives, and examine the interconnections with changing values of society in the context of contemporary discoveries in biology.

3. Critically analyze and debate scientific, philosophical and ethical issues pertinent to modern-day synthetic biology research.

4. Evaluate how emerging and future biological technologies may benefit and/or potentially endanger the global population.

Required Reading


Study Load

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<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
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<tr>
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<tr>
<td>Tutorials</td>
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<tr>
<td>Laboratory experience</td>
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<tr>
<td>Reading / Self-study / Tutorial and debate preparation</td>
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<td>Team assessment task preparation</td>
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<tr>
<td>Individual assessment task preparation</td>
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<td>Total</td>
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Assessment: 100% coursework

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<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>Performance in tutorials and online discussion forums</td>
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<tr>
<td>Lecture minute assessments / In-class assessments</td>
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<tr>
<td>Individual assessment: Essay</td>
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<tr>
<td>Group assessment: Poster</td>
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</tr>
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<td>Individual and group assessment: Debate</td>
<td>20</td>
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</tbody>
</table>

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http://commoncore.hku.hk/ccst9001
Quantitative Literacy in Science, Technology and Society

This course aims to help students develop quantitative literacy for the understanding of the dialogue in science-technology-society issues. It consists of three themes: (1) Synthesizing multiple representations of quantitative data; (2) Understanding risk and uncertainty; and (3) Modeling and prediction of phenomena. The course will help students develop mathematical reasoning in contextualized scenarios.

The course will focus on the use (and misuse) of quantitative information in the understanding (and mis-understanding) of scientific and technological issues we face in our daily lives. The limitation of quantitative information is also highlighted. Through case studies of various issues with the use of quantitative information, students will be able to develop critical eyes when handling socio-scientific/technological issues and to make informed decisions. Although the course addresses the use of mathematical reasoning in the better understanding of socio-scientific/technological issues, no pre-requisite specialized mathematics and science knowledge is required.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Interpret, organize and report logically and analytically multiple representations of numerical information derived from daily life transactions.

2. Make connections between issues such as consumers’ choice, resources and risk-taking in health and science.

3. Analyze novel or ill-defined problem situations embedded in messages raised in the media concerning socio-scientific issues.

4. Differentiate between objective and mal-use of statistics and scientific evidence in advertisement and media.

5. Critically evaluate different models representing the growth and pattern of some phenomena such as virus-spread and population growth, etc.

6. Communicate findings and views on socio-scientific issues with the support of quantitative data in platforms such as workshops, seminars and e-forum.

**Required Reading**


**Assessment: 100% coursework**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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<tr>
<td>Group project (incl written report and oral presentation)</td>
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<tr>
<td>Individual assignment (linked with group project)</td>
<td>30</td>
</tr>
<tr>
<td>E-forum</td>
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<tr>
<td>Quiz</td>
<td>20</td>
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**Study Load**

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<td>Lectures / Seminars</td>
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<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>50</td>
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<tr>
<td>Assessment: Group project (incl preparation, report writing and presentation)</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: E-forum</td>
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<tr>
<td>Assessment: One individual assignment (linked with group project)</td>
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<tr>
<td>Assessment: Quiz</td>
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**Assessment: Group project**

- Group project (incl preparation, report writing and presentation) 30
- Assessment: E-forum 14
- Assessment: One individual assignment (linked with group project) 20
- Assessment: Quiz 2
- Total: 150

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Everyday Computing and the Internet

In order to make informed decisions in this information age, everyone needs to have an efficient way to sift through and evaluate the myriads of information that is available through the Internet. The ultimate objective of this course is to help students develop a “computational” state of mind for everyday events. Specifically, the course will enable students to answer the following questions: What daily problems need to be solved by a computational method? Are such problems solvable? By what means can such problems be solved? Is it worthwhile to compute such problems? How do all these problems relate to the Internet that we use on a daily basis? We will also discuss intensively the societal impacts of computing technologies on our daily life. The course will be taught with minimal levels of mathematical and technical detail.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain, in a high-level manner, various representative computational algorithms (e.g., Google search, MapQuest route finding, etc.).

2. Use the understanding of limitations on computability to judge whether a certain problem is computable.

3. Apply the various “tricks” learned in designing algorithms (e.g., recursion) to come up with a rough solution to a new problem.

4. Demonstrate appreciation of the various technology frontiers and make informed judgments as to what new services/products we can expect to be derived from them.

5. Critically judge whether a certain computing service/facility is likely to be beneficial to society.

6. Demonstrate understanding that “computing” as a tool is a double-edge sword, and thus, reflect critically on whether we have been relying too much on computing devices in educating and entertaining young people.
Scientific & Technological Literacy
Course Code // CCST9004

This course introduces students to the opportunities, barriers, and challenges in designing technologies for the developing world. Students will examine the design constraints and resource limitations encountered in the developing world from different perspectives. The overall aim of the course is to broaden the vision of the students on how properly designed technologies can make positive contributions to the developing world.

Throughout the course, students will be introduced to four key intellectual ideas that form the cornerstones of developing-world technologies:

- A developing-world technology should be considered as appropriate only if it can fulfill all the design constraints and resource limitations.
- Design constraints for a developing-world technology should be defined in terms of at least four aspects: technical, social, political, and economical.
- We must think outside the box when designing and assessing a technology intended for third world deployment, as technologies that form part of daily life in the developed world usually do not meet the needs of the developing world.
- Properly designed technologies can help developing-world people solve their basic needs and improve their standard of living, while inappropriate ones may phase out rapidly.

In taking this course, students will have the opportunity to think more critically about the impact of science and technology on the cultural values and quality of life in the developing world. In doing so, they can become more mindful of the comparatively luxurious living conditions in Hong Kong where technology is abundant and plays an integral role in daily living.

The course will be taught using a combination of lectures, small-group tutorials, and hands-on design activities. Another key component of this course is a group design project where students will work collaboratively to propose a piece of appropriate technology to address an ill-defined problem that is related to real-world challenges faced by people living in the developing world.

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Non-Permissible Combination:
CCST9003 Everyday Computing and the Internet / CCST9015 Electronic Technologies in Everyday Life

Appropriate Technology for the Developing World

On completing the course, students will be able to:

1. Explain the challenges in designing technologies for the developing world.
2. Identify the key design considerations pertinent to technologies intended for deployment in the developing world.
3. Assess how technology can actively contribute to the betterment of life in the developing world.
4. Formulate a design model for a technology that has potential to be developed into a working prototype for use in the developing world.

Course Learning Outcomes

Required Reading


Study Load

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tr>
<td>Lectures</td>
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<td>Assessment: Mini project</td>
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<td>Assessment: Design project</td>
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Assessment: 100% coursework

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<tbody>
<tr>
<td>Tutorial discussion</td>
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<tr>
<td>Oral presentation</td>
<td>15</td>
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<tr>
<td>Mini project</td>
<td>20</td>
</tr>
<tr>
<td>Final project</td>
<td>60</td>
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</table>
For thousands of years human beings have been striving hard to survive, get healthier and improve their standard of living. Numerous methods have evolved to improve and maintain health, in the context of different cultural and ethnic backgrounds among various regions in the world. However, obstacles and limitations are always ahead during the development of scientific achievements to improve health. More importantly, even when we have attained certain levels of achievement, the human ambition to further improve our health and create more achievements by developing more advanced scientific techniques is never-ending. We are always at the crossroads of how much more we should achieve in one respect at the expense of others. This course will enable students to: (i) acknowledge from history the improvement of health through scientific achievements as well as realize the limitations of science in solving health-related problems; (ii) be aware of the motives and challenges when developing, making judgments and applying scientific achievements from theories to real practice on human health; (iii) recognize the dilemma of decision making on placing priorities on utilization of limited resources in fostering scientific research and health promotion with special emphasis on recent health challenges in Hong Kong and China; (iv) realize the importance of moral and ethical obligations/considerations when performing scientific research on human beings; (v) identify the actual social, national and global judgments and conscience to ensure equity and justness to enjoy scientific achievements; and (vi) comprehend the cross-influences between science and health and how health improvements develop and foster new motives and discoveries in future scientific research. Field trip visits to the Hong Kong Observatory, Daya Bay Nuclear Power Station and the Department of Clinical Oncology at Queen Mary Hospital will be arranged to keep abreast of the recent hot issues of radiation leakage, safety and surveillance (see photo).
Scientific & Technological Literacy

Assessment: 100% coursework

Required Reading


Non-Permissible Combination:

CCST9006 Biomedical & Technological Literacy – Science and Impacts

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain the basic process of scientific discovery and the historical and scientific background behind major biomedical breakthroughs.

2. Describe and explain how major biomedical discoveries have improved human health globally by providing the basics of disease mechanism, diagnosis and treatment.

3. Explain and evaluate the social and ethical implications of major biomedical discoveries.

4. Apply the above knowledge to critically evaluate other biomedical discoveries and their social and ethical implications.

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The aim of this course is to help students develop critical, balanced and multi-dimensional perspectives on the power of modern biomedical science in offering solutions to complex health problems against the new societal and ethical challenges brought by such technological advancements. It is hoped that by attending to the scientific, social and ethical ramifications of what modern medicine does to our lives and society, we may be able to shape biomedical progress to best suit our values. The course contents include: (i) Literacy in biomedical science – basic process of scientific discovery, combat with microbes, drug development, genes and the human genome; (ii) Interdisciplinary nature of scientific research for technological empowerment – organ transplantation; (iii) Complexity of the dynamic interactions between science and humanities in finding pragmatic solutions to major health problems.
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 digital photography and photjournalism. 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.

Required Reading


Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
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<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
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<tr>
<td>Movie viewing</td>
<td>4</td>
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<tr>
<td>Finding materials from the Internet/magazines, newspapers or books</td>
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<tr>
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<tr>
<td>Assessment: Dissertation</td>
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Assessment: 100% coursework

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<tr>
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<tbody>
<tr>
<td>Essay writing</td>
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<td>In-class presentation</td>
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<tr>
<td>Class discussion</td>
<td>30</td>
</tr>
<tr>
<td>Literature review</td>
<td>10</td>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Compare the way pictures are captured by a camera with the perception we acquire through sight.
2. Analyze how images can be digitally manipulated to influence our perceptions.
3. Differentiate when it comes to beauty, the subjective from the objective.
4. Critically debate the value-system of a society based on outward appearance.

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http://commoncore.hku.hk/ccst9007
Infectious Disease in a Changing World

Infectious disease is one of the key threats to global health. The emergence of new pathogens, the re-emergence of old pathogens, the growing problem of antimicrobial resistance, and the threat of bioterrorism pose substantial difficulties to public health and patient management. HIV, SARS, avian influenza and pandemic influenza, extensively-resistant tuberculosis, cholera, community-acquired methicillin-resistant *Staphylococcus aureus* are just some recent reminders that emerging infections can strike both the developing and industrialized countries equally. China, as the most populous country in the world and one of the fastest growing economies, has also been one of the epicenters for emerging infectious diseases. This course aims to: (i) introduce the concepts of microbes and infection; (ii) introduce the concepts of emerging and re-emerging infectious diseases and their local and global significance; (iii) illustrate the importance of infectious disease in the history of humankind; (iv) study the role of nations in the global control of emerging infectious diseases, with special reference to China and Hong Kong; (v) examine some basic tools to understand infectious diseases and the pathogens; and (vi) explore some of the controversial issues in the prevention and management of infectious diseases.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the interaction between microbes and humans in infectious diseases.
2. Describe the environmental, ecological, social, historical, and human factors in determining the epidemiology of infectious diseases.
3. Balance the risk and benefits of vaccination as a preventive measure for infectious diseases.
4. Demonstrate understanding of the ecology and epidemiology of some important emerging and re-emerging infectious diseases that are locally or globally important.
5. Demonstrate understanding of the importance of a free flow of information in the global control of infectious diseases.

### Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>In-class test</td>
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<tr>
<td>Topic presentation and report</td>
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<tr>
<td>Short essay</td>
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### Study Load

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<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Practical classes</td>
<td>6</td>
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<tr>
<td>Visit to the Hong Kong Museum of Medical Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Reading/Self-study</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: Essay/Report writing</td>
<td>25</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>25</td>
</tr>
<tr>
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<td>3</td>
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### Required Reading


Living with Stem Cells

Discoveries in biological and medical sciences in recent decades have transformed our life and society. The potential of stem cells to replace ‘new cells for old’ offers great hope for the treatment of many diseases, yet it is uncertain whether these cells will live up to the expectations of doctors and society at large. Some bioethicists have expressed concerns that society’s drive to find cures is obscuring our judgment and forcing us to step over inappropriate moral boundaries.

This course will guide you through the scientific discoveries to allow you to appreciate how stem cells can be a therapeutic tool, both now and in the future. It will give you the opportunity to explore the relevant moral issues and bioethical framework for evaluating the benefits and dilemmas of stem cell-based regenerative medicine. It will also allow you to examine Hong Kong’s current stem cell policies and regulations in relation to other countries, providing you with both the scientific and ethical perspectives necessary to inform future stem cell policy making.

The topics will be addressed through scientific, literary and popular media in a combination of lectures, tutorials and case studies. There will be many opportunities for interactive groupwork and sharing of ideas during the classes.

Required Reading

Course Learning Outcomes
On completing the course, students will be able to:

1. Define the basic characteristics of different types of stem cells and discuss their applications in medicine.
2. Express the implications of stem cell technologies on individuals, families, societies and humankind.
3. State the principles of biomedical ethics and apply ethical and moral understanding to evaluate the benefits and dilemmas of stem cell technologies.
4. Analyze and evaluate case scenarios for informed decision making and recommend strategies for stem cell research policy making.
5. Explain the positions taken by different individuals, organizations and cultures with respect to stem cell technologies.

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Dr D. Chan
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Assessment: 100% coursework

<table>
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<tr>
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<tr>
<td>(discussions, debates, activities)</td>
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<tr>
<td>Group projects</td>
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<tr>
<td>Individual assignments</td>
<td>40</td>
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<tr>
<td>In-class test</td>
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Assessment Tasks Weighting

In-class continuous assessment (discussions, debates, activities) 20
Group projects 20
Individual assignments 40
In-class test 20
The Science of Crime Investigation

This course introduces students to the scientific, legal and ethical concepts that underpin forensic science. Forensic science spans all scientific disciplines such as anthropology, biology, chemistry, computing, medicine, physics, etc. Students will explore and develop an understanding of the principles of forensic science through an overview as well as more topic-specific lectures, and experience hands-on some of the simple skills involved in scientific analysis. Knowledge gained will be applied and students will be required to work on an assigned case and offer solutions.

### Required Reading

- **About forensic DNA.** The DNA Initiative. From http://www.dna.gov/basics/
- **Collected writings on the washing away of wrongs.** Chinaculture.org. From http://www1.chinaculture.org/library/2008-01/31/content_26879.htm
- **Saukko, P. J., & Knight, B. (2004). Knight's forensic pathology (3rd ed.).** London; New York: Arnold. [Chaps. 1, 2]

### Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the scientific principles that underlie and support the practical application of various scientific disciplines that are involved in the forensic sciences.
2. Analyze and integrate various sources of scientific data and understand their validity and limitations hence allowing critical appraisal of their value in providing answers for solving a crime.
3. Display interpersonal communication and collaboration skills in working with students from different backgrounds.
4. Demonstrate awareness of the importance of professional standards and ethical practices.

### Study Load

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<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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<tr>
<td>Assessment: Development of case file</td>
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### Assessment: 100% coursework

<table>
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<tr>
<td>Problem-based Learning tutorials</td>
<td>30</td>
</tr>
<tr>
<td>Analysis and preparation of a case file</td>
<td>20</td>
</tr>
<tr>
<td>Presentation case analysis and conclusions (individual and small group)</td>
<td>30</td>
</tr>
</tbody>
</table>

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### Course Co-ordinator

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This course provides students with the facts about the scientific discovery leading to the development of this new and revolutionary technology, and challenges them to think, investigate and evaluate how this technology can help solve medical and health, agricultural and food, and environmental and sustainable resources problems and also its potential risk and hazards. Students will gain general understanding and knowledge of basic genetic, molecular biology and biotechnology, and interest in and awareness of the modern advancement of molecular biology and biotechnology. Students will be challenged to gain understanding about the impacts of biotechnology in human medical health, agriculture and environment. The moral-ethical issues associated with the biotechnology industry will be discussed and debated leading to the appreciation of the potential significant interconnection between biotechnology knowledge and humanities.
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.

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the scientific method and explain how the scientific method was developed and applied to explain and predict motions of celestial objects.
2. Evaluate the role of science in transforming our philosophical thinking.
3. Identify qualitative and quantitative everyday astronomical phenomena and describe how such understanding has evolved over history.
4. Describe the emergence of rational thinking and assess the effects of social environment on intellectual development through historical examples.

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Assessment: 60% coursework; 40% examination

<table>
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<td>Laboratory reports</td>
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<td>Mid-term test</td>
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</tr>
<tr>
<td>Examination</td>
<td>40</td>
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</table>

http://commoncore.hku.hk/ccst9012
Our Living Environment

This course will introduce to students the diverse ways in which human society has interacted with the natural environment, raise their awareness of the complexity of environmental issues, and encourage them to explore various aspects of global and local environmental problems. The teaching will focus firstly on how scientific and technological development has influenced human society in gaining economic benefits from understanding and being able to modify and manage the natural environment. It will then draw students’ attention to the consequences of human’s modification of the natural environment, including an increase in the scale of natural hazards recently occurring across the world. Students will be guided to examine global (resources, climate change, economic growth, etc.) and local (pollution and resource depletion in China and Hong Kong) environmental issues, and explore possible scientific and technological solutions along with political, social and economical considerations to these environmental problems.

Course Learning Outcomes

On completing the course, students will be able to:

1. Recognize and describe the reciprocal relationships between humans and their environment influenced by scientific discovery and technological development.

2. Analyze the impacts of scientific discovery and technological development on the natural environment and human societies at different spatial and temporal scales.

3. Demonstrate an awareness of the impacts of science within the broader economic, environmental and socio-cultural context, and apply knowledge gained to evaluate solutions appropriate to the specific cultures and environments.

4. Produce written evidence, in the form of individual course work, of their acquisition of knowledge and analytical skills in the topic.

5. Present, in the form of internet searching for relevant information and group digital presentation of research results, their IT and communication skills.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Fieldwork / Visits</td>
<td>4</td>
</tr>
<tr>
<td>Palaeoclimate laboratory</td>
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<tr>
<td>Reading / Self-study</td>
<td>84</td>
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<tr>
<td>Workshops on essay writing</td>
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<td>16</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>8</td>
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<tr>
<td>Assessment: Quizzes</td>
<td>2</td>
</tr>
<tr>
<td>Total:</td>
<td>148</td>
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</tbody>
</table>
The course aims at an appreciation of the close connection between music and science that has existed historically from Pythagoras on into modern times. The essential physics of musical sound production and analysis will be provided in order to facilitate the elementary principles behind wind, string and percussion instruments and their characteristic timbre. The development of scales from fundamental principles will be dealt with leading to an appreciation of some of the subtle differences between Chinese and Western music. Contemporary music and science interactions will focus on electronic music and the working principles of modern instruments such as the electric guitar. Finally some scientific understanding of musical appreciation will be given by looking at the factors that make music pleasing.
Electronic Technologies in Everyday Life

In this age of information explosion, it is easy for one to get lost in the labyrinth of new technology surfacing everyday in mass media and the Internet. While some of these new technologies will eventually change our ways of living, some, unfortunately, are mere marketing hypes. This course aims to: (i) arouse students’ general interest in science and technology, particularly with regard to current “high-tech” products that they encounter everyday; and (ii) train students to develop critical intellectual enquiries concerning existing and latest technologies they encounter in their everyday lives through examining scientific evidence and information. Through lectures and discussions, students will not only be able to recognize the latest advancement in technologies and identify misinformation presented in the mass media, but also be able to understand their social implications, as well as to develop critical thinking and to carry educated discussion about merits and common misconceptions associated with new technologies.

Course Learning Outcomes

On completing the course, students will be able to:

1. Differentiate true innovation from marketing hypes.
2. Locate caveats in marketing hypes.
3. Identify key merits of a new technology.
4. Discuss the socio-economical impact of major technologies from recent years.

Non-Permissible Combination:
CCST9003 Everyday Computing and the Internet / CCST9004 Appropriate Technology for the Developing World

Required Reading

Class notes, news clips, and advertisement excerpts.

Selections from:


Study Load

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<th>Activities</th>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
<td>24</td>
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Assessment: 100% coursework

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<tr>
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<td>Group project report</td>
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<tr>
<td>Peer-review of group project presentation</td>
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<tr>
<td>Group project presentation</td>
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</table>

Course Co-ordinator

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Energy: Its Evolution and Environmental Impacts

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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain various energy conversion technologies.
2. Assess the social benefits and environmental impacts of the fossil fuel economy and present their own views.
3. Evaluate the potential of renewable energy technologies for future sustainable development.
4. Demonstrate understanding of the ways energy was discovered and used in human history.
5. Formulate informed arguments in responding to energy-related environmental issues.

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Hidden Order in Daily Life: A Mathematical Perspective

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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of important applications of mathematics in our everyday life.
2. Apply mathematical ideas and methods to decision making on everyday issues.
3. Investigate the mathematical foundation of topics that are related to everyday life.
4. Communicate daily life problems and solutions using appropriate mathematical terminology and good English.
5. Solve real-life problems using mathematics and present the solutions using appropriate software.

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Non-Permissible Combination:  
CCST9037 Mathematics: A Cultural Heritage

Required Reading


Study Load

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<tr>
<th>Activities</th>
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<td>Lectures</td>
<td>24</td>
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<td>Tutorials</td>
<td>12</td>
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<tr>
<td>Reading / Self-study</td>
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Assessment: 100% coursework

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<tr>
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<tr>
<td>Mini project and group presentation</td>
<td>35</td>
</tr>
<tr>
<td>In-class test</td>
<td>30</td>
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</table>
Among the most fundamental questions we can ask ourselves as human beings are: Where do we come from – how did life begin and evolve? Are we alone – is the Earth unique in our universe in supporting life? and Where are we going – what is the long-term future for humankind? These questions focus on the origin, evolution and future of life, a field of study collectively termed astrobiology. Answers have been sought via scientific inquiry throughout human history, and technological advances have created paradigm shifts in the way that society reconciles new scientific findings with accepted norms and belief-systems. The course will examine: (i) how the conditions for life arose in the universe and how scientific and technological advances have changed this perception over time; (ii) the various scientific threads supporting the appearance of life including humans, and their evolutionary changes over time; and (iii) the societal implications of discovering extraterrestrial life.
Scientific & Technological Literacy
Course Code // CCST9019

Lecture Time // First semester (Wed)

Understanding Climate Change

Climate change is consistently in the news, yet there is little public understanding of what is now one of the biggest issues facing humanity. This course will provide students with the scientific literacy needed to understand climate change and consider existing and proposed solutions. The guiding objective is to promote the understanding needed to evaluate, develop and propose emerging and creative solutions at individual, local and global levels. Students will be required to critically examine different media on the subject including critiques of “An Inconvenient Truth” and “The Great Global Warming Swindle” films that present opposing sides of the climate change argument. Besides lectures, the course will use self-directed web-based learning and “blog” discussions together with a climate lab and field trip to stimulate student thinking. An interest in climate change issues and the ability to think critically and express ideas are the only prerequisites for the course.

Required Reading

Weekly or bi-weekly reading from the Internet such as Science News, Science, The Washington Post, The New York Times, South China Morning Post, etc.

Course Learning Outcomes
On completing the course, students will be able to:

1. Describe, explain and connect the basic principles, concepts and theories, pertaining to the climate change debate using appropriate scientific language.
2. Describe and explain how climate change impacts everyday life and society.
3. Critically assess films and other media information (e.g. from the Internet, the popular press, books, journals) on the climate change debate.
4. Work constructively in peer-selected groups to produce a presentation.
5. Demonstrate public speaking skills.

Study Load

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<tr>
<th>Activities</th>
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<td>Tutorials</td>
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<td>Seminars</td>
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<td>Fieldwork / Visits</td>
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<tr>
<td>Reading / Self-study</td>
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<td>Palaeoclimate laboratory</td>
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Assessment: 100% coursework

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<td>Multiple choice quiz</td>
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<td>Group presentation and blog</td>
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<td>Field trip worksheet</td>
<td>10</td>
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<td>Laboratory report</td>
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</table>

Course Co-ordinator
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http://commoncore.hku.hk/ccst9019
Sustainable Development of the Built Environment

“First we shape our buildings; thereafter they shape us.” (Winston Churchill)

An ever growing awareness of the adverse impacts that humans are having upon the natural environment is prompting a greater public awareness of the need to live in a sustainable manner. An opportunity to enact such a manner of living is no greater than the very place we spend a significant portion of our lives; the built environment. The sustainable functioning of large cities, such as Hong Kong, offers an ideal opportunity to positively influence the present and future impact of human activity on our planet.

Students of this course should gain an informed understanding of the central issues associated with sustainable development of the built environment and the ways in which these issues have been responded to throughout history and the present day as well as how they could be responded to in the future. Students will also develop an ability to formulate clear strategies by drawing upon relevant best practices and technologies. Topics specific to this course include (i) global issues related to the natural and built environment, (ii) the science of sustainable development and associated technologies, (iii) relevant ethical, socioeconomic, philosophical and political issues as well as the role of professionals, (iv) energy, and (v) case studies and the future. In this course students will be expected to attend lectures and tutorials, participate in tutorial discussions, search literature and read widely, and to also undertake a field trip (within Hong Kong) and report the results.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of abstract to semi-technical issues relating to sustainable development in the context of the built environment.

2. Demonstrate awareness of the impact of human activity on the natural and built environment and argue the role professionals have played and will play.

3. Describe modern day built environment systems and sustainable technologies.

4. Formulate strategies to ensure sustainable development of current and future built environments.

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Required Reading


Additional required readings will be provided in class by the teachers.

Study Load

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<tr>
<th>Activities</th>
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<td>Assessment: Assignments and reports</td>
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Assessment: 60% coursework; 40% examination

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<td>Participation in tutorial discussions</td>
<td>15</td>
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<td>Assignments</td>
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<td>Field visit report</td>
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<tr>
<td>Examination</td>
<td>40</td>
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http://commoncore.hku.hk/ccst9020
This course will provide students with an in-depth understanding of our marine heritage in relation to its historical, social, economical, physicochemical, and ecological aspects. In particular, the course will acquaint students with key principles and skills to resolve the environmental problems with respect to the sustainable development of marine natural resources. Students will also explore the positive and negative impacts of science and technology such as those demonstrated in the evolution of fishing gear and chemical use. Eventually, students will learn how to critically analyze the various situations, problems, conflicts and solutions regarding the use and management of our marine resources.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate in-depth understanding of our marine heritage in relation to its historical, societal, physicochemical, and ecological aspects.

2. Critically analyze the various situations, problems and conflicts with respect to the use and management of our marine resources.

3. Apply essential principles and skills to resolve the environmental problems in relation to the sustainable development of marine natural resources.

4. Appreciate our own culture related to history of the unique marine heritage in contrast to the cultures in other jurisdictions.

5. Demonstrate understanding of the potential positive and negative impacts of science and technology such as those demonstrated in fishing gears’ evolution.

6. Ascertain self-learning habits, problem solving and communication skills through various learning activities.
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 (e.g., issues such as public/private funding source, control sample, 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.

**Required Reading**


**Course Learning Outcomes**

On completing the course, students will be able to:

1. Define the scientific method and recognize how it is applied in the real world.

2. Describe how the mass media shapes our view of the modern world.

3. Explain how the public understanding and perception of science and technology issues is shaped by the mass media.

4. Critically appraise the depiction of science in the media and in popular culture: learning to formulate opinions on facts depicted, seeing how it shapes our society.

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**Assessment: 100% coursework**

<table>
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<td>Individual mini-project</td>
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<tr>
<td>Group presentation</td>
<td>20</td>
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<tr>
<td>Case study</td>
<td>30</td>
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</table>
The oceans are the last frontier on earth. They cover 70% of the earth surface, and yet we have mapped only 5% of the ocean floors. Given that the oceans are the primary reason that the Earth is habitable, increasing our understanding of this system and its role in the development of civilization, and our interdependence on the oceans’ many resources is critical. In this course we will explore the interactions between humans and the oceans throughout civilization. Humans rely on the oceans for water supply, food, energy, and military and economic activities. We will discuss how historical and recent oceanographic explorations have enlightened our understanding of the earth and contributed to the advancement of technology. The course will also explore the human impacts on the oceans and how such impacts could in turn produce adverse effects on civilization – including climate change.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the scientific process and how it relates to oceanography.
2. Describe how global conflict and the quest for food and resources led to advancement in our understanding of the oceans.
3. Evaluate critically the physical, chemical and biological impacts of human activities on the ocean systems.
4. Apply knowledge on the human dependence on the oceans to decision making on policies pertaining to their management.

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The Oceans: Science and Society

Required Reading

These readings are subject to change. More appropriate literature may be available later.


Study Load

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<td>Tutorials</td>
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<td>Fieldwork / Visits</td>
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<td>Assessment: Essay / Laboratory report writing</td>
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<tr>
<td>Assessment: Debate presentation</td>
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<td>(incl preparation)</td>
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<td>Assessment: Final class MCQ (incl preparation)</td>
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Assessment: 100% coursework

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<td>Field trip worksheet and MCQ</td>
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<td>Laboratory report</td>
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<td>Essay</td>
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<td>Mini-debate</td>
<td>15</td>
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<td>Final class MCQ</td>
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Blood, Beliefs, Biology

This course will enable students to understand the reasons for the fascination which blood holds over human beings from a number of different, but interrelated, perspectives. They will be able to articulate how our views of blood are not only changed in time through scientific discoveries and technological innovations, but are also affected by cultural and religious beliefs. Under the theme “Nature and Methods of Science,” the course will address the historical understanding of blood and its function viewed from both a western perspective as driven by scientific discoveries and from the traditional Chinese concept of blood and its relationship to qi. Under the themes “Science, Technology and Society” and “Science and Technology in Everyday Life,” the student will understand how advances in science coupled with innovations in technology have expanded the uses of blood, e.g., blood banks (and the need for screening for infectious agents), blood as source of stem cells, and blood tests in forensic and legal medicine. Finally, the course will examine the meanings which blood bring through cultural and religious beliefs, e.g., the role of blood in sacrifice and rituals, the prohibition of transfusion of blood by Jehovah’s Witnesses, and the global fascination with taking and giving of blood in vampirism and its association with immortality.

### Required Reading

Selected chapters from:


### Course Learning Outcomes

On completing the course, students will be able to:

1. Explain how scientific discoveries and technological innovations shape our understanding of blood, its biological properties and potential uses.
2. Discuss how blood maintains our body in health, and describe why transfusions of blood and its products have been viewed to bring both benefit and harm to human beings.
3. Demonstrate understanding of how cultural and personal beliefs shape engagement with blood through rituals, ceremonies, and in films and stories associated with vampirism.
4. Articulate how science is distinct from, and connected with, other areas of investigation in the humanities, the social sciences, and in everyday life.

### Assessment: 100% coursework

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<td>Field trip presentation</td>
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<td>Participation in Problem-based Learning tutorials</td>
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<td>Problem-based Learning portfolio</td>
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### Study Load

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<td>Films and videos</td>
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<td>Assessment: Field work visit report</td>
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### Course Co-ordinator

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### Teacher(s):

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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 the environment through changes in the genes.
- How human individual differences in important domains such as personality and health are influenced by genetic and environmental differences.
- How the nature or humankind may have been shaped by our evolutionary past, and the implications this has on the future of our species.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the basic principles of genetics and evolution, and give an account of the principal historical figures and their major ideas and contributions.

2. Evaluate the evidence concerning the relative roles of nature and nurture (or genes and environment) in the determination of human individual differences, and to discuss the implications of the findings of such studies.

3. Analyze how humankind’s evolutionary past may have shaped our emotional makeup and thereby impact on how we behave to each other and the material world.
Scientific Revolutions and their Impact on Modern Societies

The main purpose of this course is to review some of the most important scientific revolutions that took place in the history of science (Heliocentric, Newtonian, the Chemical, the Relativistic, the Quantum, and the Darwinian revolutions), and to present and discuss their historical context, and origin, the struggle of the individual scientists for scientific truth, and how they succeeded in changing the dominant views on nature and society. The scientific revolutions had a deep social impact, by changing the world and the way of life through the development of new technologies, and shaping a new social order. The course will promote open discussion on the social contexts and socio-cultural impacts of the major scientific discoveries. Scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the environment, and deeply influence the way of life of common people through technology. The course will address the following fundamental issues: what is science and how it works; the nature of research; normal science (paradigm), and its development; scientific anomaly and the shift in professional commitments to shared assumptions; the scientific revolution and its meaning and consequences; and the social impact of the scientific revolution.

Study Load

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<td>Reading / Self-study</td>
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<td>Assessment: In-class test</td>
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Assessment: 100% coursework

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<td>Group presentation</td>
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<tr>
<td>Reading assignments</td>
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Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the most important scientific revolutions that took place in science, their causes, and their historical context.
2. Use the relevant information about the scientific revolutions to critically examine their social impact.
3. Apply the knowledge obtained from the course to assess the impact on society of the major scientific discoveries of the future.
4. Examine the role of science in modern human history.
5. Analyze the impact of science in larger socio-cultural context.

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Required Reading

Selected chapters from:


Human judgment and decisions are often irrational. People subscribe to fallacies, hold superstitious beliefs, make inconsistent judgments, 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, modeled after actual studies, will help illustrate the effects.
Non-Permissible Combination:
CCST9035 Making Sense of Science-related Social Issues

Required Reading


Critical Thinking about Science and Technology

Science and technology are important parts of modern life, and understanding of scientific concepts is necessary to form an informed judgment on a range of topics from claims in product advertisements to policies on global issues. This process can be complex due to the abundance of easily available information. Thus, it is necessary to be able to distinguish between facts and fallacies and discriminate between different claims.

This course aims to help students to develop critical thinking skills and to apply them to a variety of science and technology issues. To achieve this aim, the course will first cover the general topics about scientific method and critical thinking, with numerous examples of both good and bad research practices, examples of misleading advertising, and controversial policy issues. The principles of critical thinking and sound scientific research will then be applied to several specific topics, which will be selected among the following areas: nanotechnology, global warming, pesticide use, nuclear energy, biofuels, alternative medicine and health supplements industry, genetic engineering, cloning and stem cell research, health risks of modern lifestyles, and threats of global epidemics.

Course Learning Outcomes

On completing the course, students will be able to:

1. Find the information on a specific topic, understand the scientific terminology, explain and interpret the relevant information, and examine its validity.

2. Describe and explain the interplay between science and technology, government policies, economics, and society.

3. Critically examine different science and technology issues relevant to their daily life.

4. Compare information from different sources, discriminate between information with different reliability, and form an informed opinion about scientific controversies.

Study Load

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<td>Reading / Self-study</td>
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<td>Assessment: Essay / Report writing</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>20</td>
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<tr>
<td>Assessment: Poster (incl preparation of own poster and grading other posters)</td>
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<td>Assessment: Examination (incl preparation)</td>
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Assessment: 75% coursework; 25% examination

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Course Co-ordinator

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http://commoncore.hku.hk/ccst9028
Cyberspace Crime: Technology and Ethics

The Internet (aka cyberspace) has become a platform in many areas, including social, cultural, and public policy. Consequently, great amounts of information and data transmitted by and stored in cyberspace are vulnerable to attack by hackers and abuse by Internet users. Moreover, some cyberspace users perform unethical or criminal acts with the belief that their identity cannot be reviewed in cyberspace, such as sharing of copyright-protected materials and spreading of rumors.

This course will adopt a holistic approach to introduce the fundamental concepts of cyberspace crime, not only from the technological point of view, but also from the legal and ethical points of view. Through the discussion of different case studies, the course aims to help students to become a scientifically and technically equipped and responsible individual and citizen. The topics of these case studies include: internet piracy, internet privacy and data leakage, freedom of speech in cyberspace, online pornography, and cybercrime theft. Famous cyberspace crime and non-crime cases in Hong Kong and the rest of the world will be included.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of what actions or application of technology in our everyday life might constitute a crime in the cyberspace.
2. Describe and explain the legal challenges of cyberspace crime in Hong Kong.
3. Formulate arguments in responding to cyberspace crime related ethical issues.
4. Demonstrate understanding of real-world issues relating to the balance between the use of cyberspace technologies, legal challenges and ethical responsibilities.

### Study Load

- **Activities**
  - Lectures: 24
  - Tutorials: 10
  - Seminars: 4
  - Assessment: Essay / Report writing: 50
  - Assessment: Presentation (incl preparation): 40
  - Assessment: Quizzes: 20
  - Total: 148

- **Assessment: 100% coursework**
  - Assessment Tasks: Weighting
    - Quizzes: 40
    - Case study: 35
    - In-class presentation / Class discussion: 25

---

### Required Reading

Modern forensic science covers multiple scientific disciplines such as chemistry, physics, biology, medicine, computing, engineering, etc. This course will lead students to explore the world of modern forensic science through a series of selected forensic science topics interplayed with interesting, famous or mysterious crime case studies and Problem-based Learning tutorials. Additionally, hands-on practicals will enable students to carry out the collection of, and examination and analysis on, several types of forensic materials, including hairs and fibers, fingerprints and soil samples, 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 additional 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. All course contents including practicals are designed to be suitable for students having little or no science training.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain how scientific and technological principles are being applied in modern forensic science.

2. Demonstrate good understanding of how modern forensic science is being applied to uphold justice in the society and solve crimes in everyday life.

3. Investigate and apply forensic principles and analysis on evidences/samples gathered by students.

4. Apply critical thinking and scientific knowledge systematically on uncertain and unfamiliar situations, starting from identifying and defining problems, gathering evidences, analytical reasoning and group discussion, to finally generating solutions to solve the problem of crime case studies.

### Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies and Problem-based Learning tutorial</td>
<td>20</td>
</tr>
<tr>
<td>Individual collection of references into a personal reference folder with a summary report and a group presentation</td>
<td>20</td>
</tr>
<tr>
<td>Assignments and laboratory reports</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
</tbody>
</table>

### Course Co-ordinator

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http://commoncore.hku.hk/ccst9030
“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 to society. 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate their understanding of how nature has inspired and continues to inspire innovative intelligent responsive systems in buildings.

2. Analyze and discuss how smart buildings/environments, technology and society mutually spur their collective development.

3. Demonstrate their understanding of ways in which intelligent buildings respond to and shape culturally diverse values as well as influence each of our daily lives.

4. Identify and describe key developments in building technology that contribute to and inspire smart building systems that react and appropriately respond to various human actions and needs as well as environmental conditions or phenomena.

5. Explain how intelligent building systems contribute to sustainability.

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Required Reading


Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
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<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Seminars</td>
<td>4</td>
</tr>
<tr>
<td>Fieldwork / Visits</td>
<td>8</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>12</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>18</td>
</tr>
<tr>
<td>Assessment: Homework assignments</td>
<td>18</td>
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Assessment: 100% coursework

<table>
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<tr>
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<tbody>
<tr>
<td>Group report and presentation</td>
<td>15</td>
</tr>
<tr>
<td>Group assignment activity and presentation</td>
<td>25</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Individual final report</td>
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</tr>
</tbody>
</table>

http://commoncore.hku.hk/ccst9032
Left Brain, Right Brain: Science and Myth

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain, in general and non-technical terms, the general principles that govern neural function and hemispheric specialization in the human brain.

2. Critically evaluate the nature of brain organization that underlies different human abilities (e.g., seeing, language, creativity).

3. Effectively communicate and collaborate with teammates in developing a term project that critically evaluates the link between cerebral laterality and domains of human expression.

4. Demonstrate an understanding of the general principles by which the scientific method can be used to evaluate complex, ill-defined problems.

Required Reading


Selected primary journal articles.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>24</td>
</tr>
<tr>
<td>Group project</td>
<td>24</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>24</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>12</td>
</tr>
<tr>
<td>Assessment: In-class test (incl preparation)</td>
<td>12</td>
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<tr>
<td>Total:</td>
<td>132</td>
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Assessment: 100% coursework

<table>
<thead>
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<th>Weighting</th>
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<tr>
<td>Oral presentation of group project</td>
<td>10</td>
</tr>
<tr>
<td>Participation in tutorial discussions</td>
<td>10</td>
</tr>
<tr>
<td>Participation in discussions on the class blog</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td>35</td>
</tr>
</tbody>
</table>
We are living in an increasingly hazardous world. Since the beginning of this century we have experienced unprecedented disasters: the Asian tsunami, Hurricane Katrina, the 2003 European heat wave, devastating earthquakes in Sichuan and Haiti and the volcanic eruption in Iceland in April 2010, 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. 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 adjustment, mitigation and the role of science and technology will be evaluated. Governance in the form of hazard planning and management will also form a focus.

## Required Reading


## Assessment

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<tr>
<td>Hazard portfolio</td>
<td>35</td>
</tr>
<tr>
<td>Short presentation</td>
<td>20</td>
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<tr>
<td>Participation in tutorial discussions</td>
<td>5</td>
</tr>
<tr>
<td>Examination</td>
<td>40</td>
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</table>

**Course Co-ordinator**

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Scientific & Technological Literacy

Course Code // CCST9035

Lecture Time // Second semester (Wed)

Making Sense of Science-related Social Issues

Non-Permissible Combination:
CCST9028 Critical Thinking about Science and Technology

Required Reading


Study Load

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<th>Activities</th>
<th>Number of hours</th>
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</thead>
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<td>Lectures/ Seminars/ Workshops</td>
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</tr>
<tr>
<td>Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
</tr>
<tr>
<td>Assessment: Group video production and presentation</td>
<td>10</td>
</tr>
<tr>
<td>Assessment: Group poster production and presentation</td>
<td>40</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>20</td>
</tr>
<tr>
<td>Total:</td>
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Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video report on a SSI</td>
<td>15</td>
</tr>
<tr>
<td>Peer-evaluated poster presentation</td>
<td>25</td>
</tr>
<tr>
<td>Essay</td>
<td>60</td>
</tr>
</tbody>
</table>

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

The course will consist of three components: (1) Features about science and technology aims to promote an understanding of the nature of science and technology. Cases on frontier scientific research such as the development of anti-cancer drugs and prenatal diagnosis, and their implications and controversies, will be discussed. (2) The making of science-related news in the media aims to develop an understanding of the agendas behind the inclusion of certain SSI 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and describe relevant features of science and technology as reflected in history of science and contemporary science practice.

2. Explain the intricate relationship between facts and opinions, and evaluate arguments as presented in different sources of the media on the same issue.

3. Apply the understanding of the nature of science and technology and news media in critical analysis of SSI.

4. Communicate ideas related to science, technology and society in an organized manner with appropriate terminologies.

5. Critically evaluate a SSI and make sensible judgments and decisions on the SSI based on evidence and ethical values, etc.

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http://commoncore.hku.hk/ccst9035
Material World: Past, Present, and Future

The civilization and technology of humankind in the pre-historical period may be described by the type of materials used. The transition from one period to another reflects the evolution in human civilization and their skills in making and processing materials. Analyzing the chemical components in archaeological objects is indeed a very important tool to identify when these objects were made. The rapid advancement in modern technology is also a consequence of the development of many new types of materials. For example, the discovery of silicon in 19th century and the invention of the transistor in 20th century paved the road for the “information age”.

This course is designed to equip students with a general understanding that the development of materials by humankind in history has a close relationship with human civilization. The organization of the course will be based on the development of materials by humankind in chronological order, and the underlying scientific principles. The principles related to the preparation, processing, and functions of different types of materials will be integrated into the topics presented.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify, describe, and compare some essential materials used by human in the past and present, and to explain the basic scientific principles of how there materials function.

2. Describe and explain the relationship between the usage of materials and advancement in human civilization.

3. Identify problems related to the improper usage and disposal of materials, and describe the impact of these problems to our society.

4. Analyze simple scientific problems related to materials, to design and conduct simple experiments to solve these problems, and to organize, present, and discuss their findings in public or other workshops.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Seminars</td>
<td>4</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>20</td>
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<tr>
<td>Practical sessions</td>
<td>12</td>
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<td>Assessment: Essay / Report writing</td>
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<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: In-class test</td>
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<td>Assessment: Group project</td>
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<td>140</td>
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Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini group project</td>
<td>30</td>
</tr>
<tr>
<td>Presentation of project</td>
<td>15</td>
</tr>
<tr>
<td>Participation in practical sessions</td>
<td>10</td>
</tr>
<tr>
<td>Participation in discussion group</td>
<td>5</td>
</tr>
<tr>
<td>Quiz</td>
<td>40</td>
</tr>
</tbody>
</table>

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Required Reading

Mathematics is one of the major threads, together with language, science, and the arts, that have woven 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 cultural pursuits such as philosophy, the arts, and science and technology, and to study how they have affected each others’ development. Rather than transmitting a body of technical knowledge in mathematics, our emphasis is placed on appreciating, contemplating, and examining the beauty, the utility, and the “Way” of mathematics, as well as the intricate relationship between mathematics and other human cultural pursuits.

The demand on technical preparation in mathematics is minimal, say up to the level of the general mathematics curriculum in secondary school, but the student is expected to possess intellectual curiosity and willingness to participate in the reasoning process.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Appreciate and describe the beauty, the utility, and the “Way” of mathematics.
2. Comprehend and describe how mathematics was and is being developed as a work of human culture.
3. Investigate and describe the interplay among mathematics and other areas of human culture.
4. Investigate and explain the role of mathematics in the development of civilization.

### Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>In-class worksheets</td>
<td>10</td>
</tr>
<tr>
<td>Weekly assignments</td>
<td>30</td>
</tr>
<tr>
<td>Tutorial discussions</td>
<td>20</td>
</tr>
<tr>
<td>Essay</td>
<td>40</td>
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</tbody>
</table>

### Required Reading

Selected sections from:


Selected excerpts from other books.
Selected articles from journals, magazines, and newspapers.

### Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>Assessment: Essay / Report writing</td>
<td>30</td>
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<tr>
<td>Assessment: Weekly assignments</td>
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<tr>
<td>Total</td>
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### Assessment Tasks

- In-class worksheets: 10
- Weekly assignments: 30
- Tutorial discussions: 20
- Essay: 40

### Course Co-ordinator

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### Non-Permissible Combination:

CCST9017 Hidden Order in Daily Life: A Mathematical Perspective

http://commoncore.hku.hk/ccst9037
Science and Science Fiction

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

This course will cover the topics of the influence of science on science fiction, the influence of science fiction on science, and the influence of science fiction on public perception of science and scientists. These topics will be discussed in the context of examples of science fiction works dealing with space exploration and space travel, time travel, near future fiction, and science fiction dealing with social issues. The science concepts involved in these topics will be briefly explained at a layperson level, and the main emphasis will be placed on critical thinking and analyzing interdisciplinary connections and relationships.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe what is science fiction and classify different types of science fiction.
2. Illustrate the use and misuse of science as a plot device.
3. Describe and explain the influence of science on science fiction and vice versa.
4. Appraise and evaluate scientific and societal relevance of science fiction works.

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Required Reading


At least one of the books from the list of examples of works provided. Science fiction books not on the list can be acceptable if approved by the course coordinator.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>Reading / Self-study</td>
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<td>Assessment: Essay / Report writing</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>30</td>
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<tr>
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Assessment: 100% coursework

<table>
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<tr>
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<td>Short essay</td>
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</table>
The course seeks to expose students to a range of statistical concepts and perspectives essential to the understanding of different scientific, social and economic issues. The course consists of two parts. The first part aims at enhancing students’ understanding of some fundamental statistical principles and concepts. This enables them to comprehend and assess critically the statistical analyses presented in various sources, such as news media and research reports which they would frequently come across in their daily lives. The second part introduces students to a range of major official statistical series compiled by the Government and selected statistics compiled by non-government organizations, the academia, and private companies. Key concepts and methodologies underlying the compilation of these statistics will be covered. The focus of this part is on analyzing and interpreting the inter-relatedness among Hong Kong, Mainland China and other major territories in the world, and understanding various socio-economic issues through studying different sets of statistics. Through a more in-depth understanding of the proper interpretation and application of statistics, students will be able to compare and formulate solutions using appropriate statistics in discerning the complexities and cross-disciplinary nature of real life issues.

Non-Permissible Combination: CCST9002 Quantitative Literacy in Science, Technology and Society

Required Reading

There is no official textbook for the course. Lecture notes will be distributed and all required readings will be provided.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>30</td>
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<tr>
<td>Assessment: Group project</td>
<td>30</td>
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<tr>
<td>Assessment: Examination (incl preparation)</td>
<td>30</td>
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<td><strong>Total:</strong></td>
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Assessment: 60% coursework; 40% examination

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<th>Weighting</th>
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<tr>
<td>Group project (written report)</td>
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</tr>
<tr>
<td>Tutorial participation and performance</td>
<td>20</td>
</tr>
<tr>
<td>Examination</td>
<td>40</td>
</tr>
</tbody>
</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of some commonly used probability and statistical concepts.
2. Evaluate and interpret critically statistics reporting from the press and various research reports.
3. Analyze problems and make logical decisions from a statistical perspective.
4. Analyze the inter-relatedness among different territories, appraise the socio-economic well-being of a territory through statistics.

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Assessment Tasks Weighting

Group project (written report) 40
Tutorial participation and performance 20
Examination 40

http://commoncore.hku.hk/ccst9039
The Science of Evidence: Is Medicine Scientific?

The aim of this course is for students to understand the complexity involved in the application of scientific knowledge to the improvement of the human condition, both from the individual and societal perspective. As such, the course will require the students to think critically about topical, ill-defined, societal issues with complex ramifications from a number of perspectives. Science is a tool with which we can test reality to determine that which is. Hence, the course will examine the science of evidence – what is it and how do we know it? Knowing what is “true” is not necessarily straightforward.

The course provides a vehicle within which students can explore the issues of how and where evidence for and against certain truths comes about. This is particularly important in a world that is increasingly being filled with “evidence” and countervailing “evidence” in support of such issues as global warming vs. global cooling; evolution vs. intelligent design; “healthy” and “unhealthy” food; drugs – bad chemicals, bad people or bad science? The course covers how evidence is used to support particular value-based orientations through a series of example cases.

The course requires students to explore a series of in-depth case studies which underpin the basis of “evidence”, its influences and contents, and how these influence meaning and knowing. Teaching is by core lecture-based material supplemented by snowballed small group learning to enable students to pursue in-depth, self-directed learning for several exemplary problems and to debate these openly within the class. It is crucial for this course that students are fully engaged in this process of debate and discussion as this exemplifies the mechanisms by which evidence is used in the real world. Small-group sessions will be managed using a “floating tutor” approach – Following the presentation of some core material, students are then asked to synthesize and derive related short-term learning goals that they research and present at the next session’s small groups. These will be guided by provision of Problem-based Learning (PBL) materials. Following small groups, large group integrative discussions will wrap up each session.

Course Learning Outcomes

On completing the course, students will be able to:
1. Offer related theoretical explanations for different international recommendations on food components and their consumption.
2. Integrate features of examples of established knowledge systems that have been overturned by evidence and extrapolate this to one or more relevant current “debates”.
3. Rationalize the use of evidence in claims to knowing within different complex debates.
4. Relate the evidence for harmfulness of drugs to their legal status: offer reasoned explanations for any inconsistencies.
5. Analyze the moral and ethical issues inherent in societal and personal application of and responses to the use of evidence for population based decision making.
6. Integrate the above and synthesize implications for knowing how evidence is contextualized in our perceptions of the world.

Study Load

<table>
<thead>
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<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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Assessment: 100% coursework

<table>
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<tr>
<th>Assessment Tasks</th>
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<td>Essay</td>
<td>30</td>
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<tr>
<td>Poster presentation</td>
<td>30</td>
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</table>
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 vehicle 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 account, 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Recognize the importance and widespread occurrence of wave motion, the primary process in the transmission of energy and information in Nature. Comprehend the working principles of several selected inventions and phenomena, e.g. radar, mirage, and telescope, as examples of how wave motion has brought changes to the society.

2. Describe the historical development of optical fiber and wireless communications, and identify and analyze the capability and the limitations of these two modern inventions of technology.

3. Realize that waves of gigantic scales occurring in Nature (e.g. tsunamis and earthquakes) cannot be seen nor heard, and since measurements of these motions are difficult, international collaboration must be sought to mitigate potential damages.

4. Demonstrate (a) understanding of how a body of scientific knowledge is created; (b) ability to apply established scientific principles to everyday devices and phenomena, and (c) capability to evaluate claims and conjectures in newspaper and media.

5. Identify the distinctions, restrictions and inter-connectedness between elegant, rigorous scientific principles and the demand for cost, efficiency and performance of products in technology.
It’s All About Time

This course will introduce students to a well-known but poorly understood phenomenon, time. We all have a personal concept of time since it drives our lives minute by minute, and day after day. It changes us over our lifetime yet it is one of the greatest mysteries to humankind. In this course, we will discuss the concept of time and how it profoundly affects our everyday lives from different yet connected angles: cosmological, biological, geological, historical and cultural. We will explore the fundamental definition of time, how we measure it, how it is essential to the development of humankind. We will examine the patterns and laws that are exposed in the progression of events. We will investigate the concept of evolution, one of the greatest discoveries in the history of science as an intrinsic property of life and other components of nature.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the concept of Time and how it has been measured and perceived in different stages of the story of human civilization.

2. Elaborate critically on an ordinary, everyday phenomenon such as Time, and on its role in the development of knowledge and its consequences for modern society.

3. Use the familiar concept of Time to derive connection and commonalities between different aspects and disciplines of science and the humanities.

4. Demonstrate an understanding of the universal beauty of natural science and obtain a better understanding of the nature of Time as perceived in different cultures.

5. Realize the importance of good management of time.

Study Load

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<td>Seminars</td>
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<td>Movie and discussion</td>
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<td>Assessment: Presentation (incl preparation)</td>
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<tr>
<td>Assessment: Examination</td>
<td>2</td>
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Assessment: 80% coursework; 20% examination

<table>
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<td>Problem-based Learning sessions and group poster presentation</td>
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<tr>
<td>Essay</td>
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<tr>
<td>Examination</td>
<td>20</td>
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</tbody>
</table>
Education in the critical faculty is the only education of which it can be truly said that it makes good citizens.

William Graham Sumner
Humanities
Course Code // CCHU9001

Lecture Time // Second semester (Wed)

Designs on the Future: Sustainability of the Built Environment

The course examines a broad range of sustainability issues such as population and urbanization; transportation and logistics; resources—water; resources—energy and food; (natural) disasters; community and governance; technology and mobility. These are explored through the perspective of contemporary and historical examples of how people, in their visions of the future, have sought to perfect built environments as the setting for model communities. The ideas raised are discussed in weekly tutorial sessions and are brought together at the end of the course with an intensive workshop, in which students look to define their own vision of a sustainable community. This course is intended to inspire thinking about the way we should construct our living environments in future, in order to find a sustainable balance.

Required Reading

The set readings which the students are required to read and make a written response to, will be announced in the previous week’s lecture. The readings are on current issues and will be in a variety of media, but typically will be between 1500 and 3000 words each.

Study Load

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<th>Number of hours</th>
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<td>Tutorials</td>
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<td>Workshop / Seminars</td>
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<td>Reading / Self-study</td>
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<td>Assessment: Written assignments</td>
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Assessment: 100% coursework

<table>
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<td>Critical writing</td>
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<td>Participation in tutorial discussions</td>
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<tr>
<td>Assignments and presentation</td>
<td>25</td>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the concept of sustainable living environments, and discuss ideas about the interdependent relationship between humans and their environment, and the values and responsibilities placed on humans as custodians of the environment.

2. Identify prevailing ideas and philosophies in sustainable development and evaluate the extent to which these influence, and are influenced by the built environment.

3. Explore, interpret, and critically analyze expressions of the future environment, through time and its attendant physical and socio-cultural contexts, challenge traditional processes and thinking, and appreciate how visions of the future can inspire innovation in thinking and design.

Course Co-ordinator

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http://commoncore.hku.hk/cchu9001
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 posses our own bodies. Exploring the birth of ‘surveillance society’ enables us to reflect upon – and challenge – the inherited assumptions which underpin our reliance on government and our aspirations for personal autonomy. This course ranges from the formation of the modern state in Europe and the technologies it developed for managing populations, to global health surveillance and recent biomedical advances which have resulted in progressively interventionist governmental measures, with profound social, political and ethical implications. Topics include: surveillance; ‘medical police’ and state-sponsored interventions in eighteenth and nineteenth-century Europe; the invention of the ‘population’ as a collective body; colonialism and the global exportation of ideas about what is ‘normal’; ‘healthy citizens’: the coercive state and the democratization of society; and, finally, the limits of public health in the twenty-first century.

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Course Learning Outcomes
On completing the course, students will be able to:

1. Analyze the historical role of the state in regulating health.
2. Reflect upon and critically consider the relationship between health and societal organization.
3. Apply comparative historical approaches to examine the political, social and ethical issues which underlie current public health debates.
4. Reflect upon and critically consider how Western and non-Western health systems have impacted upon each other.
Making History:
Engaging with the Powerful Past

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Engage critically with representations of the past.
2. Analyze and use evidence to construct historical accounts.
3. Critically interpret interconnections between past and present.
4. Reflect upon and critically consider the value of historical awareness.

Required Reading


Study Load

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
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Assessment: 100% coursework

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<td>Fieldwork report</td>
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<tr>
<td>Meeting participation</td>
<td>30</td>
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Course Co-ordinator
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Catastrophes, Cultures, and the Angry Earth

This course explores how natural disasters have influenced cultures and societies across time and geography. It will encourage students to reflect upon the interconnections between nature, society, and the built environment in new and exciting ways. Using disasters as revealing, the course will assist participants to think critically and creatively about: what makes a natural phenomenon such as an earthquake, a tsunami, a volcanic eruption, or a cyclone a natural disaster; how have premodern, early modern, and modern societies interpreted disasters and what does this tell us about our evolving relationships with religion, science and technology; and how and why have people portrayed disasters through art, literature, and the media. Students will also examine how governments have responded to disasters and used reconstruction processes to redevelop landscapes, remake societies, and reorder politics. Disasters will thus be examined not only as events that cause suffering and devastation, but as occurrences that inspire opportunism and unleash contestation. Disasters studied will include the 1700 Cascadia Earthquake and Tsunami, the Indian Ocean Tsunami of 2004, the Great Kanto Earthquake of 1923 and the Great Tohoku Earthquake and Tsunami of 2011, hurricanes in the Atlantic world including Hurricane Katrina 2005, Cyclone Nargis of 2008, and the Sichuan Earthquake of 2008.

Course Learning Outcomes

On completing the course, students will be able to:

1. Interpret, analyze, and critically and creatively reflect upon how natural disasters have been understood, interpreted, explained, and expressed across cultures and over time since 1700 to the present.

2. Interpret, analyze, and critically and creatively reflect upon how governing elites and non-governmental actors have attempted to use catastrophes and the reconstruction processes that follow to redevelop landscapes and reorder societies.

3. Interpret, analyze, and critically and creatively reflect upon how historical knowledge and understanding of past natural disasters can help us better understand and develop solutions to problems posed by future catastrophes in our region of the world.

4. Interpret, analyze, and critically and creatively reflect upon how the study of natural disasters can illuminate the interconnections between science, technology, religion, politics, economics, society, and the humanities.

Required Reading


Stories from the Katrina Narrative Project. New Orleans: UNO Press. [Excerpts]


Study Load

<table>
<thead>
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<th>Activities</th>
<th>Number of hours</th>
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<tr>
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<tr>
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<tr>
<td>Group work (debates, disaster management plan, disaster relief poster)</td>
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Assessment: 100% coursework

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Course Co-ordinator

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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 animal husbandry, and the justification of healthcare policies about food and drugs. We shall also look at issues about objective standards in food, such as the relationship between food and art, and how we evaluate taste and food preferences. 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Compare and contrast the various absolutist, relativist and contextualist positions about morality and values.
2. Identify the critical factors to consider in moral evaluation and apply such knowledge in analyzing selected ethical problems related to food.
3. Critically examine the nature of subjectivity in aesthetic and taste preferences and the possibility of objective evaluative standards, and demonstrate an awareness of their connections to moral reasoning.
4. Use relevant research information related to the course to collaborate with others in presenting ideas creatively, clearly and systematically.

Required Reading


Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
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</tr>
<tr>
<td>Reading / Self-study</td>
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<tr>
<td>Assessment: Writing assignments</td>
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<td>Assessment: Special project</td>
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Assessment: 100% coursework

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<tr>
<td>Special project</td>
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<tr>
<td>Tutorial participation</td>
<td>10</td>
</tr>
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</table>
Girl Power in a Man’s World

Girl Power has emerged as the subject of much popular, policy and scholarly interest in the new millennium. This interest has been sparked by multiple, competing debates about girlhood for it is girls and young women whose lives have long been shaped by male-dominant societies and patriarchal structures and yet who have, with the rapid changes resulting from a globalizing political economy, experienced a surge of new opportunities and challenges. These range from choices in the domains of personal health, sexuality, education and occupational choice to changes in their roles in their interactions with family, peers, and colleagues. Boys and men have also had a significant role in “Girl Power”. Listen to http://www.worldvisionreport.org/Stories/Week-of-February-27-2010/Factry-Girls, look at http://www.youtube.com/watch?v=OrRtJY28ps8, and read http://www.threcupsoftea.com/ and http://www.guyland.net/ to gain an understanding of some of the issues which will be covered. The debates about girlhood and their implications for their male counterparts have largely been in the context of the social transformations and experiences of girls and young women in developed countries. But the majority of the world’s female adolescent (10 to 24 years) population lives in the developed world. While gender discrimination occurs across the life cycle in most developing countries there are particular threats to adolescent development in these contexts. The relevance of girls’ empowerment – the emerging opportunities, the traditional demands, and the choices created and taken – clearly extends beyond the borders of developed countries. Indeed girls’ and women’s issues are core to Millennium Development Goals (MDG), the main development targets to improve the human condition. 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.

Course Learning Outcomes

On completing the course, students will be able to:
1. Explain and apply key theories and concepts relating to how we define girlhood from both historical and contemporary perspectives.
2. Demonstrate understanding of how a myriad of modern disciplines – such as anthropology, psychology, economics, sociology, medicine and politics – shape our perception and definition of girlhood.
3. Apply a holistic comprehension of girlhood on a multiplicity of dimensions (e.g., social, economical, political) that embrace the human condition both locally and globally.
4. Analyze the immediate and long-term social issues that emerge when societies limit how girl power is both explicitly and implicitly defined.
5. Analyze the role that culture plays in normatizing girlhood, taking examples from both developed and developing societies.
6. Critique how girl power is both assisted and hindered by patriarchal-oriented social norms, and critically understand the complex relationship between girl power and masculinity.
7. Demonstrate a broad perspective of the issues defining girlhood and how these insights impact the daily lives of students – both male and female.
Sexuality and Gender: Diversity and Society

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 we believe 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 (in some cases beyond it). People who are gay, lesbian, bisexual or asexual. Transgender people and individuals who cross dress, or play with bondage, domination, and sadomasochism, use pornography, and/or are involved in commercial sex activities. And other people whose own experiences, known by strange-sounding names such as acrotophilia and apotemnophilia, have their own story to tell. In lectures and tutorials we will examine other questions, such as: To what extent are sexual and gender diversity biologically ‘hard-wired’ rather than learned? What is ‘normal’ in human sexuality and gender? How, when thinking about sexual and gender diversity, do we distinguish normal from abnormal, different from deviant, and healthy from sick anyway? When responding (as individuals and as a society) to those whose sexuality and gender are different to our own, how do we balance individual rights (e.g. to sexual and gender expression) and responsibility to others (e.g. ‘to protect family values’)? What roles do society and culture play in forming our ideas about sexual and gender diversity? What roles do language, the arts and religion, the family, education, and the media play, not only in forming those ideas, but also in transmitting them? What effect has science and medicine had on the lives of individuals from sexual and gender minorities? How, in an increasingly interconnected world, are our ideas about sexual and gender diversity changing? We expect students will come out of the course with an informed, open-minded and critical understanding of the issues covered, and better able to join contemporary debates on sexual and gender diversity: debates that so often stir deep emotions and challenge fundamental beliefs.

Course Learning Outcomes

On completing the course, students will be able to:

1. Critically evaluate concepts central to the study of sexual and gender diversity and appraise the role that society and culture play (a) in the construction of these concepts and the links and distinctions that are drawn between them, and (b) in framing actual development of individuals from sexual and gender minorities.

2. Demonstrate understanding of historical changes (and cultural differences) in the ways in which sexual and gender diversity has been (and is) viewed.

3. Critically appraise the ways that ideas about sexual and gender diversity are created and transmitted (and adherence to norms is regulated) within any culture or society, and reflect upon how these ideas (including norms) frame our responses (individual and collective) to sexual and gender diversity and to the behaviour of persons belonging to sexual and gender minority groups.

4. Analyze critically the impact of increasing global interconnectedness in framing ideas about sexual and gender diversity, norms for sexual and gendered behaviour, and individual and collective responses to individuals from sexual and gender minorities.

5. Reflect on ways in which, globally, and in regard to sexual and gender diversity, humanity can reconcile a heightened awareness of cultural differences with a respect for individual differences and preferences, uphold human rights, justice and equality, and improve the well-being of humankind.

6. Reflect and debate on issues of human sexual and gender diversity in an informed and rational way, incorporating an awareness of others’ experiences and perspectives and a commitment to fundamental democratic values such as freedom of speech (including expression of ideas), human rights, justice and equality.
Moral Controversies in Contemporary Society

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

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Open-mindedly consider different viewpoints in moral controversies.

2. Identify the strengths and weaknesses of different philosophical and popular arguments in the four topic areas of the course.

3. Demonstrate understanding of the major moral philosophical approaches and techniques in moral reasoning.

4. Formulate and critically assess personal positions/convictions.

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Study Load

<table>
<thead>
<tr>
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<td>Tutorials</td>
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Assessment: 100% coursework

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<td>Mid-term essay</td>
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</tr>
<tr>
<td>In-class test</td>
<td>40</td>
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</table>
Being Different: Understanding People with Disabilities

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

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain disability issues through a critical analysis of its definitions, moving away from the purely medical model to a human rights perspective and the social model of disabilities.
2. Identify the social, political, biological and cultural determinants of social exclusion in disabilities.
3. Demonstrate understanding of the experiences of persons with disabilities and reflect on the personal values and societal issues of social inclusion.
4. Express an understanding of the family issues, educational concerns, and psychosocial aspects of the disability experience.
5. Critically examine the basis of discrimination and necessary changes for social inclusion of human diversities.
6. Critically examine the related social policies and service provisions and identify the changes necessary to build up a barrier-free society.

Required Reading


Course Co-ordinator

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Teacher(s)

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Study Load

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Assessment: 100% coursework

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<tr>
<td>Reflection notes</td>
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Social Divisions in Contemporary Societies

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Apply personal experiences and observations to the discussion of social divisions.
2. Explain how social divisions are socially constructed.
3. Analyze social divisions from different perspectives.
4. Examine social exclusion faced by disadvantaged social groups.
5. Identify ways to narrow social divides in contemporary societies.

Study Load

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<th>Activities</th>
<th>Number of hours</th>
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</thead>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>30</td>
</tr>
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<td>Assessment: In-class quiz and final test (incl preparation)</td>
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Assessment: 100% coursework

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<td>Tutorial participation</td>
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<tr>
<td>Final test</td>
<td>40</td>
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</table>
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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe, explain and differentiate the sociological, psychological, anthropological and biological theories and ideas related to body, beauty and fashion.

2. Extrapolate key elements of various theories regarding beauty, body image, fashion and gender and apply to their everyday experiences.

3. Assess and critique messages regarding beauty, body image and fashion and place these messages in both a local and global context.

4. Demonstrate comprehensive understanding of the complex relationship between gender and beauty and how culture and history impact this relationship.

5. Critically assess social messages regarding body, beauty and fashion and discuss the social responsibility of accepting, not judging beauty as they explore alternative concepts of beauty that question conventional definitions.

Required Reading


Study Load

<table>
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<th>Activities</th>
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<tr>
<td>Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Fieldwork / Visits</td>
<td>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: In-class quizzes (incl preparation)</td>
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Assessment: 100% coursework

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<td>Fieldwork assignment</td>
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<tr>
<td>In-class quizzes</td>
<td>20</td>
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<tr>
<td>Tutorial workshop participation</td>
<td>20</td>
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</table>
Cultural Heritage has been consistently in the news in recent years in Hong Kong, Mainland China and the rest of the world and this has created renewed interest and debates that surround the significance of heritage conservation and preservation where it is viewed as part of the creative cultural industries, as exemplified by the Kowloon Cultural Hub, as well as the tourist industry. Cultural heritages include the built environment, primarily historical buildings and sites as well as “intangible heritages” as defined by UNESCO which include the living cultures of the people such as religion, ethno-music, films and food. Both categories of heritages are now assuming great significance and communities and governments throughout the world are now looking at the need to preserve cultural heritages with a high level of urgency. This course addresses three key themes relating to cultural heritages in the contemporary world, namely, (i) Understanding our History and Culture, (ii) Conservation and Preservation of Cultural Heritages, and (iii) Cultural Heritage and the Tourism Industry.

Study Load

<table>
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<th>Activities</th>
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<td>Seminars / Tutorials</td>
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<tr>
<td>Fieldwork / Visits</td>
<td>10</td>
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<tr>
<td>Reading / Self-study</td>
<td>30</td>
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<td>Assessment: Essay / Report writing</td>
<td>24</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: Group discussion</td>
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Assessment: 100% coursework

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<tbody>
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<tr>
<td>Group project and presentation</td>
<td>30</td>
</tr>
<tr>
<td>Blog writing / Tutorial discussion</td>
<td>20</td>
</tr>
<tr>
<td>Test</td>
<td>20</td>
</tr>
<tr>
<td>Pop quiz</td>
<td>10</td>
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</tbody>
</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe, explain and connect the basic concepts and theories pertaining to cultural heritage using appropriate academic language.

2. Critically examine the preservation and conservation of cultural heritage in Hong Kong and other Asian societies using relevant theoretical knowledge.

3. Propose a policy framework for implementation of the preservation and conservation of cultural heritage in Hong Kong.

4. Demonstrate an awareness of the need for the sustainability of cultural heritage in contemporary society.

5. Explain the significance of cultural heritage in everyday life and society from historical and contemporary perspectives.

6. Evaluate the relationship between intangible cultural heritages, and the tourist industry in the local and global environment.

7. Demonstrate critical understanding of the academic and policy debates and framework of cultural heritage from various media portrayal (newspapers, films, internet, journals).

Course Co-ordinator

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Course Code: CCHU9013

Required Reading


Teacher(s)

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Lecture Time // First semester (Wed)
**Humanities**

**Course Code // CCHU9014**

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# Spirituality, Religion and Social Change

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

Open to believers, agnostics, skeptics, atheists and seekers, this course will give you exposure to, and an opportunity to engage with, the spiritual heritage of humanity: 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:

Required Reading

The required reading each week is one chapter or book selection of approximately 10–25 pages long. Besides two readings which provide a conceptual framework for using anthropology and film to understand religion, the other readings all explore connections between scientific and religious approaches to reality. The readings are taken from the following volumes:


Field Trips

Students shall join field trips to three of the following religious communities in Hong Kong: Baha’i, Buddhism, Daoism, Christian, Hinduism, Islam and Judaism, and take part in activities such as meditation, spirit-writing, ritual, study circle, interviews and discussions with believers. Some ethnographic documentary films will be shown as well.

Study Load

**Activities**

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<th>Activities</th>
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<td>Tutorials</td>
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<tr>
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**Assessment: 100% coursework**

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<tr>
<td>Attendance and participation in lecture group discussions and tutorials</td>
<td>20</td>
</tr>
<tr>
<td>Field visit reflective journal</td>
<td>15</td>
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**Course Learning Outcomes**

On completing the course, students will be able to:

1. Engage in self-reflective dialogue with others on issues of spiritual and social concern.

2. Compare expressions of religion and spirituality emanating from different cultural and religious backgrounds.

3. Apply scientific perspectives and concepts to analyze, interpret and evaluate spiritual concepts and their associated social and religious practices.

4. Evaluate the appropriateness of different forms of spiritual and religious engagement for improving the human condition in the context of an emerging global society.

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http://commoncore.hku.hk/cchu9014
Sex and Intimacy in Modern Times

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify key concepts in understanding intimacy using contemporary sociological and political theories of identity, gender and sexuality.
2. Demonstrate critical understanding of the complexity of issues of intimacy in their everyday lives through examination of the interplay between the self and society, i.e. how social, economic, political and cultural forces shape our intimate choices and decisions; and between private and public, i.e. how our most private decisions are bound up with public institutions such as the state, the law, the media, and medicine.
3. Express an appreciation of the distinctiveness and interrelatedness of their own and other intimate cultures and demonstrate a cultural sensitivity with people of diverse cultures.
4. Behave as responsible global citizens who respect individual differences and preferences and uphold the core values of a democratic society: human rights, justice, equality and freedom of speech.

Non-Permissible Combination:
CCHU9007 Sexuality and Gender: Diversity and Society / CCHU9039 Sexuality and Culture

Required Reading


More readings will be assigned for each lecture in the beginning of the term.
Students are required to get hold of the following text by purchase, borrowing or internet download/photocopy: Joseph Conrad, *Heart of Darkness*. Suggested for purchase are the World’s Classics Series text (Oxford: Oxford University Press, 2003) or the Penguin Classics text (London: Penguin, 1995), which contain good introductions and notes. Some copies will be available for purchase from the University bookshop. For students who do not want to buy the text, the text can also be downloaded and printed at the following sites (among many others):

- [http://www.gutenberg.org/etext/219](http://www.gutenberg.org/etext/219)
- [http://gaslight.mtroyal.ca/darkmenu.htm](http://gaslight.mtroyal.ca/darkmenu.htm)

The University Library contains a number of copies of the novella as well, which students may borrow.

Students are also required to purchase the Course Reader (AV & Reserve Collection, 1st Floor, Main Library, cost about HK$90), containing the following compulsory reading materials:

2. E. J. Eitel, extract from *Europe in China* (history)
3. R. M. Martin, extract from *Report on the Island of Hong Kong* (history)
5. Joseph Chamberlain, ‘The True Conception of Empire’ (politics)
6. Lady Elizabeth Butler, ‘Egypt 1885’, from *From Sketch-Book and Diary* (travel writing)
7. Edward Said, extract from *Orientalism* (criticism)
8. Robert Young, extract from *Colonial Desire* (criticism)
9. Aimé Césaire, extract from *Discourse on Colonialism* (criticism)

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

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

### Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate knowledge of the key features of the historical project, trajectory and history of the British Empire.
2. Describe and critically examine a variety of representations of Empire in text and image with appropriate critical frameworks.
3. Explain, explore and appreciate the form and function of historical texts, the novel, poetry, travel writing, painting, sketch and cartoon.
4. Practice close reading strategies, analysis, discussion and argument.
5. Use critical approaches to various genres of text and image, including specifically genre and gender discourse, colonial discourse analysis and postcolonial theory.
Shakespeare observed that “one man in his time plays many parts, his acts being seven ages”. Many theories on different aspects of personhood, including personality, emotions, cognitions, and morality, also typically depict development as progressing through stages. However, are life stages really distinct categories or are they social constructions created by humans to serve particular social purposes? What scientific evidence do we have that supports the life stage demarcations? If they are social constructions, what purposes do these constructions serve? How does culture and modernization impact on the lived experience of these stages? This course critically examines these issues and enables students to reflect on what has shaped us as individuals. Topics include:

1. major psychological and biological theories of stages of development and maturation,
2. sociological and anthropological approaches to development,
3. rites of passage,
4. portrayals of development in the literature and the arts,
5. role of culture and modernization in shaping the developmental experiences of individuals, and
6. individual and social implications of different approaches to development.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the major stage theories of development and alternative approaches to development in psychology, biology, sociology and anthropology, including their underlying assumptions and key concepts.
2. Analyze and discuss portrayal of human developmental stages in literature and the arts.
3. Critically examine the validity of the stage approach to development. Analyze and evaluate evidence for and against it, by synthesizing psychological, biological, sociological and anthropological perspectives.
4. Analyze and discuss the complexities and holistic nature of human development and the interconnectedness of culture, societal change and human biology.
5. Demonstrate an ability to apply a broad perspective to achieve greater intercultural understanding of human development.
6. Critically reflect on how one’s own development has been shaped by multiple forces, including cultural values, the Internet age, and globalization.

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Required Reading

Journal Papers

Books
Selected chapters from:
Arts and Ideas: East and West

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

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Analyze the formal elements (that is the appearance) of selected examples of works of art, explain the historical meaning of these works of art, and articulate how these works of art make meaning within their cultural context.

2. Demonstrate an awareness of underlying principles of artistic practices across cultures, that is explain how the concept of art is constructed within Europe and Asia.

3. Explain the processes through which art makes meaning vis-à-vis tradition and innovation.

4. Discuss the roles of artist-activists in different societies to challenge established conventions and explain how artist-activists engage with issues of ethics in art.

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Required Reading

Selections from:


Study Load

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http://commoncore.hku.hk/cchu9018
From Health to Well-being

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain health as a multi-dimensional and dynamic concept, which necessarily integrates individual, societal, biomedical, spiritual, cultural and historical influences, and how this relates to health issues encountered in everyday life.
2. Assess the inter-relatedness of health perceptions and practices across cultures.
3. Discuss personal responsibilities towards achieving health in a rational way and how this contributes to the individual, community and global good.
4. Critically evaluate the meaning of health through the analysis of qualitative and quantitative health data, literary and artistic works and personal introspection.

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Required Reading

Excerpts from:

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http://commoncore.hku.hk/cchu9019
Required Reading

Lectures 1-6:

Lectures 7-12:
The particular material is contingent upon student votes for select professions. However, attempts will be made to find reading materials that are quickly read and easily digested, such as:

Other possibilities include:

Each of these weeks will be supplemented by a fictive case written by the instructor that is approximately one A4 page in length.

Study Load

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Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate a deeper level of knowledge of the role that ethical standards play in the definition of a “good” professional.
2. Recognize and critique, from the perspective of the professional and the client-observer, the ethical standards expected of different professions.
3. Interrogate thoughtfully the students’ own values and compare these with the values expected of their projected profession.
4. Communicate effectively, in an ethically plural environment, thoughtful solutions to ethical problems presented in class and tutorials.
5. Demonstrate a sense of “ethical studentship” that includes maintaining the highest standards of academic integrity.

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http://commoncore.hku.hk/cchu9020
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. The course dovetails with several aspects of a traditional humanities education, in particular the ability to interpret, analyze, and evaluate information communicated by political leaders, popular literature, advertising, and the news media.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of and identify a variety of distinct styles of argumentation and be able to make an informed judgment about when a claim is supported by evidence.

2. Support claims of their own with good reasons and explain why the reasons soundly or cogently justify the claims.

3. Collaborate and coordinate with others, in tutorial meetings, and in a group project involving the use of problem-solving skills and other critical thinking techniques.

4. Interpret and analyze statistical information, for example about health products, and apply this information to evaluate their effectiveness.

5. Apply critical thinking skills in assessing contemporary debates over such things as evolution, global warming, and race and intelligence.

Required Reading

Selections from:

Journey into Madness: Conceptions of Mental Health and Mental Illness

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

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Describe conceptions of mental health and mental illness.
2. Critically appraise the contributions and limitations of the various conceptions of mental health and mental illness.
3. Appreciate how certain mental health issues have been conceived and defined through a dynamic interplay of various biomedical, psychological, sociological and cultural perspectives.
4. Develop cultural sensitivity towards intercultural differences in understanding and responding to issues in mental health and mental illness.

Study Load

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Shaping the Landscape: A Quest for Harmony between Nature and the City

Through the history of our civilization, humankind has been working with the environment both as a means for survival and as expressions of culture. It has always been a two-way relationship in harmony. However, recently, such balance was tilted by our unsustainable way of living, and our current landscape reflects humankind’s abuse and mis-management towards the environment.

This course aims at exploring how different groups of people respond to such imbalance, and what they do to restore a healthy reciprocal relationship between human beings and nature. Initially, topics like the Garden City Movement in the late 19th century, and the emergence of the protection movement of “Cultural Landscapes” initiated by the UNESCO World Heritage Committee in 1992, will be discussed through lectures and seminars. Then, land art – an artistic expression of human culture and how we sculpt the land – will be explored as a more contemporary approach to advocate the balance between human and nature. Initiated by some leading artists in the creative art industry as an artistic response to such issue, land art helps to manifest the reciprocal relationship between human culture and the environment, and hence to re-align people’s attitude, perception, and interpretation, towards nature. Besides lectures and seminars, the topic of land art will also be explored in the form of “land art design workshop”, in which students can learn how to express their environmental opinions through the creative process of making their own land art. Field trips will also be organized for students to explore various local cases of how human civilization can integrate and achieve a more harmonious relationship with the natural landscape.

Course Learning Outcomes

On completing the course, students will be able to:

1. Critique the imbalanced situation between the contemporary culture and the environment, and to challenge the contemporary attitude towards the treatment of the environment.

2. Demonstrate awareness of the urgency to address the dis-connectedness between culture and nature as a global issue, and be able to analyze the potential consequences on a world-wide level if we do not take the sustainability issue collectively as a serious matter.

3. Demonstrate understanding of the importance of a sustainable reciprocity between human culture and nature.

4. Apply their learnt “art and design” experience (via the “Art and Design Workshop”) and the public engagement experience (via the Land Art Exhibition) as part of their future communication strategies.

5. Re-define their own ways of sustainable living by evaluating how others have attempted to restore the balance between human culture and the environment.
The Last Dance: Understanding Death and Dying

“If you are not aware of death, you will not be mindful of your practice, but will just spend your life meaninglessly, not examining what sorts of attitudes and actions perpetuate suffering and which ones bring about happiness.” (Dalai Lama, 2002).

“In confronting death however, life takes on new meanings. In accepting death, we experience the fullness of life. It is like being reborn.” (David Kuhl, 2002).

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the fundamental knowledge, myths, attitudes, practices and ideological contradictions of death, dying and bereavement with a cultural sensitivity to the Chinese experience; and critically appraise the oppressive social norms, rituals, discourses and portrayals of death and dying in contemporary societies.

2. Demonstrate an understanding of the emotional concerns, family issues and psychosocial aspects of death and dying on the individual level; and critically examine the inequality of access to care and services among vulnerable groups such as widows, minors, orphans, the poor and people with contentious diseases such as AIDS and other life-limiting infections.

3. Appraise the impact of death and loss on the societal level; and critically examine the future development of social policies, service provisions, education programs as well as the commercial industry on the management and commodification of death and dying.

4. Reflect on the meaning of life though a heightened awareness of death and an enhanced spiritual orientation; and critically examine the psycho-socio-spiritual, economic, ethical and political issues of mortality through a range of cultural lenses. Such exploration will facilitate insights, reflections and personal growth for enhancing students’ capacity in dealing with the inevitability of loss, death, dying and bereavement.

5. Develop a compassion for individuals, communities and the larger world as well as a commitment to activism, equity and social justice during those most vulnerable moments in the human experience; and challenge the hypocrisy of pricing human life and commercializing death in the modern era.

Required Reading


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Course Code // CCHU9024

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Do we possess the right of ownership of our own creative work? How much is innovation worth? What is lost when members of society can freely exchange creative works produced by others, and what might be gained from such a circumstance? Where did the contemporary concept of ‘intellectual property rights’ come from, and who are its defenders and opponents? Using copyright as an example, this course examines the issue of how new technologies have lent new intensity to the debate over creative works in the domains of science and art, and it asks how a legal concept such as copyright in its current form could or should be used to support and sustain a free, vibrant and creative society. Drawing on their own experiences, this course invites students to analyze various real-life scenarios with a view to assessing critically whether the current copyright system promotes or impedes creativity. In this process, students are exposed not only to the legal arguments but also the broader moral and ethical issues, as well as the more abstract questions relating to the public interest of society via-a-vis the private interest in one’s own creative labour.

Course Learning Outcomes

On completing the course, students will be able to:

1. Use copyright as an example to describe and explain the concept, historical origin and rationale of intellectual property rights, and their current impacts on the creation of works in arts and science.

2. Identify and analyze legal and ethical issues relating to creative works in daily life, both within and outside the university.

3. Describe and explain the impact of new technologies on creative work and on the ways people share ideas, views and information in modern society.

4. Critically analyze and assess whether the current responses to issues of information sharing, for example legal interventions through copyright law, are beneficial or detrimental to society.

5. Formulate and communicate their independent views as to what is required to support and sustain a free, vibrant and creative society.
This course tackles the issue of fighting as a fundamental aspect of human nature as expressed through war, combat sports and random violence. In many cultures combat theories and techniques have evolved into organized systems of fighting such as warrior or military codes, combat systems or martial arts. Martial arts are the soul of the human fighting instinct; they can be used to justify violence, maintain social order, as well as foment underground dissent. Through a comparative, critical analysis of martial systems, students are led to reflect on the spiritual foundations, ethical codes, literary traditions and pervasive social functions that underlie fighting cultures. Some of the questions this course attempts to answer include: Why do humans fight? Why are males, rather than females, predominantly involved in violent acts? How do different social groups justify violence? How can the fighting instinct be controlled? Is today's world a more or less peaceful place? If so, why?

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate awareness of the significance of war and combat in human history and society.
2. Describe and explain the relationship between mind and body central to the path of the warrior and the spiritual roots of fighting in different cultures.
3. Critically discuss the ethics of aggression and defense in different cultures and eras.
4. Discuss the relationship between gender and violence.

Required Reading


Happy Endings: How a Text Ends

The tag “happily ever after” seems transparently obvious. We read it and make automatic assumptions about what a good and happy end is, often not realizing how deeply encoded in endings are ideas about how people, societies and cultures should relate to one another. This is the key issue this course will engage in – the questioning of familiar assumptions about the good ending in genres such as fairy tales and comedies and, in the process, the identification of dominant ideological threads embodied in the good ending. Following on from this is the other fundamental issue the course addresses – the possibilities of other kinds of endings representing alternative worldviews. As such, the course will also look at re-writings of endings as a means to represent marginal points of view. By introducing students to the ideological dimensions to the endings of texts, this course will encourage them to hone their analytical skills and bring a new awareness to representations of ideals with regards to human relationships and societies. The course will show how subtly literary and filmic texts may enforce specific world-views. As such, the political subtexts amidst the pleasures of the creative arts will be highlighted.

Course Learning Outcomes

On completing the course, students will be able to:
1. Appraise critical and aesthetic qualities of literary texts.
2. Produce close critical analyses of literary texts.
3. Demonstrate an awareness and understanding of the ideological nature of narrative endings.
4. Analyze the ideological effects of particular kinds of endings.
5. Recognize and address alternative points of view left out in certain endings.

Required Reading

Selected fairy tales from the Grimm Brothers and Charles Perrault.


Language Play as Social Communication in Multilingual Settings

This course critically examines how people across different linguistic and cultural settings achieve mental pleasure through artful and skilful manipulation of language. By engaging students in critically examining language play as a form of socio-culturally and ideologically shaped language practice in multilingual and multicultural settings including Hong Kong and Asia where English often exists as a global language alongside other local languages, this course precisely addresses Theme III “Language, Communication and Society” of the Humanities Area of Inquiry (AoI). The course will focus on four key issues:

1. the formal aspects of language play that include the linguistic properties, poetic features, discourse features, and multimodal elements;
2. the generic and contextual manifestations of language play such as language play in literary works, mass media, popular cultural artifacts, and interpersonal conversations;
3. the semantic and ideational meanings of language play; and
4. the psychological, social, interpersonal, ideological and pragmatic functions of language play as a form of communication. Teaching and learning activities include interactive lectures, student presentations and tutorials, workshops with guest speaker input, outside class reading, and experiential learning through the Faculty online Learning Management System.

Required Reading


Study Load

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<td>Tutorials</td>
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<td>Seminars</td>
<td>4</td>
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<tr>
<td>Reading/ Self-study</td>
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<td>Collecting examples of language play from local semiotic landscapes, and surfing the Internet</td>
<td>12</td>
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<tr>
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<td>25</td>
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Assessment: 100% coursework

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<tr>
<td>Group presentations</td>
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<tr>
<td>Individual portfolio of language play examples</td>
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<tr>
<td>Essay</td>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify the linguistic, poetic, discourse, generic and contextual features of language play, and their use in multimodal and multilingual communication.
2. Describe and explain the semantic meanings of instances of language play in specific linguistic and socio-cultural contexts, and in interaction with other modes of representation such as image, sound and movements.
3. Interpret the functions and uses (e.g. psychological, social, cultural, interpersonal, ideological and pragmatic) of language play.
4. Explain and interpret the cross-cultural meanings and use of language play in multilingual settings where English is used alongside other language varieties.
5. Apply knowledge and understanding of the subject matter to create own examples of language play and reflect on their meanings and use.

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Literature and the Environment

This course explores how literature informs the ways we understand, imagine and relate to the environment. Students will study literary texts, past to present, analyzing how literary writings and representations reflect and construct our concept of place and space, shaping our attitudes and values towards the environment. The course has both historical and contemporary strands. The former examines ways in which the environment has been represented in and shaped by literature from the Classical to the Modern era. The textual basis for this will be literary extracts from a range of traditions and genres. The latter examines how spatial constructs are employed in conceptualizing and responding to the environment in a broader sense. Students will, for instance, be asked to reflect on local environmental issues and consider these in the context of contemporary theories such as globalization and eco-criticism. The course has three focus areas: ‘forms of environments’, ‘environmental thought’ and ‘the relation between environments and their communities’. Within these, topics such as space and place, science and nature, modernity and progress, and utopia and dystopia will be considered.

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate an awareness of the function of literary representation as both shaped by concrete situations and shaping responses to such situations.

2. Analyze and compare different conventions and strategies in the representation of place in literature and explain their significance in relation to environmental attitudes and values.

3. Distinguish between different concepts and representations of the environment and point out their historical relationships to material and imaginary uses of places.

4. Identify key issues in eco-criticism and trace their histories across different cultural traditions.

5. Recognize distinct imaginary and institutional environments constituted by literature and engage in arguments about their relevance to society.

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The modern metropolis – as an abstract idea and as an actual place – is not only the site of the most radical experiments of modernism but is itself an active subject in the imagination and actions of the avant-gardes. Beginning with an examination of the historical and theoretical formation of the modern metropolis as a twentieth century phenomenon, this inter-disciplinary comparative study examines how the intersection of architectural design, planning, technology, media and politics transformed the landscape of the city. Looking backwards from the global networked cities of the twenty-first century to the fin-de-siècle cities of the nineteenth century that underwent the first onslaught of major metropolitan development such as Berlin, London, Paris, Vienna, New York, colonial New Delhi and concessionary Shanghai, the metropolis will be studied through various disciplinary lenses including art, architecture, planning, sociology, history, literature and critical theory, with a focus on film. This course offers a cross-cultural perspective on the development and deployment of architectural and urban visions and how they align social relations, how they produce and reproduce the image of the city, their effect on the everyday work of building the cities and how they impact everyday life. The course will investigate the architecture, spaces, islands, cities and worlds – built or un-built – envisioned by individuals or groups as responses to the bombardment of the metropolitan experience.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Demonstrate a broad knowledge of ideas behind visions that drive the making of cities, in order to understand cities across inter-disciplinary boundaries and appreciate and read the city through its visual culture

2. Describe and interpret the implications of the cultural, architectural and urban theories behind the making of different cities and distinguish the different intentions and contexts that brought about different visions and revolutionary thought.

3. Employ relevant information from case studies to critically examine the limitations of the theories and formulate their own analytical thinking.

4. Critically discuss lessons drawn from the historical precedents to engage with global issues and adapt to local contexts, by articulating their intuitions and observations of the city through well-considered and impactful representations.

5. Construct a synthesized critique of their current urban environment, and to further appreciate the processes at work in a city, and re-formulate it from comparative and cross-cultural perspectives.

**Study Load**

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<td>Film screening and discussion</td>
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<td>Assessment: Project research proposal / Report (preparation)</td>
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**Assessment: 100% coursework**

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<td>Workshop</td>
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<td>Workshop reports</td>
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<td>Presentation poster</td>
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<td>Research presentation and proposal</td>
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**Course Co-ordinator**

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**Humanities**

**Course Code // CCHU9034**

**Required Reading**


Required Reading


Study Load

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<td>Tutorials</td>
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<td>Fieldwork / Visits</td>
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Assessment: 100% coursework

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<td>Tutorials</td>
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<td>Field visits and visual presentation of field projects</td>
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<tr>
<td>Final project presentation and research report</td>
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Politics of Space

This course explores the relationship between space, power and politics in the urban environment from the Age of Enlightenment to the present time. Contrary to the conventional approach that sees space and architecture as merely passive reflections of dominant political and economic forces, this course views them as active participants in the structuring of our daily lives and interaction with each other. It will investigate how political power is actually produced and embedded in our urban physical environment. The course will be organized into three parts. The first part will offer a general theoretical introduction about the relationship between space and power, the concept of space as a social product and the politics of people’s daily lives. The second part will deal with specific aspects of the space-power relationship in the actual urban environment, such as institutions, public/private dichotomies, urban monuments, mass culture and the city of everyday life. The third part will include a series of case studies devoted to current debates about urban development with regard to issues concerning the politics of space in cities such as New York City, Beijing and Hong Kong.

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain the key concepts in the social/spatial theories covered; identify each theory’s specific context, strength and limitation; categorize and compare different theoretical concepts with given common criteria.

2. Use personal experience/examples to support, and personal counter-example/examples to criticize the key theoretical concepts covered.

3. Apply the learned theories to analyze how political power is produced and embedded in our living environment.

4. Propose various forms and possibilities of Spatial Practices that can be accomplished by the local people to improve their community toward a more just one.

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Humanities
Course Code // CCHU9036

Reflecting on Human Experience through Literature

This course draws on the commonality of human experiences by exposing students to a range of novels and texts. These texts then act as a springboard for students to share experiences, make connections, form opinions, and develop linguistic and cultural awareness. Students will be exposed to different literary texts (print and non-print) organized under four universal themes: love and romance, family and culture, the emotions of conflict, and man’s relationship with the world. Coherence across these themes is achieved by one over-arching theme of ‘relationships’ starting with love and tension in personal and family relationships. From the family, the focus shifts to a wider context and examines conflict between nations (war poems, protest songs) before focusing on man’s responsibility to himself and fellow man in the wider global context (technology, the environment etc.). Topics chosen for the lectures and tutorials will enable students to understand human relationships and the social fabric of human communities, to engage in critical, interpretive and analytical exploration of human qualities and experiences, and appreciate the ways in which humans express their experiences through literature and arts. The course will include lectures, in-class discussions, visiting speakers, tutorials, as well as exposure to novels, films, visual texts, songs, poems, and short stories.

Required Reading

(Excerpts from these novels will be used in lectures and tutorials)

Course Learning Outcomes
On completing the course, students will be able to:

1. Demonstrate and articulate appreciation and critical understanding of the complex relationship between literary texts and human experience.

2. Apply and use relevant information from the course themes to make personal responses to texts through writing and discussion tasks on the course.

3. Demonstrate critical thinking and literacy skills when analyzing text and film interpretations of novels.

4. Describe and explain how literary texts and film texts reflect, shape and influence historical perspectives and cultural norms.

5. Display an appreciation of the contribution of literary texts to our everyday world in the ways they reflect on our own behaviour, experience and human development.

Study Load

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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>Literary journal</td>
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Assessment: 100% coursework

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<td>Literary journal</td>
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<tr>
<td>Group presentation on one of the 4 themes during tutorials</td>
<td>30</td>
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<tr>
<td>Essay</td>
<td>40</td>
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Music and the Human Body

The course will illustrate the full extent of the role of the body in music making and listening. Our initial goal is to revisit the ear’s astonishing synthetic and analytical powers in the context of a holistic view of music as the (literal) embodiment of sound. To this end, we will use the human body as a map for the topics covered in the semester. More than a mere gimmick, the idea of the body-as-map will help the students grasp the rationale that guides our choice of topics while at the same providing a clearly defined conceptual anchor for their tutorials, readings, and assignments. The repertory will mingle the familiar with the less familiar. Many of our case studies will be drawn from the vocal and instrumental repertories of the Western Classical Tradition, Opera, and Musical Multimedia. There will also be significant forays into early musical practices as well as dance, religious, and popular music of other traditions.

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate a deep awareness of music and its roots in the body through the appraisal of various functions of the body in perceiving and making music.

2. Critically revisit the traditional separation of the mind and body in the light of embodied nature of musical thinking.

3. Illustrate an understanding of the intertwined nature of the relationship between biology and culture through the paradigmatic example of music.

4. Utilize a broad conceptual and perceptual toolkit for the appreciation of music as a creative art.

5. Integrate knowledge gained from multidisciplinary perspectives and apply such knowledge to the experience of music in everyday life.

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Assessment: 60% coursework; 40% examination

Assessment Tasks | Weighting
--- | ---
Field report | 25
Reflective journal | 25
Class/tutorial participation | 10
Examination | 40
Lecture Time // Second semester (Wed)

Humanities
Course Code // CCHU9039

Sexuality and Culture

This course looks at relationships between sexuality and culture, bringing in speakers from the Faculties of Education, Arts, Humanities and Law, and drawing upon a range of writers and thinkers on sexuality, upon real events and their coverage in the media, and upon creative works from the world of fine art, literature, music and film. First of all we examine sexuality (that range of experiences and expressions of ourselves as sexual beings) as an aspect of our humanity. We look at the part that sexuality plays in the human condition, paying attention to the ways in which sexuality can intersect with other aspects of what we believe it to be human. We then look at the ways in which, historically, different cultures have reflected and shaped not only the ways people have thought and talked sexuality, but also how they have experienced and expressed sexuality. We look, for example, at how sexuality has been described and portrayed in the creative and performing arts. We examine how, in our own increasingly complex, technological and globalized world, culture both reflects and shapes contemporary ideas, experiences and expressions of sexuality. We ask how the study of the relationships between sexuality and culture at other times and in other places can inform our contemporary thinking about sexuality.

Non-Permissible Combination:
CCHU9007 Sexuality and Gender: Diversity and Society / CCHU9015 Sex and Intimacy in Modern Times

Required Reading

Course Learning Outcomes
On completing the course, students will be able to:

1. Describe and explain the ways in which human sexuality (the ways we think and talk about it, as well as the ways we experience and express it) contributes to our sense of self, and intersects with other facets of self.

2. Describe, compare and contrast the ways in which broader culture has in different times and places shaped sexual discourse, experience and expression (and related facets of self), as well as in turn being shaped by changing discourses, and ways of experiencing and expressing sexuality.

3. Identify the facets of broad contemporary culture which reflect and/or shape our modern discourse, experience and expression of, sexuality, and which may (for better or worse) reflect and shape our sexualities in the short-to-mid term future.

4. Evaluate the extent to which there is a homogenization of human sexuality in our modern world, and analyze the effects of any such homogenization.

Study Load

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<td>Lectures</td>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>Studying movies, audiofiles etc</td>
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<td>Assessment: Reflective journal</td>
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Assessment: 100% coursework

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<td>Small group web presentation</td>
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http://commoncore.hku.hk/cchu9039
Human Language: Nature or Nurture?

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

Selected chapters from:


Course Learning Outcomes

On completing the course, students will be able to:

1. Appreciate the nature vs. nurture debate in language, and demonstrate awareness of the presence of the nature vs. nurture debate in other disciplines.
2. Identify the basic issues regarding human beings’ ability to acquire knowledge of language.
3. Compare and contrast the various behaviorist, nativist and social interactionist views on human beings’ ability to acquire knowledge of language.
4. Use relevant information to critically evaluate the arguments that support or challenge the various hypotheses.
5. Support their own views regarding the different theories of language acquisition by drawing relevant linguistic, cognitive, and philosophical evidence.

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Required Reading

Assessment: 100% coursework

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Assessment Tasks

1. Tutorial participation and assignments/discussions 20
2. Brief review of literature 20
3. Poster, group presentation and/or debate 30
4. Written assignment 30
Course Code // CCGL9001

Global Issues

Study Load

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<td>Final essay</td>
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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 co-operations. 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 globalizations. Film critics, scholars and filmmakers will be invited to conduct workshops and guest lectures.

Course Learning Outcomes

On completing the course, students will be able to:
1. Review the multi-faceted nature of globalization by acquiring new knowledge about Hong Kong cinema in the global context.
2. Identify key concepts that illustrate the interconnected relationship between the global scene and local lives through analysis of cinematic texts and film-institutional practices.
3. Articulate the complexity of identity issues in a global world through discussions of filmic texts and filmmakers’ experiences.
4. Communicate effectively in oral and written forms through their analyses and discussions of cinematic and cultural texts.

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http://commoncore.hku.hk/ccgl9001
Global Issues
Course Code // CCGL9002

Required Reading / Films

Picker, M. (Director). (2001). *Super size me.* [Film]
Spurlock, M. (Director). (2004). *Super size me.* [Film]
Williams, R. (2000). *Keywords: A vocabulary of culture and society* (Rev. ed.). New York: Oxford University Press. [Selected keywords]

Non-Permissible Combination:
CCGL9026 Think Global, Act Local:
You, Hong Kong, and the World

Study Load

<table>
<thead>
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<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>58</td>
</tr>
<tr>
<td>Cultural tour</td>
<td>6</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>32</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>8</td>
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<tr>
<td>Assessment: Mid-term test (incl preparation)</td>
<td>12</td>
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Assessment: 100% coursework

<table>
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<tr>
<th>Assessment Tasks</th>
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<tr>
<td>Test</td>
<td>25</td>
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<tr>
<td>Term essay</td>
<td>50</td>
</tr>
<tr>
<td>Cultural tour and workshop</td>
<td>10</td>
</tr>
<tr>
<td>Tutorial participation, discussion, presentations</td>
<td>15</td>
</tr>
</tbody>
</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate awareness and understanding of the relation of Hong Kong culture to issues of globalization and culture.
2. Interpret local and cross-cultural texts and case studies on globalization and culture.
3. Demonstrate awareness and understanding of the interconnectedness of the cultural and economic aspects of globalization.
4. Examine and critique issues of globalization from a range of different theoretical perspectives.
5. Critically question and reflect on mainstream values and assumptions about globalization, particularly in the local context of Hong Kong.
6. Apply critical theories to respond creatively to issues of globalization that are observable in local communities or comparable foreign cases.

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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 drives 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.

http://commoncore.hku.hk/ccgl9002
Contagions: Global Histories of Disease

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Analyze how epidemics have shaped the modern world.
2. Demonstrate an awareness of globalization’s role in facilitating the spread of disease.
3. Reflect upon and critically consider the value of historical knowledge in meeting current global health challenges.
4. Use a historically-informed approach to critically examine contemporary ideas about contagion.

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Non-Permissible Combination:
CCGL9006 Asian Regional Governance in an Age of Globalization

Required Reading


Primary source documents (UN Charter, ICC Statute, NATO Treaty, etc.).

Newspaper articles because up-to-date examples will be used in the lectures and tutorials.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
</tr>
<tr>
<td>Assessment: Essay / Proposal writing</td>
<td>30</td>
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<tr>
<td>Assessment: Small-group presentation (incl preparation)</td>
<td>15</td>
</tr>
<tr>
<td>Assessment: In-class assignment</td>
<td>1</td>
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<tr>
<td>Assessment: Weekly reading assignments</td>
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</table>

Assessment: 100% coursework

Assessment Tasks     Weighting
Short reading assignments  25
Research proposal and outline for the essay  10
Essay                  35
Small-group tutorial presentation  10
In-class assignment  20

Course Learning Outcomes

On completing the course, students will be able to:

1. Compare, explain, and differentiate the basic concepts, terminology, modes, and mechanisms of government at the global level.

2. Apply conceptual and theoretical frameworks to explore the factors, conditions, and processes which impact on the way governance is administered.

3. Evaluate and critically reflect on how democratic forms of governance are challenged by globalization.

4. Appraise the limitations of strictly national forms of governance and the need for cooperation among diverse stakeholders on a global level.

How can global problems and issues be solved when there is no global government? This issue-driven course explores how the world is likely to be governed in the 21st century.

We will examine some of the most important issues and challenges facing the world today: conflicts and global security; the development of the global economy; and the impacts of organized crime, migration, economic crises, and diseases on social stability and the wellbeing of societies. The course elucidates how these challenges are being addressed by a growing variety of actors, some of which are beyond the control of nation-states.

The aim is to raise your awareness of the risks globalization poses to state-based governance in general and democracy in particular. The course illustrates the connection between global developments (which often impact on individual societies but can no longer be controlled by them) and the need to bring about effective decision-making arrangements. But how accountable, transparent, and open are these new governance mechanisms? We will analyze the interplay of state-based and international institutions, regimes, and agreements, as well as the emerging impact of private and non-state actors. The aim is to critically reflect on the evolution of global governance and the potential erosion of democracy.

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http://commoncore.hku.hk/ccgl9004
Poverty, Development, and the Next Generation: Challenges for a Global World

This course examines the ways in which poverty and development affect the lives of people around the world, with a special focus on the lives of young people. What are the challenges faced by young people living in poverty? What actions can individuals and organizations take to help young people better meet these challenges? We examine these questions in the context of current debates over international development as well as case studies of organizations involved in the fight against poverty.

Non-Permissible Combination:
CCGL9025 The Political Economy of Growth and Poverty in the World

Required Reading

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
<td>8</td>
</tr>
<tr>
<td>Out of class experiences</td>
<td>8</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>48</td>
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<td>Assessment: Portfolio</td>
<td>32</td>
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Assessment: 100% coursework

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<tr>
<td>Challenge Project portfolio</td>
<td>80</td>
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</table>

Course Learning Outcomes
On completing the course, students will be able to:

1. Critically analyze the concepts of poverty and development and how they are used in various contexts.
2. Examine the strategies used by individuals and organizations, including nations, multilateral agencies, foundations, corporations, and individuals, to reduce poverty and promote sustainable development.
3. Develop an actionable plan to help reduce poverty and/or promote sustainable development.

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http://commoncore.hku.hk/ccgl9005
# Asian Regional Governance in an Age of Globalization

This course examines the Challenges of Global Governance theme of the Global Issues AoI. Understanding of globalization challenges in the East Asian context and East Asia’s institutional responses offers a useful strategy to explore this issue. Taking a historical approach and using key theoretical perspectives, students will learn how the East Asian region has been coping with an unprecedented level of interdependence and how Asian regional governance has evolved into its current forms. The course also explores the dynamics of regional institutional governance from a comparative perspective and the relationship between regional governance and global governance in the process of globalization.

## Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the nature, challenges, responses and consequences of East Asia’s globalization.
2. Compare and contrast regional institutions across Europe, Latin America, Asia and the Middle East in the context of globalization.
3. Critique global and regional governance from multiple perspectives.
4. Demonstrate communication skills and leadership for the improvement of the human condition.

## Activities Number of hours

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
<td>12</td>
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<tr>
<td>Reading / Self-study</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>25</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>10</td>
</tr>
<tr>
<td>Assessment: In-class test (incl preparation)</td>
<td>30</td>
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<tr>
<td>Assessment: East Asian Summit negotiation simulation</td>
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## Assessment: 100% coursework

<table>
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<tr>
<td>Class participation and weekly discussion questions</td>
<td>15</td>
</tr>
<tr>
<td>Tutorial discussion</td>
<td>15</td>
</tr>
<tr>
<td>Simulation (incl group paper and presentation)</td>
<td>30</td>
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<tr>
<td>In-class test</td>
<td>40</td>
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</tbody>
</table>

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---


Global Issues
Course Code // CCGL9007

Youth in a Global World

Required Reading


Study Load

<table>
<thead>
<tr>
<th>Activities</th>
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<td>Lectures</td>
<td>24</td>
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<tr>
<td>Tutorials</td>
<td>10</td>
</tr>
<tr>
<td>Fieldwork/Visits</td>
<td>4</td>
</tr>
<tr>
<td>Reading/Self-study</td>
<td>40</td>
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<tr>
<td>Participation in discussion forums (Moodle)</td>
<td>4</td>
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<tr>
<td>Assessment: Essay/Report writing</td>
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<td>Assessment: Presentation (incl preparation)</td>
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Assessment: 100% coursework

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<tr>
<td>Group project and presentation</td>
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<tr>
<td>Group report</td>
<td>30</td>
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<tr>
<td>Field visit report</td>
<td>20</td>
</tr>
<tr>
<td>Participation in tutorials and discussion forum (Moodle)</td>
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</tr>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate awareness, as ‘young people’ themselves, of the interconnectedness of the world.

2. Critically assess how globalization influences different aspects of young people’s daily lives.

3. Analyze the proactive and positive role youth can play in the changing world.

4. Propose how young people as global citizens can and should respond to transformations brought about by globalization.

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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.
Cybersocieties: Understanding Technology as Global Change

As evidenced by a wide range of fundamental social, cultural, political and economic transformations, the world today is becoming increasingly globalized. Within this environment, it is essential that we examine how Information and Communication Technology (ICT) is directing and redefining what it means to live in a “global society”. The melding of technology and globalization has become the touchstone of the new millennium and it is impossible to discuss the impact and significance of one without the other. In short, these dual revolutions are shaping each other and, through combined forces, directing the way we live, learn, work and socialize.

This interdisciplinary course examines how ICT allows for high-speed global access – making it possible to instantly connect to anyone and anywhere – and how this immediate access has created a nexus of social, cultural, economic and political implications for everyone.

The course offers students an opportunity to critically evaluate not only how globalization and ICT have revolutionized the way we live, but also how this new environment uniquely situates them to, in turn, direct many of these changes. Within this context, the course will ask: What kind of global society are we heading toward? Who should participate in deciding the future? How will the “big” decisions be made and by whom? The course also requires students to reflect critically on their own uses of technology and how today’s Net Generation is confronted with global technologies that are, at once, both constraining and empowering. As such, students will be inspired to not only broaden their interest and understanding of globalization, but develop a position as informed global citizens and articulate the impact of technology on all human endeavors.

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Course Learning Outcomes
On completing the course, students will be able to:
1. Differentiate and integrate the key theories, concepts and issues relating to globalization and ICT.
2. Apply key concepts and theories framing the interface of globalization and ICT to their everyday experiences.
3. Demonstrate a keen understanding of the interconnectedness of the world by critically evaluating films, websites, video clips, Internet media, and other sources.
4. Explore and apply a multi-cultural perspective of global citizenship and the duties and responsibilities associated with global membership.
5. Express a critical understanding of the digital divide debate and understand how both the “haves” and “have nots” of technology are simultaneously benefited and limited by ICT.

Study Load

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<th>Activities</th>
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<td>Reading / Self-study</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
<td>20</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>40</td>
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<tr>
<td>Assessment: In-class test (incl preparation)</td>
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<tr>
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Assessment: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Group YouTube project/presentation</td>
<td>40</td>
</tr>
<tr>
<td>Second Life experiential portfolio</td>
<td>30</td>
</tr>
<tr>
<td>In-class test</td>
<td>20</td>
</tr>
<tr>
<td>Tutorial critical reflections and discussion</td>
<td>10</td>
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</table>

Anonymous and the global correction (Aljazeera, 2011, February 16)
http://english.aljazeera.net/indexdepth/opinion/2011/02/2011021311487750500.html


http://www.nytimes.com/2011/01/06/magazine/01mortality-t.html?r=1

Difference is the norm on these dating sites (K. Barrow, The Atlantic, 2009, March)
http://www.time.com/time/magazine/ article/0,8598,1739601,00.html

Hacking for free speech: A new breed of “hacktivists” takes on Internet censorship (C. Sprigman, FinsLaw, 2003, June 24)
http://www.finslaw.findlaw.com/commentary/20030623_sprigman.html

The Great Firewall of China (G. R. Barme & S. Yo, Wired, 1997, June)
http://www.wired.com/wired/archive/5.06/china.html

Jihad vs. McWorld (B. R. Barber, The Atlantic, 1992, March)

The world is flat (T. L. Friedman, 2005, May 10) [Video]
http://mitworld.mit.edu/video/296/
“Culture and globalization” has drawn increasing attention from journalists and scholars of different disciplines. Today, even economists are interested in “culture” and its impacts on economic practices. This course on one hand discusses and analyzes how culture matters in the global diffusion of the market economy, and how the globalizing modern capitalist practices affect local cultures, and on the other hand examines whether economic globalization homogenizes or diversifies cultures at the local and global scales, and evaluates if the processes increase or reduce human freedom and choice. This course will explore these issues through a perusal of different topics, such as work and labor in multi-national corporations, the McDonaldization of social and cultural sphere of life, local consumption habits and patterns, and the global discourse of media and fashion.

Course Learning Outcomes

On completing the course, students will be able to:

1. Appraise different cultures outside their own world.
2. Analytically engage in the current debates over culture and globalization within and outside the academic circle.
3. Evaluate the pros and cons of the current globalizing forces and attempt to think of better alternatives for the problematic arenas.

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Required Reading


This course introduces students to an analysis of how global capitalism has brought various sports games into a global sports culture since the mid 19th century and from the 1980s onwards has turned such a global sports culture into a new kind of global business. Global capitalism is the driving force of the growth and spread of a global sports culture. Yet, it has also restructured the nature of our sports culture. Increasingly, our sports games have been turned into ‘theatres of dreams’, being spectacles of global consumption. The latter are further intertwined with nationalist projects of identity building. The main objectives are to help students examine contemporary sports culture critically and from different perspectives, understand the impacts of global capitalism on contemporary social life, and relate them to their personal experiences through an analysis of lively examples of spectator sports such as soccer and basketball.

### Required Reading


### Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Tutorials</td>
<td>9</td>
</tr>
<tr>
<td>Fieldwork / Visits (incl field visit and writing up observation notes)</td>
<td>6</td>
</tr>
<tr>
<td>Reading / Self-study (incl preparations for lectures and tutorials)</td>
<td>60</td>
</tr>
<tr>
<td>Assessment: Report writing (incl research and data collection)</td>
<td>30</td>
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<td>Group project report</td>
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<td>Group presentation and tutorial participation</td>
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<td>Field visit report</td>
<td>15</td>
</tr>
<tr>
<td>Quiz</td>
<td>5</td>
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</tbody>
</table>

### Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and analyze the impacts of globalization on social life (sports culture being an example) in the contemporary world.
2. Relate global changes to their daily experience.
3. Apply the basic concepts and theoretical perspectives to an analysis of the impacts of globalization in our social life.
4. Connect the basic concepts and theoretical perspectives to an analysis of a selected topic on sports culture under global capitalism in their group project report.
5. Cooperate in groups to produce a presentation and demonstrate appropriate presentation skills.

### Course Co-ordinator

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### Teacher(s)

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http://commoncore.hku.hk/ccgl9010
Media in the Age of Globalization

In this course, students will assess the ability of globalized news media to shape perceptions of global and local reality. They will examine the extent to which the growing access to information from every corner of the globe fosters reporting that accurately reflects global and local realities. They will also consider the extent to which an increasingly globalized and fragmented media system impacts on power balances in information gathering and dissemination and distorts our views of both our own and global environments. Does media globalization simply amount to the triumph of capitalist consumerism and the media values and institutions associated with the western model of economic and social development? Is there a developing “culture war” between “Eastern” and “Western” institutions and values? Is a multipolar cultural world a possibility in the context of news gathering and reporting?

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the process of framing international and local issues in light of contending political, cultural and economic paradigms.

2. Demonstrate understanding of the role of dominant cultural values in the creation of narrative frames.

3. Demonstrate an awareness of the power and use of emotive language to influence readers’ perception of events.

4. Identify and demonstrate understanding of the mechanisms by which governments, intelligence agencies, political parties, churches and businesses influence the framing of news.

5. Demonstrate understanding of the influence of business pressure on news operations in market-driven/influenced media systems.

6. Examine and assess the impact of “new media” on the global power dynamics of information flow and control.

7. Demonstrate an awareness of the emergence of “new voices” in the global media.

Selected journal articles:


Selected essays by George Orwell

In the 21st century, environmental problems (including global warming, widespread pollution, the shortage of fresh water, the mass extinction of animal and plant species, and genetic modification) move ever higher on the agenda of national and international politics. At the same time, we all gather information about these issues from the media (the Internet and social media, television, the press, radio), documentary films and movies. Utilizing a communication perspective, this course focuses on how the media present environmental issues and conflicts.

First we explore different versions of environmentalism and related social movements. Then we focus on environmental communication: the concepts of media framing, agenda setting, campaigns, newsworthiness, news construction, and media events. We also discuss movies and documentaries with environmental themes, and the social impact they may have. Special attention is paid to communication strategies of environmental NGOs (e.g., Greenpeace), and environmental journalism. Finally, we address issues related to sustainability, consumption and the media. The course also features the screening of American, British and Chinese films with environmental themes. Class topics include: environmental problems and the power of the media; concepts of mass media; concepts in political ecology; environmental discourses; media and the environment; communication strategies of environmental NGOs; green politics and green political parties. We end the course by considering the question: is information society sustainable?

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Identify the stakeholders and their basic strategies in environmental politics and communication.
2. Explore media news programs, framing and agenda setting, especially in the environmental area.
3. Critically analyze media events, fiction films and documentaries related to environmental issues.
4. Describe and explain environmental NGOs’ media and communication strategies.
5. Demonstrate understanding of the concepts, practices and dilemmas of environmental journalists.
6. Demonstrate an awareness of sustainable practices in corporate and consumer behavior.
7. Demonstrate understanding of and sensitivity to the core values and ethical stances regarding social, economic and environmental sustainability.
8. Demonstrate understanding of the complex relationship of sustainability, information society, and social media.

**Required Reading**


*Note: Additional readings, including contemporary news articles, may be added to the required reading list during the semester. Documentary and fictional films (eight films in total) will be selected based on a class vote in the first week of the semester.*

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Journal writing: Critical reviews of films</td>
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</tr>
<tr>
<td>Group debates</td>
<td>20</td>
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<tr>
<td>Group presentations</td>
<td>20</td>
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<td>Examination</td>
<td>30</td>
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</tbody>
</table>

**Assessment: 70% coursework; 30% examination**

**Course Co-ordinator**

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**Teacher(s)**

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Global Issues: African Experiences

Globalization, in the broadest sense, is not new. When modern humans first walked out of Africa around 100,000 years ago they began the long road toward the globalized world of today. The African slave trade, which resulted in the greatest forced migration in history, profoundly shaped not only the development of African societies over the centuries but also the new economies and polities of the New World. The ensuing periods of European colonialism and imperialism brought Africa into yet closer interaction with a newer globalizing world. And the more recent involvement of emerging powers, particularly China, in Africa has extended its interaction within newer economic, political and cultural orbits of influence. Globalization, therefore, has always affected Africa, and its consequences provide us with a unique case study for understanding the complex processes, interactions, and relationships that characterize the contemporary world.

This course examines the economic, social, political, environmental, and cultural dimensions of globalization from African perspectives. Major global issues such as democratic governance, inequalities of development, poverty eradication, conflict and war, disease control, climate change, financial crises, natural resource exploitation, and diasporization, cultural change, and appropriation will be illustrated and analyzed from the perspective of Africa's experience of globalization. This approach, in turn, will throw light on the intricate, and often difficult, relations between global and local forces that typify the world today.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and describe the major global issues confronting Africa today.
2. Critically assess both the positive and negative consequences of globalization for selected African societies and cultures.
3. Compare the impact of globalization on African economic, political and socio-cultural developments with the consequences of globalization on their own society and culture.
4. Identify and analyze the economic, political and socio-cultural implications of China’s investment in Africa.

Study Load

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<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
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<tr>
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<tr>
<td>Tutorials</td>
<td>12</td>
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<td>Fieldwork / Visits</td>
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<td>Reading / Self-study</td>
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<td>Assessment: Essay / Report writing</td>
<td>36</td>
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<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: Debate</td>
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Assessment: 100% coursework

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<td>Class quizzes</td>
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<td>End of term essay</td>
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<tr>
<td>Contribution in tutorials, online exercises and debates</td>
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<tr>
<td>Fieldwork report</td>
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Required Reading


Course Co-ordinator

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Teacher(s)

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Thinking about Global Ethics

This course provides, against the background of some of the most significant global problems and concerns, an introduction into 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain some of the main global problems and some of the main theories about global justice intended to tackle these problems.

2. Relate and apply these theories to specific cases and issues and to different phases in the development of the international order.

3. Demonstrate an awareness of how normative debates can be connected with, affected by and impact upon political agendas.

4. Identify certain advantages and limitations of the respective theories.

5. Form an informed opinion and support it by argument.

Required Reading


Study Load

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Assessment: 100% coursework

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Course Co-ordinator

Dr U.B. Steinhoff
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Email: ustnhoff@hku.hk

Teacher(s)

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This course will introduce students to historical and contemporary perspectives of globalization and migration. There will be twelve lectures comprising three themes. In the first theme, Past and Present: Globalization and Migration as Historical Phenomena, human flows will be introduced in their historical contexts, including the impact of developments such as capitalism, colonialism and the emergence of nation states. The second theme, Migration: Forms, Causes and Social Issues, introduces the typologies of migratory flows and the barriers to these movements. The third theme, Global Governance and Civil Society, provides a framework for understanding migration from the individual level to the national level, and of relations between states. Students will be introduced to inter-governmental bodies and the agreements/conventions that regulate human flows, and the civil society movements for migrant populations.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Demonstrate understanding of human and social developments in the movement of people across time, and articulate differences with its current forms in globalization.

2. Demonstrate understanding of how seemingly far-off phenomena such as wars, famines, the dispossession of people or corruption in governance can have an effect on urban centers and urban lives.

3. Identify types of human flows, and objectify their causes, motivations, nature, issues and debates in discourses of globalized human flows.

4. Demonstrate understanding of the role of development and trade in producing surplus labor and dispossessed populations who migrate, and engage with the moral and political discourses shaping people flows across borders.

5. Participate as active members of a diverse global community through exposure to issues of development and links that they will be encouraged to explore in their assignments.

6. Engage in intensive group activities with their classmates in seeking solutions to existing problems in human flows.

**Assessment: 100% coursework**

<table>
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<th>Assessment Tasks</th>
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<tbody>
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<td>Group projects</td>
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<tr>
<td>In-class tests</td>
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**Activities**

<table>
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<tr>
<th>Activities</th>
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</thead>
<tbody>
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<td>Tutorials</td>
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<td>20</td>
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<td>Assessment: In-class tests (incl preparation)</td>
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**Required Reading**


**Study Load**

- Lectures: 24 hours
- Tutorials: 12 hours
- Reading / Self-study: 72 hours
- Group projects, collective research, presentations: 20 hours
- Assessment: Presentation (incl preparation): 20 hours
- Assessment: In-class tests (incl preparation): 12 hours
- Total: 160 hours

**Course Co-ordinator**

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**Teacher(s)**

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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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the Green Revolution and its relationship to future improvements in agriculture through biotechnology.

2. Demonstrate an understanding of the critical issues facing China’s struggle to feed itself.

3. Discuss critically the fundamental relationships among energy supply, energy cost, and food production.

4. Use newly developed skills to critically read, analyze and interpret media reports on food supply related topic.

5. Demonstrate investigative skills by preparing an in-depth group investigation (resulting in a 30 minute presentation) using library databases and FAOStat production data.

Non-Permissible Combination:
CCGL9017 Food: Technology, Trade and Culture

Required Reading

Several newspaper, popular science, business school case studies, website references, and other teaching resources will be prepared using up-to-date sources for each class session. Extensive use will be made of FAOSTAT, an agricultural production database from the United Nations.

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<td>Seminars</td>
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<td>Reading / Self-study</td>
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</tr>
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<td>Assessment: Presentation (incl preparation)</td>
<td>60</td>
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Assessment: 100% coursework

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<td>Quizzes / Participation</td>
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<tr>
<td>Proposal / Outline for essay</td>
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<td>In-class test</td>
<td>50</td>
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<td>Group project and presentation</td>
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</table>

Course Co-ordinator

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Email: harold@hku.hk

Teacher(s)

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http://commoncore.hku.hk/ccgl9016
Food: Technology, Trade and Culture

Why do we eat what we eat? Where does the food come from? What makes for “desirability” or sensory quality in food? How and why did global trade develop around the production and shipping of food? What are the historical roots of the modern-day globalized food industry? This course will offer an in-depth look at key issues in the economic history of global trade in food, in processing foods for optimum quality, and the development of markets for new products. Examples will be drawn from commodities – such as salt, sugar or spices; major beverages – such as wine or coffee; and newly globalized products – such as pizza or chocolate. The major themes of the course are:

• The historical development of food commodity trading
• The globalization of food preferences
• The definition, development and spread of “new” products
• The understanding of some basic underlying technology/science in the production and processing of major foods.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the origin, production, and processing of a range of key food materials and food products.

2. Outline the history of global trade in selected food commodities and products, showing an understanding of how this impacted economic development and cultural change.

3. Apply formal methodologies from sensory science to evaluating the organoleptic properties of food products.

4. Appreciate the massive changes in the dietary culture of a “global city” such as Hong Kong over the past 30 years.

5. Demonstrate the ability to investigate a topic within the subject matter of the course, and apply new methodologies and paradigms to summarize and present the results.

Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<tr>
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<td>Short critical reports</td>
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<td>Project development</td>
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<td>Project outcome and presentation</td>
<td>30</td>
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<tr>
<td>Examination</td>
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</table>
Global Issues
Course Code // CCGL9018

Lecture Time // Second semester (Sat)

Corporate Social Responsibility

In this course, the idea that corporations have social responsibility beyond maximizing shareholder value is examined from two competing perspectives. The market failure conception sees corporate behavior as voluntary responses to market failures that are not adequately corrected by state action alone and is therefore complementary to the market. Students study the central arguments of Peter Drucker on why businesses should embrace responsibility for the impact of their activities on their communities, environment, consumers, employees, and all other members of the public sphere. The government failure conception of corporate social responsibility sees it as a reaction to an interventionist state captured by interest groups. Milton Friedman and George Stigler made the case that in a free society the primary, if not sole, social responsibility of corporations is to maximize profits. Social action is seen as advocacy for special interests that have conflicting loyalties to local, national and global constituencies. Their actions are viewed as misguided and worst as advancing special interests that are socially harmful to the broader social interest. Through the study of examples, the course examines the adequacy of these two conceptions in explaining the behavior of corporations. Students examine well known issues like, global warming, pollution, contagious diseases, public security, consumer product safety, employee satisfaction, and the extinction of animal species.

Required Reading

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>Tutorials</td>
<td>12</td>
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<td>Reading / Self-study</td>
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<td>Group work (preparation for debates)</td>
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<td>Debate and case/data analysis essays</td>
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Assessment: 100% coursework

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<tr>
<td>Class test</td>
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Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate a heuristic understanding of economic concepts relevant to analyzing CSR issues.
2. Understand, analyze and critically interpret cases and examples of issues in corporate social responsibility using the relevant economic concepts.
3. Reflect upon the interactions between economic and political dimensions of corporate social responsibility issues and their moral dilemmas.
4. Understand, analyze and critically interpret and reflect upon the relationship between issues of corporate social responsibility affecting businesses and its broader relationship with the nature of society and duties of citizenship.

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http://commoncore.hku.hk/ccgl9018
Globalization is a buzzword that means different things to different people. This course is about the economic dimensions of globalization. It refers to the integration of national economies into the world economy through trade, investment, finance, technological transfer and labor movement. Globalization has created not only winners and losers but also new economic issues for humankind. The costs and benefits of globalization to individuals, firms, and governments are intertwined and complex. The aim of this course is to provide a clear, coherent and holistic roadmap for students to understand the economic issues and challenges of globalization and how the latter affect the interests of various stakeholders in the world economy.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Discuss the economic, social, institutional, technological and other underlying forces that drive globalization.
2. Apply basic economic concepts to understand the economic benefits and costs of globalization.
3. Analyze the pros and cons of economic globalization on different stakeholders from multiple perspectives, such as economic, social, and political economy.
4. Evaluate the impact of economic globalization on the conflict between nations, social classes, and how international organizations mitigate or aggravate such conflicts.
5. Demonstrate a sense of global citizenship and social responsibility.

**Course Co-ordinator**

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**Required Reading**


**Study Load**

<table>
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<td>Lectures</td>
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**Assessment: 100% coursework**

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http://commoncore.hku.hk/ccgl9019
Globalization is a process under which economies, societies, and cultures are integrated through a worldwide network. Environmental protections together with other shared objectives in the face of globalization pose fundamental challenges to human-kind in the 21st century and need to be addressed. In this course, students will develop an understanding of environmental issues arising from economic globalization and how they are addressed by global governance and international conventions. Course topics include: (i) Theoretical framework from a layperson’s perspective – externality, the tragedy of the commons, Coase Theorem and public good; (ii) Pollution, deforestation, hazardous substances, and climate change; (iii) Globalization: economic, political, and legal dimensions; (iv) Global governance: international conventions and treaties on environment; (v) Trade and environment: WTO Agreement and environmental protection; (vi) Regulating the environment: law and policy, tax, and economic incentives.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Describe and explain the institutional framework of economic globalization and how it affects the environment.
2. Critically evaluate previous and current international efforts to address environment issues at a global level in the light of the concepts introduced in the course.
3. Contribute actively to solving global environmental issues.

**Course Co-ordinator**

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**Required Reading**


### Globalization and Tourism

The issue of whether globalization is beneficial remains controversial, particularly because globalization policies are often examined without consideration of their interactions with key sectors of economy, notably tourism. Tourism is arguably the world’s largest industry and has been considered as an economic development option by many developing countries. However, it is questionable whether income generated through tourism can bring marginalized communities increased economic independence and life standards. This course aims to use tourism as a lens to explore key issues of globalization and economic development and how tourism, a global phenomenon, influences local people’s lives. Course objectives are to 1) introduce the concepts relevant to tourism and globalization; 2) apply theoretical frameworks to the analysis of contemporary issues of the globalization of tourism, and the complex relationships that link local, regional, national and international processes and patterns of tourism development; 3) explore the dynamic relationship between the forces of globalization, transnational tourism corporations, and the state and civil society in the context of tourism; and 4) assess critically the economic, political and social ramifications of the systemic sources of power and inequality which are reflected in and sustained by international tourism, for all actors involved in the international tourism system.

### Required Reading


### Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain theories of globalization, and apply them to an understanding of the social, economic and political organization of the international tourism system.

2. Comprehend and evaluate the changing relationships between states, civil society and markets, and their influence on the relations of power and inequality in international tourism.

3. Use relevant information about globalization to evaluate the influence of international tourism on economic development, employment, migration and notions of citizenship in global society.

4. Identify and devise effective strategies to regulate processes of tourism development that are compatible with notions of social justice and fair trade, particularly in poorer regions and states.

5. Apply intellectual skills with particular emphasis on the analysis, synthesis and evaluation of ideas, concepts and theories relevant to the study of globalization and tourism.

### Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
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<tr>
<td>Seminars</td>
<td>6</td>
</tr>
<tr>
<td>Fieldwork/Visits</td>
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<tr>
<td>Reading/Self-study</td>
<td>47</td>
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<td>Assessment: Examination (incl preparation)</td>
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### Assessment: 60% coursework; 40% examination

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<td>Issue papers</td>
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### Course Co-ordinator

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http://commoncore.hku.hk/ccgl9021
Internet, Media and Society

This course will explore the history and global impact of the Internet, how it is re-shaping individual and mass communications worldwide and how these globalizing changes affect the personal, social, cultural and economic aspects of the daily lives of its users. Course elements will also provide an overview of how Internet users are affected by growing efforts internationally to control the Internet in the wake of moral controversies such as cyberbullying, hate speech and sex photo scandals, as well as the objectives and strategies of key stakeholders in those efforts. A critical examination of the duties and responsibilities of users as global citizens within ethical and legal frameworks will enhance students’ abilities to assert their rights, to respect those of others and to build on their capacity to promote quality dialogue and critical reflection of important topics.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the history and global development of the Internet with its myriad impacts on the daily personal lives of individuals around the world.

2. Identify and analyze the prevailing practices of institutional and individual Internet users, including those who have created changes or controversies in society.

3. Understand and appraise fundamental ethical and legal principles, including areas such as freedom of speech, privacy, defamation, copyright and obscenity, and how they affect Internet users.

4. Analyze how key local and transnational regulatory developments, including in Greater China, are changing the nature and use of the Internet worldwide.

5. Apply knowledge to increase users’ online literacy and thus enhance comprehension and effective use of the Internet.
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.

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate an awareness of linguistic diversity in human history.
2. Critically examine the discourse of linguistic endangerment and revitalization and its foundations.
3. Identify and explain the challenges that modernity poses to diversity.
4. Demonstrate critical evaluation of the politics of diversity in multilingual societies, in particular educational policies.
5. Describe and discuss the relationship between language and identity at the individual and societal level.

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Globalization has been criticized for failing to bring prosperity for all and blamed for the poverty that has continued to exist, if not worsened. This course examines the empirical evidence for these claims. It develops and applies economic concepts to understand how growth and poverty as development outcomes are affected by the economic and political processes within and among nations. The role of trade, migration, capital flows, and technology are studied as global market processes that affect growth and poverty. The behavior of the state in promoting development, regulating economic activities, and as an agent for corporate and special interest groups is examined critically for its affects on growth and poverty.

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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Understand, analyze and critically interpret key economic concepts and ideas through applying them to quantitative data on growth and poverty across the world and over time.
2. Understand, analyze and critically interpret and reflect upon interacting economic and political dimensions of growth and poverty.
3. Understand, analyze and critically interpret and reflect upon the outcomes for growth and poverty comparing socialist versus capitalist economies and open versus closed economies through the study of cases and examples in history.
4. Understand, analyze and critically interpret and reflect upon the relationship between issues of growth and poverty and its broader relationship with human development.

Non-Permissible Combination:

CCGL9005 Poverty, Development, and the Next Generation: Challenges for a Global World

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Course Co-ordinator

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http://commoncore.hku.hk/ccgl9025
Think Global, Act Local: You, Hong Kong, and the World

The catchphrase, “Think global, act local,” has become widespread in the last two decades, as global connections have vastly expanded while the local context is increasingly recognized to be crucial in efforts to improve the world. Given the increasing complexity and interconnectedness of the contemporary world, it is important for each of us to understand how we are linked to the multitude of people and places in it, and what impacts our actions have on them. This course covers six topics – trade, consumption, labor, the carbon economy, finance, and sustainable development – in the context of Hong Kong and the world. In each topic we first connect examples from lives in Hong Kong to the rest of the world. Then, we will use related academic theories to understand how changes in our lives in Hong Kong can change the world. Students who have taken the course should be able to answer both ‘big’ questions related to the global economy as well as seemingly ‘simple’ questions about everyday life, about the consequences of actions like recycling, buying organic food or wearing acid-washed jeans.

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Course Learning Outcomes
On completing the course, students will be able to:
1. Explain the way global trade and the global financial system works and describe the impact economic globalization has had on labor migration, consumption, carbon economy and sustainable development.
2. Reflect on and discuss the ways you and Hong Kong impact and are impacted by the global economy and environment.
3. Identify actions that could be taken to remedy negative impacts you might have on the world.
4. Distinguish and weigh trade-offs of different courses of action to ameliorate negative impacts or enhance positive impacts.
5. Choose some small (or large) actions to take to contribute to sustainable development.

Required Reading

Non-Permissible Combination:
CCGL9002 Hong Kong Culture in the Context of Globalization

Assessment: 60% coursework; 40% examination

Assessment Tasks
Class participation
Presentations
Worksheet
Written reflections
Written analysis and reflections
Examination
Weighting
10
25
10
5
10
40

Study Load
Activities
Number of hours
Lectures
24
Tutorials
12
Reading / Self-study
60
Assessment: Essay / Report writing
5
Assessment: Presentation (incl preparation)
15
Assessment: Examination (incl preparation)
15
Assessment: Worksheet
4
Assessment: Audit of possessions
4
Assessment: Written reflections
9
Total:
138

http://commoncore.hku.hk/ccgl9026
Globalization has provided expansionist opportunities for less-than-honest entrepreneurs, criminal organizations and outlawed radical groups worldwide. Illicit and illegal flows of goods, services, information, money and even people cross national borders each day. These flows represent the shadowy side of globalization and signify a real if understudied dimension of the global economy – that of the illicit world political economy. This course introduces students to this facet of globalization that pertains to organized crime, radical terrorist cells and covert groups. The course first provides the students with a conceptual and theoretical introduction. It then goes on to present an empirical survey of various activities within the illicit world political economy in relation to globalization. By inviting students to consider selected case studies on the trafficking and trade of illicit goods such as weaponry, drugs, credit card numbers and human organs, as well as illicit services such as money laundering and counterfeiting, students are encouraged to reflect on how these activities are intricately linked to their local lives, and the opportunities and challenges these issues present for global governance and economic development of the societies they live in.

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**Course Learning Outcomes**

On completing the course, students will be able to:

1. Demonstrate an understanding of the literature on the illicit global economy and its linkages to transnational crime in the global era.

2. Appraise the constraints, dilemmas and quandaries facing nation-states and international institutions in their dealings with the illicit activities in the globalized age and reflect upon the challenges posed for global democratic governance.

3. Critically question and reflect upon existing ethical judgments about illicit activities and their actual functionality in host societies.

4. Comprehend the tensions between state actions and criminal entrepreneurship and the ambiguous moral areas of state-sanctioned illegal covert activities.

5. Identify the implications of global criminal activities and how they relate to the Hong Kong society and in turn how local criminal activities have worldwide repercussions.

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**Required Reading**


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**Study Load**

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<td>Tutorials</td>
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**Assessment: 100% coursework**

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<td>Tutorial participation</td>
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<td>Presentation</td>
<td>25</td>
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<td>In-class assessment</td>
<td>30</td>
</tr>
<tr>
<td>Research essays</td>
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Understanding the Financial Crisis

As a subprime mortgage crisis that started in America in 2008, the crisis speedily mutated into a “systemic risk” threatening the financial system of every advanced and emerging economy. The financial contagion quickly exacerbated the impact of the crisis by transmitting the financial shocks through the interlinked financial markets to the whole global economy.

Sooner than expected, millions of people in America, Europe and even China lost their jobs and fell into poverty. Almost overnight the entire investment banking industry worldwide was wiped out. The crisis that started out in America has turned into the worst global economic crisis since the Great Depression.

Understanding the Financial Crisis aims to bring to students an exploratory account of the crisis and an understanding of the conceptual underpinnings of the issues that lie at the heart of it. The course will focus on how the current financial crisis began, how it developed, how the different countries dealt with it with their own politico-economic means and measures, what are the effects on people, and what is its implication for the global economy, and its broader ramifications for our society.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the socio-economic background and the possible causes for the financial crisis and explain how the crisis through the different financial and economic channels can reinforce itself and affect other economies in the world.

2. Formulate critical questions and reflections regarding issues of economic development against an understanding that very often our efforts to respond to one problem might lay the foundations for the next.

3. Critically evaluate the effectiveness of the various government policies for the rescue of the faltering economy and assess how these policies in one country can impact others in the global economy.

4. Demonstrate understanding that the elimination of crises, if possible at all, is very costly and hence why crises will almost certainly recur.

5. Assess how the current crisis will form and shape the future path of growth and development for the global economy.

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Required Reading
The following cases and reading materials will be assigned. The list will be updated as deemed appropriate.


Study Load

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<td>Tutorials</td>
<td>12</td>
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<tr>
<td>Assessment: Individual report on group project</td>
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<tr>
<td>Assessment: Group presentation of group project</td>
<td>20</td>
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<tr>
<td>Assessment: Case summaries and homework</td>
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Assessment: 100% coursework

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<tr>
<td>Homework and case summaries</td>
<td>20</td>
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<td>Group project presentation</td>
<td>20</td>
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<td>Individual report on group project</td>
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<td>Take-home test</td>
<td>30</td>
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Global Issues
Course Code // CCGL9030
Entrepreneurship: Global and Social Development

This course introduces entrepreneurship from historical, global, and social perspectives. It aims to provide a basic understanding of entrepreneurship and to guide students to embrace the fundamental changes occurring in both the business communities and society. Students will learn about the history of entrepreneurship in ancient civilizations, which will help students develop an objective and balanced view on entrepreneurship. Furthermore, the course brings in the modern elements by examining the evolution of entrepreneurship with the proliferation of information technology and economic globalization. This is important for motivating students to deepen their understanding about entrepreneurship and its connection with global phenomena. Lastly, students will be guided to think about entrepreneurship in the context of social enterprise. It is particularly relevant to acknowledge ways to leverage successful business models to address social and environmental concerns. The course links historical and societal interests with business strategies, which have critical implications far beyond profitability.

Study Load

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<td>Assessment: Essay / Report writing</td>
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<td>Assessment: Group project</td>
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<td>Assessment: Class discussion</td>
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Assessment: 100% coursework

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<td>Case summaries and reports</td>
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<td>Project</td>
<td>20</td>
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<tr>
<td>In-class test</td>
<td>20</td>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Assess the global market and evaluate business and social opportunities from a novel point of view concurrent with the technological trends.
2. Develop the awareness and understanding for the relevant social factors in different cultural environments.
3. Evaluate the effectiveness of the social media tools in reaching different market segments and promoting social equality and justice.

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Global Issues
Course Code // CCGL9032

Rule of Law in a Globalizing World

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

Understanding the Rule of Law as different levels also provides a framework to understand how the Rule of Law is being globalized. For non-western societies aiming to develop the Rule of Law, owing to their different historical, political, economic, social and cultural contexts, the specific level of the Rule of Law that they aim to sustain or achieve and the form and manner of the legal institutions operating to implement the Rule of Law may be different from western societies. The development of the Rule of Law in these societies also does not necessarily follow the same sequence as in the West.

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the basic concepts of law, the Rule of Law and globalization.

2. Describe the evolution of the principle of the Rule of Law in western societies and explain the impact of globalization in influencing the developmental path of the Rule of Law in non-western societies.

3. Illustrate the different levels of the Rule of Law and the institutions needed to achieve the goals of each of the levels and the cultural conditions for each of the levels.

4. Compare and analyze different methods used in ascertaining the level of the Rule of Law attained by a political community.

5. Review the multi-dimensional relationships between law and globalization.

Required Reading


Study Load

Activities

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Assessment: 100% coursework

Assessment Tasks

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<td>Portfolio</td>
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Global Issues
Course Code // CCGL9033

Required Reading
Reading materials, i.e. articles, review papers, white paper-type reports will be provided on a weekly basis. Current issue related course reading materials may change and will be provided accordingly.

Study Load

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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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Assessment: 100% coursework

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<td>Group multimedia presentation</td>
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<td>Group debate</td>
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<tr>
<td>In-class test</td>
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</table>

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the technological development of nuclear, chemical and biological WMD and their application in conflicts.

2. Identify and evaluate the relationship between WMD producers and proliferators and how globalization has impacted these relationships.

3. Evaluate key components of recent nuclear test ban treaties and describe what type of technology is used for compliance monitoring.

4. Discuss how proliferation networks of nuclear, chemical and biological WMD differ and how non-state actors seek to acquire WMD.

5. Identify and analyze potential worst-case WMD attack scenarios and develop appropriate response strategies.

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Weapons of Mass Destruction: Science, Proliferation and Terrorism

Weapons of mass destruction (WMD), i.e. nuclear, chemical and biological, comprise the most destructive and lethal weapons ever developed by humankind. Given that these weapons pose a severe threat to the survivability of humanity, increasing our understanding of their development, deterrent potential, reduction and more recently, the threat posed by proliferation networks as well as terrorist groups is of utmost importance. This course will start with the historical development of WMD and will be followed by a discussion of the underlying physical principles involved in WMD technology as well as biological and medical effects of nuclear weapons and other weapons of mass destructions. We will then draw students’ attention to the political and philosophical aspects of weapons of mass destruction, the current spread of WMD technology and non-proliferation treaties that aim to regulate and reduce WMD proliferation. We will also take a close look at the evolution of WMD proliferation networks, the emergence of nuclear terrorism and the consequences of terror-networks acquiring WMD materials. Finally, we will end this course with an important question: can the world move towards the complete disarmament of all WMD and would such a goal be desirable?
English as a Global Language in Asian Contexts

What fundamental issues – social, cultural, political, ideological – confront all communities when a global language is transplanted to a new locale, specifically a multilingual, Asian context? Focusing on the global language par excellence, English, with particular attention to the situation of Hong Kong, but also drawing on settings elsewhere in the region, such as Singapore and India, where English is even more established and localized, and mainland China, where the presence of English is burgeoning, this course has three main thrusts:

1. the social and linguistic consequences for the positioning of English when it encounters other languages, such as Cantonese, including the spread of multilingualism, the emergence of code switching/mixing practices, the evolution of New Englishes, and the occurrence of language shift;

2. the challenges that these pose for the concepts of language norms and standards and the notion of the native speaker of English, and the implications that this has for issues of identity and the ownership of language; and

3. the dilemmas faced in the management of such New Englishes and multilingual practices in language policy and education, the challenges encountered in the liberation of such codes in popular culture, including e-communication and pop music, as well as the commodification and commercialization of global languages.

Course Learning Outcomes

On completing the course, students will be able to:

1. Recognize and discuss the important sociolinguistic issues involved in the appropriation of a global language such as English in contemporary local multilingual Asian contexts.

2. Creatively apply sociolinguistic knowledge to language issues observed and identified, and define and illustrate the roles and values that English and other local languages have, in the local, everyday context of Hong Kong, and compare and contrast these to other Asian situations like Singapore, India, China.

3. Explain and analyze sociolinguistic phenomena and issues both to academic peers as well as to the wider non-linguistic, non-academic community. In an intelligent, interesting and accessible mode and manner.

4. Appraise and respond to the views and presentations of others as found in published texts as well as in class.

5. Identify and evaluate the sociolinguistic issues and challenges in the local context that are important for sustainability with a view to making intelligent, significant and responsible contributions to the community.

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Required Reading


Bolton, K. (2002). The sociolinguistics of Hong Kong and the space for Hong Kong English. In K. Bolton (Ed.), Hong Kong English: Autonomy and creativity (pp. 29-50). Hong Kong: Hong Kong University Press.


Lim, L. (2009). Beyond fear and loathing in SG: The real mother tongues and language policies in multilingual Singapore. In L. Lim & E. Low (Eds.), Multilingual, globalizing Asia: Implications for policy and education (AILA Review 22) (pp. 52-71). Amsterdam: John Benjamins Publishing.


Study Load

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Assessment: 100% coursework

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<td>Reflection writing</td>
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World Heritage and Us

World Heritage sites belong to all the people of the world, irrespective of the territory where the sites or the people are located. Yet, you may ask, how can a World Heritage site in Europe “belong” equally to people in Asia? How does World Heritage relate to us?

This course will introduce students to the United Nations Educational, Scientific and Cultural Organization (UNESCO)’s World Heritage List, which identifies, protects and preserves cultural and natural heritage around the world considered to be of outstanding value to humanity. The course will provide a conceptual framework of how heritage sites should be understood in the contemporary context of the world we live in. Students will develop a broad perspective and a critical understanding about what constitutes a World Heritage site, why and how these sites should be identified and related issues spanning across a wide range of academic disciplines: environment and life sciences, history, anthropology, archaeology, architecture and urban planning.

There has been a sharp rise in interest to identify, learn and better understand Hong Kong’s natural and cultural heritage. By recognizing the need to identify and conserve our heritage, we can pass on what we have to future generations, and more importantly, encourage sustainable development in Hong Kong for the future. By understanding what constitutes World Heritage, students will be able to have a holistic understanding of natural and cultural heritage in Hong Kong and develop an informed awareness of the challenges associated with heritage conservation in our city.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate knowledge, understanding and appreciation that the world’s cultural and natural heritage belongs to all of us and demonstrates an understanding and awareness that we have a duty to help safeguard it for future generations.

2. Distinguish and explain the framework behind the identification, protection and preservation of World Heritage Sites, the inscription process, criteria used to justify the inclusion on the World Heritage List, and the vital process of World Heritage Conservation.

3. Identify and articulate key World Heritage issues and introduce students to different lines of intellectual inquiry across a range of academic subjects.

4. Apply fundamental skills in the identification and interpretation of natural and cultural heritage, both tangible and intangible, and be able to critically examine and evaluate the values of architectural and cultural theories.

5. Demonstrate knowledge and understanding of World Heritage Sites as a testimony to peace, human rights, democracy, and the importance of racial non-discrimination, tolerance, and respect for all people and their cultures.

6. Demonstrate critical thinking and reflective learning by examining World Heritage issues in the context of Hong Kong’s natural and cultural heritage conservation and its related challenges.

Study Load

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Assessment: 100% coursework

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Note: A core reader detailing required weekly readings and two glossaries will be uploaded and made accessible to students on Moodle at the start of the semester. Weekly readings will be specific to the lecture topic that week and will include one or more short articles and selected short readings from a variety of sources. Student will be required to read these materials in preparation for the tutorials.


UNESCO-ICROM. (2006). Introducing young people to the protection of heritage sites and historic cities (pp. 7-10) (2nd ed.). Amman: UNESCO-ICROM. [Unit 1: Concepts in cultural heritage]


UNESCO-ICROM. (2006). Introducing young people to the protection of heritage sites and historic cities (pp. 7-10) (2nd ed.). Amman: UNESCO-ICROM. [Unit 1: Concepts in cultural heritage]


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Required Reading


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Assessment: 100% coursework

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<td>Project presentation</td>
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<td>Final essay</td>
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Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of how physical patterns displayed in Chinese architecture and landscape were related to thoughts, values, technology as well as ways of life in Chinese culture.
2. Explore ways of critical analysis on the relationship between Chinese built forms and landscape, as well as their ideas and socio-economical contexts behind.
3. Demonstrate understanding of how Chinese architecture and landscape are transformed over time, influenced by changes of thoughts, values, technology, and society in large.
4. Apply the knowledge on the ways in which traditional buildings and landscape respond to and shape cultural values and physical forms in the modern world.
Required Reading


Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the evolution and modernization of Chinese cities in the past three decades.

2. Identify important issues and challenges facing contemporary Chinese cities.

3. Identify possible solutions to address these problems and challenges and investigate their implications for the sustainability of Chinese cities.

4. Identify key problems of a Chinese city based on its urban development history and current conditions.

Assessment Tasks

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Study Load

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Assessment: 60% coursework; 40% examination

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Chinese Cities in the 21st Century

This course provides students with an understanding of the evolution and driving forces of urban development in major Chinese cities in the last three decades; helps them to develop an appreciation of the rapidly changing urban 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.
This course introduces students to the intellectual history of modern China. It also inquires into the compatibility of modernity and traditional Chinese thought, in particular Confucianism. The course addresses two fundamental issues. On the one hand is the issue of China’s responses to the modern world. The course traces the changes and development of China’s intellectual world since the second half of the nineteenth century to the twentieth century. The survey does not aim to be comprehensive but picks out certain major trends of thought such as iconoclasm and conservatism. On the other hand is the issue of the compatibility of modernity and traditional Chinese thought. Students will examine the “essence of Chinese culture” and its relevance to the modern world. Particular attention will be paid to the relation between Confucianism and certain key ideas of modernity such as human rights, democracy and liberalism.
Ideas and Images of the West in Late Imperial China

During the late imperial period (17th-19th centuries), China was involved in substantial exchanges with the West in politics, religion, sciences, and arts. They made great impacts on China's later development towards a modern nation. How did the Chinese people at this period perceive or conceptualize the West in textual and visual representations? What factors may have contributed to the creation of diversified ideas and images of the West, such as “red-haired barbarians”, “Holy Mother”, “scholars from the West”, and “heavenly brothers”? Why do some old ideas and images still affect the Chinese minds today, as can be seen in the name “foreign devils” (yang guizi in mandarin, or gwai lou in Cantonese)? In this course, we will find answers to these questions by looking at a set of exemplar cases. Both textual and visual sources will be used to investigate the formation and transformation of an idea or image of the West, followed by a critical reflection on its historical and cultural meanings. A few relevant theories in history, literature, and cultural studies will be introduced to foster students’ research skills. Along with class discussions and group presentations, students will learn to re-examine the changing Chinese identities mirrored by the Western others in history, and express their own views on some contested issues, for example, the definition of Chinese-ness and the compatibility between Chinese and Western cultures.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate solid knowledge of key components of the traditional Sino-centric world order and its continuous impacts on late imperial Chinese society.

2. Critically evaluate varied types of textual and visual sources, and develop the ability to summarize differences and similarities among ideas/images presented in these sources.

3. Reflect on important historical and social factors that conditioned Chinese perception, representation, and imagination of the West.

4. Apply theories and research methods learned in class to a wider range of academic discussions and writings.

5. Demonstrate understanding of the diversity and dynamism of Chinese culture from past to present, and challenge normative assumptions on Chinese ethnic/cultural identity.
This course enables students to understand and appreciate China’s quest for modernity since the 19th century, contextualized against the development of her neighbours in East Asia. Beyond examining the various forces that prompted the modernization process in East Asia, students will scrutinize the dynamics and processes involved. For example: Is the arrival of the West in Asia the dominant force which transformed East Asia, and specifically China from the predominantly agricultural, Sino-centric civilization of the 1800s to the modern nation-state we see today? Is modernization just about economic development and the construction of a state structure or should it encompass broader advances in ideology and the embracement of universal values and norms like the protection of Human Rights? How should we view the Cultural Revolution or the Tiananmen Massacre in China’s modernization process? What are the continuities and discontinuities in the modernization process of China, as it evolves from Qing China to Republican China to the People’s Republic? The course will also examine the impact of modernization on contemporary China thematically and comparatively by scrutinizing modern day political and social institutions such as state-society relations, the family, marriage, education and social mobility etc. By the end of the course, students would be able to apply the knowledge gained to analyze and understand contemporary China and East Asian affairs better.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the history of modernization of China within the East Asia context and challenge any pre-conceived assumptions held about the modernization of China and Asia from previous historical studies.

2. Demonstrate understanding that the history of a region and country (in this case China) can be subjected to a variety of sharply contrasting views and interpretations.

3. Apply the knowledge gained from the course to analyze and understand contemporary China and East Asian affairs.

4. Demonstrate a nuanced comparative understanding of China’s political, economic and cultural changes and use it to draw and study trends developing in the region.

5. Analyze the differences and similarities between China and her neighbours, notably Japan and Korea in their approaches towards modernity and development.
This course examines the rise of China as an economic power in the context of the global economy. The impacts of China’s economic development on a number of national and global issues are explored. These include trade relations, direct and indirect investment, international currencies, global payments imbalance, technology transfer, resource scarcity, environmental degradation, population and geo-political relationships. The course also compares China’s experience with those of other economies so that students can understand China from a comparative point of view.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the development of the Chinese economy since economic reform.
2. Demonstrate understanding of the Chinese economy in a historical and comparative context.
3. Analyze the impacts of China’s economic development on the global economy.
4. Identify the social and economic problems that China faces in its quest for modernization.

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This course will provide students with a regional and comparative perspective to examine the complex inter-relationships between the socio-economic-political processes and the deteriorating environmental and ecological conditions of Hong Kong. This perspective will help students develop an in-depth understanding of the larger issues impinging on the city’s ecological future. It will also enable them to think critically of the material causes and consequences of the changing nature of environmental challenges associated with sustained economic and urban growth, both in Hong Kong and in its neighboring jurisdictions in Southern China. The course is organized around three major themes to help achieve its overall objectives: the sustainability dimensions of Hong Kong as a compact city; the links between economic restructuring and changing environmental challenges; and the constraints to, and opportunities for, cross-boundary environmental cooperation.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the causes, contours and consequences of major environmental issues in Hong Kong.
2. Compare and contrast the similarities and differences of the environmental challenges faced by Hong Kong and its neighboring jurisdictions in Southern China.
3. Examine critically the strengths and limitations of the policies formulated to address environmental problems in Hong Kong and its neighboring jurisdictions in Southern China.
4. Demonstrate an awareness of the complex relations between the socio-economic-political processes and environmental change in a high-density urban setting.
How has China’s grand transformation to a modern nation-state shaped the country’s state-society relationship today? By focusing on the tensions and conflicts between the Chinese state and the country’s evolving civil society, this course surveys the major protests, rebellions and revolutions in China in the past 150 years. From a comparative perspective, the course particularly examines the economic, social, political and organizational resources that have facilitated various Chinese resistance movements during the country’s long and tedious journey to modernity. It also explores how China’s revolutionary past has significantly influenced the social movements of mainland China and Hong Kong in the 21st century. Weekly topics include but are not limited to: the Chinese revolutionary tradition; the concept of “the mandate of heaven”; Chinese secret societies and the Triad; underground religions and cults past and present; the Chinese communist movement; the legacies of the Cultural Revolution; social movements in the 1980s; the rising nationalism in Mainland China since the 1990s; and various new forms of social resistance under the ongoing market transition.
In order to understand the prospect of China’s quest for modernity, this course examines the key governance challenges that have emerged during its transition from a socialist system to an increasingly marketized economy and diversified society. The course has three parts. Part I introduces contending analytical perspectives on the governance of transitional political systems, such as the gradualist reform model, the developmental state model and the predatory state model. Part II first analyzes the causes, scale and dynamics of several governance challenges facing contemporary China, namely legitimacy challenges, regulatory challenges, distributive challenges and external challenges, and then examines the policies of the Chinese government in tackling these critical issues and applies the different analytical perspectives in evaluating their efforts. Part III concludes the course by comparing the developmental trajectories and experiences in China with those in other developing countries.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Describe and explain the key arguments of major theoretical perspectives on the governance of transitional and emerging economies, and critically assess their relative strengths and weaknesses in interpreting China’s developmental experience.

2. Identify the causes, scale and characteristics of the key governance challenges facing contemporary China, and understand the difficulties that China faces in tackling them.

3. Analyze why the Chinese government has adopted a particular set of policy measures in coping with such challenges, examine the political considerations and consequences of these policy choices, and critically evaluate their effectiveness and impacts.

4. Compare and contrast the developmental trajectories and governance challenges in China and other emerging economies.

5. Demonstrate the ability to collect information, analyze data and arguments, and write up findings and arguments.
### China’s Rise and Asia’s Future

This course examines the rise of China in the 21st century. In order to understand how China’s rise will shape the future of the Asian order and how its role in Asia affects its search for great power status, the course will: (i) examine China’s rise from a comparative perspective by reviewing the rise and fall of the great powers of the past and the subsequent impact on international conflict and cooperation; (ii) explain China’s perspective and strategies in conducting its multi-faceted relations with the Asian region and how China has utilized its growing economic and military resources in its Asian policy; (iii) analyze the perspectives and strategies of the major powers in Asia (such as the US, Japan and other Asian nations) toward an emerging China; and (iv) investigate whether the relations between China and the major nations in Asia have contributed to the prosperity, peace and stability in the region.

### Required Reading

Selected chapters from:


### Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of China’s perspectives, priorities and strategies in pursuing its multi-faceted relations with the Asian region and how China has utilized its growing economic and military resources in its Asian policy.

2. Compare and contrast China’s rise with the power transition of other great powers in the past.

3. Analyze the relations between China and the key players and how China has dealt with several critical issues.

4. Evaluate the impact of China’s rise on its search for great power status and the future of the Asian region.

5. Demonstrate leadership and advocacy for achieving peace and prosperity in Asia.

### Study Load

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### Assessment: 100% coursework

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### Course Co-ordinator

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http://commoncore.hku.hk/ccch9011
World order is shaped by the rise and fall of great powers in history. The rise of China in the 21st century will be one of such historic events reshaping world order. Measured in its comprehensive national capabilities, military power, and growing influence on a global scale, China is increasingly becoming a global power whose influence is felt in all corners of the world. However, the rise of China and its implications for future world order is often viewed with apprehension by the “outside world”. The aim of this course is to introduce new perspectives about China’s rise and its impacts on world order. The current debate over the rise of China has focused too much on how the world should perceive China’s rise and its possible implications for world order, and too little on how China is struggling to come to terms with its own rise. Indeed, the Chinese society, the state, core values and goals of foreign relations have undergone fundamental changes in the last three decades. The rise of China and the changing world order are mutually transformative.

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain and analyze how world order is constructed in the international society and how the rise and fall of great powers in history have shaped world order.

2. Examine the nature and course of China’s rising and how the rise of China can be measured in tangible and intangible variables, in hard power and soft power.

3. Engage in the debate about different perspectives on the rise of China and its implications for world order, both from inside and outside of China.

4. Analyze how China views its rise in the world, how China should come to terms with its own rise, and how the “outside world” and China’s domestic reforms are mutually transformative.

5. Think critically on China-related issues.

Required Reading


Course Co-ordinator

Dr R.W. Hu
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Teacher(s)

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Love, Marriage and Sex in Modern China

This course enables students to understand how love, sex and marriage constitute a useful lens for understanding Chinese culture, thoughts, values and ways of life so as to provide a glimpse into the complex interconnections between political, cultural, economic and interpersonal realms of experience. The course begins from issues that are personally relevant to young people – mate choice, love, marriage, sex and family – with a view to helping them think about the historical and cultural roots of values concerning love, sexuality, marriage, and family life in China. Through case studies of love and marriage in Hong Kong and the Pearl River Delta, we hope to enable students to understand the diverse characteristics of “Chinese” ways of life, and how Chinese people may currently experience love, sex, marriage and cross different types of borders and boundaries to look for intimacies. Documentary films will be used to give a vivid sense of the different strategies modern Chinese men and women use to fulfill material, affective and sexual desires as a response to social changes. Possible topics include: the three bonds and five relationships in Confucian humanism; the class-based consciousness and the movement-based passions of Mao-era socialism; the impact of Post-Mao reforms on family life; urban families in the eighties and the one child policy; family strategies and economic transformation in rural China; post-socialist China and quality-based desire; “supergirls”, sex icons and Shanghai Babies in China; xiaojies and sex workers in the Pearl River Delta; early love affairs and temporary love in urban cities; and queer China and brave new families.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain key concepts for understanding the diversity and plurality of Chinese culture.

2. Apply key concepts to analyze the dynamics of dating, mate selection and marriage, and how individual views, choices and behavior are shaped by complex interconnected political, economic and social forces in different regions in China.

3. Identify the broad changes and the transformation in China and the world in order to understand how these come to influence the most intimate aspects of one’s life.

4. Engage in critical reflections on one’s life choice in relation to social norms of specific gender, class and race categories.

5. Demonstrate cultural sensitivity and interpersonal skills in group projects.

6. Use the communication skills and techniques acquired to conduct and present their own case studies to an audience in different art forms.

Study Load

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Assessment: 100% coursework

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<td>Project presentations and public screening</td>
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Course Co-ordinator

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Teacher(s)

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Dr M.S.Y. Lee
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**Social Development Challenges in China**

Starting in late 1970s, the Open Door Policy ushered in an era of privatization, decentralization, modernization, and the dismantling of the Mao era’s iron rice bowl. The reforms have had a profound impact on Chinese society, creating rising quality of life and incomes, but also rising inequalities.

Is inequality a must to motivate social development? Who are the emerging urban poor, and how can China achieve poverty reduction? Is it unrealistic to provide a universal pension in China? Why is it expensive and difficult to obtain quality health care? How can housing policy help to achieve social integration? This course focuses on the nature and magnitude of key social development challenges in China, and how Chinese policy-makers have dealt with them so far. Key questions explored will include differing definitions of social development, the limits of market power in providing social goods, and the challenges of policy implementation in the Chinese institutional context in a globalizing world.

We will rely extensively on audio-visual news clips, documentaries, statistics, case studies, interviews, and discussion of current events to develop a better feel for the subject.

### Course Learning Outcomes

On completing the course, students will be able to:

1. Define the concept of social development and explain the surrounding controversies.
2. Summarize the nature and magnitude of the social challenges facing current China.
3. Examine the role of the government in addressing social problems in the context of globalization and modernization.
4. Analyze the Chinese government’s social policy responses within the historical and globalized features.
5. Illustrate viable reform directions for China’s social development.

### Study Load

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<td>Open book quiz</td>
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### Required Reading


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 interrelatedness of the demographic, social, cultural, economic and political issues between Hong Kong and Mainland China and its sustainable development.

Required Reading


Course Learning Outcomes

On completing the course, students will be able to:
1. Identify and explain the theories, models and facts about population processes.
2. Clarify basic demographic concepts and measures and apply them to the contexts of Hong Kong and China and international settings.
3. Trace and differentiate major sources of demographic data and assess their limitations.
4. Analyze the contributions of fertility, mortality, and migration to population change and characterize the political and social forces in the process of modernization at the local and global levels.
5. Examine the social and economic implications of population dynamics in a multidisciplinary context with reference to Hong Kong and China.
6. Identify and describe the key facts about population policies and schemes in Hong Kong and China and evaluate the impacts of the forces on modernization.
7. Identify and analyze population issues in relation to social services and public policies.
8. Specify the implications and challenges of Hong Kong’s ageing population.

Course Co-ordinator

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Teacher(s)

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Informed by current studies of world cities, this course introduces students to a basic understanding of Hong Kong as a global city. It will also enable them to locate themselves in a globalizing environment that is closely connected to national development in China and to the changing global and regional dynamics. Emphasis is placed on understanding Hong Kong as embedded in the broader regional milieu. Students are expected to reflect upon the key question concerning how Hong Kong, as an Asian global city, would face the challenges in the context of rapid changes in the world economy and the emergence of China as a powerful economy. The course is composed of two parts. The first part is a survey of the key features of Hong Kong as a global city and the second focuses on the challenges and prospect of future development.
People, Propaganda and Profit: Understanding Media in China

Mainland Chinese are increasingly able to access media stories that expose government corruption and examine the social costs of the nation’s market-based economic reforms in China’s quest for modernization. Some see this development as a sign of China’s growing media freedom, while others view it as a sophisticated government tool for legitimizing and maintaining Communist Party power. Despite these contradictory views, what cannot be ignored is that the proliferation of the Chinese media is transforming it from a vehicle of mass propaganda into a vehicle for mass communication. The diversification of the media, from the rise of celebrity blogs and pop idol talent shows, to citizen journalists publishing independent investigative reports, is changing the function of media from merely serving as party mouthpiece to that of gathering and disseminating information and a working tool for self expression. This media development is creating new public channels that monitor and expose Party malfeasance, social ills, and reflect the views of the general public.

This course engages students in a cross-disciplinary investigation on the social implications of this changing media environment on China’s nascent public sphere. By analyzing Chinese media content including news stories, films, street tabloids, TV entertainment shows, and new media technologies, the course examines the dynamic interplay of evolving social, political, economic, and media forces and the prospects for the transformation of mass culture and civil society in China. The course will survey the historical roots of media and mass propaganda in the Mao Era, analyzing its political, social, and cultural role. This will be followed by an in-depth look at how market liberalization policies reshaped China’s media landscape within the context of continued government control. Specific examples will be used to illustrate the media’s new found role as a mass communication vehicle and the challenges and prospects of this shift on media, state and social relations.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and discuss major factors that transformed China’s media from a vehicle of mass propaganda to mass communication.

2. Investigate the emerging diverse media and popular culture forms and analyze its impact on media, state and social relations.

3. Analyze the rise of new media and its contribution to the development of China’s nascent civil society.

4. Critically analyze the on-going debate concerning media autonomy and Party control using various media studies and sociology theories covered.

5. Examine the limitations of unfettered media commercialization and continued Party ideological domination.

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Required Reading

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<td>Tutorials</td>
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<td>Final essay</td>
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<td>Group presentation</td>
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This course is designed to help students to understand Chinese culture and its Buddhist influence and impact. 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 and Chinese people’s way of life and belief through historical analysis, and theoretical enquiries into the key aspects of China’s long interaction and exchange with Buddhism. Attention will be paid to the open attitude of both Buddhism and Confucianism as a basis for integration and mutual assimilation. 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. 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; Buddhist influence on Chinese literature; Buddhist influence on religions and popular beliefs; Guanyin belief in Chinese life; Ullambana (ghost) Festival and Chinese ancestor worship.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of the role Buddhist culture plays in the various forms of Chinese life such as thought, value, visual art, architecture, literature, language, and folk beliefs.

2. Describe and explain Buddhist influence on Chinese culture in general.

3. Use relevant information to critically examine how significant Buddhist culture is in Chinese people’s daily life such as Guanyin belief and ancestor worship.

4. Demonstrate an awareness of the characteristics and diversities of China’s culture and heritage and her Buddhist impact.

5. Apply the knowledge and understanding gained to study the deeper implications of Buddhist thought for modern society together with other philosophical and religious systems.

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Required Reading

Study Load

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<td>Final essay</td>
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Course Code // CCCH9018
Course Learning Outcomes

On completing the course, students will be able to:

1. Give an account of the extent of scientific achievements in ancient China and explain the social-environmental background governing the development of science and technology in ancient China.

2. Deliver an in-depth account on why western style science did not flourish in China.

3. Give a critical comparison of the approach and inquiry methods used by scholars in ancient China and in modern scientific studies.

Course Co-ordinator

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Teacher(s)

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In spite of the vast and superior knowledge possessed by the ancient Chinese relative to the rest of the world, China did not develop into a dominant technoculture. This course will explore some of the lesser known inventions and scientific development in ancient China and factors that caused China to fall behind the West in technological development. The contents of the course include perception of the material world in ancient China, early Chinese views of the universe, earth and Nature, changes in the perception of these entities over time, scientific inventions and theories of ancient China, and the linkage between science, art and literature in China. Guest speakers will give insights on specific areas of technological advancement in ancient China.
Required Reading


Chung, W. K. (1996). The organization of Chinese business in Hong Kong during the 1940s. In Chinese Business Conference & University of Hong Kong (Eds.), *The rise of business corporations in China from Ming to present*. Hong Kong: Centre of Asian Studies, University of Hong Kong.


Study Load

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Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate understanding of New Institutional Theory and explain how institutions interact with business activities in a society.
2. Identify the social and political factors that affect the performance and decisions of Chinese businesses in historical periods before and after 1949.
3. Demonstrate understanding of how businesses are organized and relations are managed to achieve business goals in a social context.
4. Work with others to identify critical “success formula” in business operations.
5. Analyze, in collaboration with fellow students, the opportunities and challenges facing Chinese businesses in the global economy.

Course Co-ordinator

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Teacher(s)

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This course is designed to develop a basic understanding of Chinese business in its societal context. Taking New Institutional Theory as an intellectual framework, the course discusses how social and political institutions interact with business activities in Chinese society from a historical perspective. The course first introduces New Institutional Theory. It then reviews the business models of the major Business Groups in traditional China and the Chinese State-owned and non-State-owned Enterprises under the Communist regime. Under the institutional framework, the discussion focuses on analyzing what are the essential features of the political and social contexts for Chinese businesses; how these contextual features have shaped the operation and competitiveness of Chinese businesses on the one hand, and, have been modified with the development of business activities on the other hand. The major themes include: government business relations, distinctive business culture and relationships among themselves and with other social institutions in China, and more recently, the effects of globalization. The discussion is divided into two parts: Chinese business and society in the Dynastic Eras and the Republic of China before 1949 and, their dissolution, transformation, and re-creation afterwards.
Family and Development in Modern China

Over a decade, family composition has substantially changed in parallel with socio-economic development in China. Traditional values of a family had been evolving from Confucian basis to greater individual autonomy. From the late Mao era, China introduced the one-child policy to limit the population growth in 1978 as a prerequisite for economic development and for the success of the Four Modernizations program. The one-child policy runs contrary to traditional family norms, thereby disrupting family structures and affecting not only women but all family members. The transformation of family norms and values not only deeply affects marriage, family formation, childbearing behaviors as well as obligations to old age support, but also aggregately restructures the population composition. This course aims at introducing the various family theories, concepts, facts and general demographic techniques to understand the inter-relatedness of the demographic, social, cultural, economic and political issues with family transitions in Modern China.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and explain the theories, models and facts about family changes and its interconnectedness of modernization from multidisciplinary perspectives.

2. Underline and clarify basic family theories and concepts and apply the analysis to the contexts of China and international settings.

3. Trace and differentiate major sources of family demographic data and their limitations.

4. Analyze the contributions of family, marriage, childbearing and its impact from migration and urbanization and characterize the political and social forces in the process of modernization at the local and global levels.

5. Examine the social and economic implications of family dynamics in a multidisciplinary context with reference to the situations of Modern China.

6. Identify and describe the key facts about family planning scheme and one-child policy in China and evaluate the impacts of the forces on the modernization.

7. Locate and appraise family issues to social services and public policies.

8. Specify social implications and prescribe the challenges of family dissolution and baby death.

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Required Reading

All required readings will be available on the course’s WebCT as below:


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http://commoncore.hku.hk/ccch9023
Required Reading

- Extracts from:
  - Fraser, C. (Forthcoming). Wandering the way. Happiness East and West.

Translations


Study Load

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Assessment: 100% coursework

Assessment Tasks | Weighting |
-----------------|-----------|
Tutorial participation | 25        |
Brief writing assignments | 25        |
Individual student journal | 25       |
Final paper           | 25        |

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the range of conceptions and practices of the dao in the Chinese tradition and explain their significance with respect to human life.
2. Critically examine the views discussed and identify their strengths and weaknesses.
3. Demonstrate interpretive, analytical, and argumentative skills in oral presentation and writing by discussing these issues and views in written assignments, class discussion, and tutorial presentations.
4. Demonstrate appreciation of the intellectual frameworks and concerns of traditional Chinese philosophy, particularly as these pertain to the values and ways of life that ground ethical and political culture, along with appreciation of the potential for constructive engagement with them.
5. Demonstrate personal reflection on and practical experimentation with traditional conceptions and practices of the dao, thus showing appreciation for their potentially transformative effect on life and society.

Following the Dao: Ways of Life in Chinese Thought

This course guides students in exploring the thought, values, and ways of life presented by the major philosophical schools of traditional China and exploring the respects in which traditional philosophy may remain relevant to contemporary life. The unifying theme of the course is the concept of the dao, or “way”, understood as a pattern of attitudes and activities that reflects a normative order, grounded in nature, which must be lived out in practice. The course will discuss and critically evaluate how important figures throughout the Chinese intellectual tradition understood the dao and the practical approaches by which they sought to align human attitudes and activity with it, presenting these as concrete ways of life for students to examine and critique. The course will discuss figures such as Confucius, Mozi, Mengzi, Zhuangzi, Zhu Xi, and Dai Zhen and compare and contrast approaches to practicing the dao that focus on effort, spontaneity, purification, and reform.

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Humanity and Nature in Chinese Thought

This course explores the ways prominent Chinese philosophers throughout history have understood and approached the relation between the human, social realm and the realm of nature. The dominant tendency in traditional Chinese ethical, religious, and political thought has been to ground ethical and political ideals in a normative conception of humanity’s relation to nature, as epitomized by the slogan, “nature and humanity join as one”. The course explores the conceptions of humanity, nature, and the relation between them that underlie the many competing versions of this ideal of naturalistic humanism. Students will be led to chart their own view of our relation to nature, grounded in culturally authentic concepts and patterns of thinking, with the aim of enhancing their appreciation of Chinese ethical and philosophical culture, on the one hand, and modern scientific and philosophical naturalism, on the other. Schools of thought covered will include Confucianism, Daoism, Mohism, Buddhism, Song Dynasty “Dao-Study”, and contemporary Chinese pragmatism.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe various conceptions of the relation between humanity and nature presented in the ancient, medieval, and modern eras and explain their significance with respect to ethics and politics.
2. Critically examine these conceptions and identify their strengths and weaknesses.
3. Demonstrate interpretive, analytical, and argumentative skills in oral presentation and writing by discussing and critiquing these conceptions in written assignments and tutorial discussions.
4. Demonstrate appreciation of the intellectual framework and concerns of traditional Chinese philosophy, particularly as these bear on the relation of humanity to nature.
5. Demonstrate personal critical reflection on the relation between humanity and nature while considering the significance of traditional understandings of nature in the context of a contemporary ethical, political, or environmental issue.

Required Reading

Readings will include brief selections from original sources and secondary sources. Original sources may include the Book of Documents, the Analects, Mengzi, Xunzi, Dao De Jing, Zhuangzi, Mozi, Lun Heng, sayings of Chan Buddhist masters, Zhu Xi, Wang Yangming, Hu Shih, and Mao Zedong. Secondary sources may include Hansen,Daoist; Chang, Development, Brieere, Fifty, Kwok, Scisian, Chou, May Fourth, Tang (two essays), and Cheng and Bunnin, Contemporary.

References


Translators


Study Load

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Assessment: 100% coursework

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<td>Short essay</td>
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Course Co-ordinator

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Required Reading


Hong Kong and China’s Economic Development

Hong Kong has been playing a pivotal role in China’s economic reform since the inauguration of her open door policy in 1978. In recent years, however, the rapid development of coastal cities and gradual opening of China to the world following her accession to the WTO have called into question the future roles of Hong Kong in China’s economic development. This course provides an overview of the economic linkages between Hong Kong and China from the twentieth 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 roles that Hong Kong can continue to serve China in the future.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the economic interactions between Hong Kong and China since the early twentieth century.

2. Identify the economic functions that Hong Kong serves for China and the underlying unique advantages of Hong Kong.

3. Apply basic economic concepts to understand the advantages of Hong Kong and predict their future trends.

4. Evaluate the challenges and opportunities that Hong Kong faces in response to the changing socio-economic environment in the regional and global economies.

5. Demonstrate an awareness of Hong Kong’s past, present and future.

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Ideas and Practices of Healing in Traditional China

This course introduces ideas and practices of healing in Traditional China through a critical exploration of Chinese medical culture in its dynamic formation and transformation. The course seeks to enhance students’ interests in Chinese civilization from intellectually challenging angles and enrich students’ knowledge of key ideas and methods of healing in medical sciences, philosophy, religion, and literature. It also engages them in cross-cultural inquiry by contrasting or connecting Chinese with Western medical cultures. In light of influential holistic theories in Traditional Chinese medicine, such as “陰陽五行” (Yin-Yang and five elements), “天人相應” (correlation between man and the nature), “原氣論” Qi (vital energy) and “藥食同源” (The same origin of herbs and food), a number of key concepts in Chinese medical culture will be explained. Comparison of Chinese medicine with Western medicine will be involved. There will also be debates on controversial cases to stimulate student discussion. First-hand experience of Chinese medical culture will be demonstrated with student participation and a cross-cultural discussion on the vital interactions between Chinese and Western medical traditions will be held in the class.

Course Learning Outcomes

On completing the course, students will be able to:

1. Explain key concepts in Chinese medical culture and the historical contexts behind the ideas and practices being discussed.

2. Describe, experience, and analyze ideas of holism and “same origin of herbs and food” that influence Chinese ways of life from past to present.

3. Compare different origins of Chinese and Western medicine and evaluate advantages and limitations of traditional Chinese medical culture.

4. Apply knowledge learned to appreciate and critically reflect on the issues and challenges in 21st century Chinese culture.

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Course Learning Outcomes

On completing the course, students will be able to:

1. Explain the central ideas of constitutionalism and the connections between constitutionalism and individual rights, justice and democracy.

2. Compare how Chinese intellectuals responded to the crisis China faced when encountering western power since the 19th century and their views on the application of constitutionalism to China.

3. Critically review the constitutional development during Imperial China, Republican China and Communist China on how far constitutionalism was achieved.

4. Identify and analyze the factors that may determine the development of constitutionalism in modern China and review the prospect of constitutionalism in modern China.

5. Critically determine the relevance of culture in the constitutional development of a society.

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Property Rights, Built Heritage and Sustainable Development in Hong Kong

The goal of this course is to stimulate students’ interest in built heritage conservation and utilization, along with a view to motivate and empower them to partake in community action for heritage conservation as responsible citizens. Through organized local field studies and lectures, the course examines how heritage conservation, as an emerging policy issue in Hong Kong and China, can be understood in terms of basic concepts of property rights and sustainable development. It introduces simple theoretical concepts of property rights and sustainability to students through observing examples of heritage conservation in Hong Kong from a media perspective and from personal experience as informed by an awareness of relevant policy initiatives and social actions. Students will have opportunities to review selected case studies and participate in organized field trips to selected Hong Kong military heritage sites.

The knowledge base of professional skills and concepts is in the fields of architecture, building development, and development control. Attention will be particularly drawn to examples of local real life attempts to transform areas suffering from environmental degradation into positive and attractive environmental uses.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain the observable phenomena of built heritage degradation and conservation in terms of different forms of property rights and their resource use implications and the significance of property rights for enabling/inhibiting innovations by investment.

2. Describe and explain the notion of built heritage age and the common methods of classification and conservation; competing conservation approaches and provide an overview of built heritage endeavours by government, NGO and private bodies.

3. Critically examine the role of institutional and technical innovations in helping to foster sustainable development by conserving and using built heritage.

4. Apply the approach to sustainable development through innovations to appreciate, evaluate and formulate policy and project proposals for built heritage conservation and use, using real world comparable examples as sources of ideas.

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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 honor 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.

Course Learning Outcomes

On completing the course, students will be able to:

1. Apply critical and creative thinking skills to the analysis and interpretation of primary documents and secondary materials related to sports and Chinese society covered in this course.

2. Apply research and historiographical skills (including developing hypotheses, conducting original research, and placing research findings within existing scholarly contexts) to the analysis and interpretation of primary historical texts and secondary materials on issues related to sports and Chinese society covered in this course.

3. Interpret, analyze, and critically and creatively reflect upon how sports played an important role in defining and affecting Chinese society and politics and gender issues and how sports has changed its people, the nation, and the world in fundamental and sometimes profound ways.

4. Interpret, analyze, and critically and creatively reflect upon how Chinese attitudes toward traditional and modern sports are affected by national politics and elite members, and how by studying sports students are better equipped to address questions “what is China” and “who are the Chinese”.

5. Interpret, analyze, and critically and creatively reflect upon how China’s rise as a sports power coincides with its rise as an economic and political power and affects the country’s relations with the rest of the world.

Assessment:

100% coursework

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<tr>
<td>Short essays</td>
<td>40</td>
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<td>Film viewing and internet search</td>
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Sustainable Urban Development and Hong Kong

The course explores how Hong Kong responds and reacts to various issues relating to sustainable urban living. As a global city with unique cultural, historical, economic, and political setups, sustainability is a pressing concern and holds the key for the long-term urban development of Hong Kong. The emphasis of the course is on understanding sustainable urban development in the context of a high-density, market-oriented Asian world city. Urban sustainability is more than an environmental concept. Ethical utilization of resources, geographical equity and living within the carrying capacity of Mother Nature are important components underlying the principle. Sustainable urban living is concerned with both inter- and intra-generational equity; touching upon such social, economic and political issues as satisfying basic needs, accommodating multi-cultural and diversified aspirations, ensuring public engagement as well as nurturing public participation and partnership in the development process. The course offers a regional and comparative perspective to the understanding of the challenges that Hong Kong faces in maintaining her role as a world city.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe and explain urban sustainability challenges at the global level and examine responses in Hong Kong.

2. Explore and use various sources of information and assess Hong Kong’s performance in terms of tackling various global issues.

3. Apply knowledge generated in the cases of Hong Kong to understand and examine sustainable urban development issues in Chinese cities.

4. Demonstrate a reflective response to global sustainability challenges in the context of Hong Kong and an awareness of the implications of such responses on the challenges China is facing in her ongoing quest for modernization.

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# Musicking the Silk Road

From roughly 100 B.C.E. to 1350 C.E., the Silk Road bred and facilitated dynamic cultural exchanges, many of which were manifested in various musical traditions that flourished along the ancient conduit. This course examines some of these musical traditions and treats each of them as a cultural process, focusing on the spread and development of these orally-transmitted art forms, thereby highlighting the complexity of Chinese culture by way of its interaction with other cultures on the Silk Road.

In this course, the Silk Road is understood as an ever-changing series of peoples, places, and musical traditions. Through examining a broad range of these pre-modern Eurasian musical cultures, the course helps students move beyond their preconceived understanding of music, open their minds and ears to musics of the past, and interpret interconnections between past and present.

By exploring the globalized music scene of the Silk Road as a product and reflection of culture, the course nurtures critical intellectual enquiry and self-reflection across a wide range of socio-cultural issues, so as to enable students to be aware of the wider world, to respect and value diversity, and to understand how the world works culturally, socially, and politically.

## Course Learning Outcomes

On completing the course, students will be able to:

1. Outline the historical and geographical setting of the Silk Road.
2. Identify and appreciate the musical features of a broad range of Silk Road music traditions.
3. Describe musical exchanges between China and other Eurasian musical cultures.
4. Describe and critically examine the historical and cultural importance of the Silk Road towards the construction of China’s Nationhood.
5. Appraise and evaluate musical and cultural relevance of contemporary East-meets-West performances.

## Assessment: 100% coursework

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## Study Load

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## Required Reading


Required Reading


Study Load

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Assessment: 60% coursework; 40% examination

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Mainland China has created an economic miracle during the past 30 years. However, the environmental pollution in mainland China is getting more severe and long-term sustainable development is facing a great challenge. This course will offer an in-depth look at key issues in environment pollution of mainland China, including historical Chinese attitudes toward nature, environmental protection thoughts in traditional Chinese philosophy, current popular attitudes toward nature and environment, water shortage and pollution, air pollution, ecosystem deterioration, drinking water safety, land and soil contamination, and mainland China environmental diplomacy. Students will develop a strong integrated scientific, technical, cultural, economic, and political understanding of the environment pollutions of and challenges to a developing mainland China after learning topics offered in this course. The main topics include 1) environmental challenges to developing China; 2) public attitudes to environment; 3) water pollution; 4) air pollution; 5) land/soil pollution and food contamination; 6) global pollutants; 7) legislation and policy; 8) technologies and strategies for pollution control and reduction; 9) sustainable development.

Course Learning Outcomes

On completing the course, students will be able to:

1. Demonstrate an awareness of the serious pollution situation in mainland China and highlight the multi-faceted nature of the challenge for sustainable development.

2. Understand the causes of pollution and obstacles to environmental protection, including an examination of the social, political and institutional dimensions.

3. Use relevant information about environmental impacts of various pollutants to discuss environmental pollution in a given case.

4. Apply scientific (both engineering and social science) knowledge and understanding to propose control strategies for difference pollutions.
The purpose of this course is to examine China’s rich repository of myths from a sociohistorical 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.
China: Culture, State & Society
Course Code // CCCH9038


Early Chinese Political Thought and the Law

This course traces the evolution of classical Chinese thought about politics, society, human nature, and coercion leading up to the great Legalist experiment of the Qin Dynasty (221–206 BC) and its aftermath. We start with the theory of the “mandate of heaven,” which leads us to Confucius’s appeal to ritual behavior as a basis for social role ethics. We examine Confucius’s arguments for his educational methods and rejection of punishment and coercion. Next we turn to the rival Mohists’ critique of Confucianism and their innovations in political theory. We trace the role of pivotal concepts driving problems and solutions in the era’s political discourse. Key terms include 甲法 (standards), 丙名 (names), and 丁道 (way). We next study how prevailing views of psychology, cosmology, and social change inspired Daoist anarchism and in turn moral skepticism, pluralism, and Daoist values of freedom or spontaneity. Then we examine the Confucian authoritarian backlash, in which a darker view of psychology motivated arbitrary authority and severe punishments. These strands of political thought came together in the Legalist synthesis that unified China into a dynastic empire that lasted for two millennia. Finally, we examine how Qin Legalism was repudiated in favour of a Confucian orthodoxy that came to dominate imperial China. Students will draw on selected readings to debate in tutorials and in class how Chinese values as expressed in Confucianism, Mohism, Daoism, and Legalism figure in contemporary arguments for individualism, human rights, freedom, democracy, and rule of law.

Course Learning Outcomes

On completing the course, students will be able to:

1. Describe the theoretical role of key concepts such as 甲法 (standards), 丙名 (names), and 丁道 (way) in the early development of Chinese political philosophy.

2. Compare and contrast rule by 甲法 (standards) with rule of law and explain the conceptual basis for rule of law in traditional Chinese political philosophy.

3. Demonstrate interpretive, analytical, and argumentative skills in oral presentation and writing by discussing issues arising in early Chinese political thought in written assignments, tutorial discussions, and debates.

4. Demonstrate appreciation of the intellectual framework for and historical experience with rule by 甲法 (standards) in traditional Chinese political thought.

5. Demonstrate critical reflection on the value of rule of law and potential challenges to its implementation in a Chinese cultural context.

Study Load

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Assessment: 100% coursework

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<td>Brief writing assignments</td>
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<td>Debate</td>
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<tr>
<td>Written reflections</td>
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</table>
Curing the Chinese: Medicine and Society in Modern China

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

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

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Effectively communicate the cultural and medical exchanges between China and the West.
2. Demonstrate an understanding of how medical practice is embedded in cultural values.
3. Demonstrate the capacity to analyze how medical institutions are transformed by political contexts and the consequential influence on the perception of the body and health.
4. Apply the basic concepts and theoretical perspectives to analyze how global knowledge is practiced differently in different local contexts.
5. Cooperate in groups to conduct field trips and to produce a presentation and demonstrate appropriate presentation skills.

Required Reading
