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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
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 2014-2015. 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 is an essential part of academic induction to facilitate the transition from secondary school to university. It is designed to provide key common learning experiences for all HKU undergraduate 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.

"The one real goal of education is to leave a person asking questions.”
Max Beerbohm
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.

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 (AoSs). 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
- Global Issues
- Humanities
- 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:

<table>
<thead>
<tr>
<th>Scientific and Technological Literacy</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Themes //</strong></td>
<td><strong>Themes //</strong></td>
</tr>
<tr>
<td>The Nature and Methods of Science</td>
<td>The Creative Arts</td>
</tr>
<tr>
<td>Science, Technology and Society</td>
<td>Historical Awareness: Past and Present</td>
</tr>
<tr>
<td>Science, Technology and Global Issues</td>
<td>Language, Communication and Society</td>
</tr>
<tr>
<td>Science and Technology in Everyday Life</td>
<td>Mind-Body-Spirit</td>
</tr>
<tr>
<td>Frontiers of Science and Technology</td>
<td>Ethics and Society</td>
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<table>
<thead>
<tr>
<th>Global Issues</th>
<th><strong>Themes //</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Issues, Local Lives</td>
<td>Global Issues, Local Lives</td>
</tr>
<tr>
<td>Challenges of Global Governance</td>
<td>Challenges of Global Governance</td>
</tr>
<tr>
<td>Globalization and Economic Development</td>
<td>Globalization and Economic Development</td>
</tr>
<tr>
<td>Global Ethics and Citizenship</td>
<td>Global Ethics and Citizenship</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>China: Culture, State and Society</th>
<th><strong>Themes //</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Culture: Thoughts, Values and Ways of Life</td>
<td>Chinese Culture: Thoughts, Values and Ways of Life</td>
</tr>
<tr>
<td>Chinese Civilization: State, Society and Economy</td>
<td>Chinese Civilization: State, Society and Economy</td>
</tr>
<tr>
<td>China’s Changing Environment</td>
<td>China’s Changing Environment</td>
</tr>
<tr>
<td>China’s Quest for Modernization</td>
<td>China’s Quest for Modernization</td>
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</tbody>
</table>
How will you be assessed?

Common Core courses utilize diverse modes of assessment. As well as the more traditional exams, tests and quizzes, you are likely to be required to demonstrate your knowledge and skills in a variety of other ways, for example, by keeping a journal to reflect on lectures and readings, making a movie, engaging in fieldwork, undertaking research, constructing a website or doing group projects and presentations.

Why are tutorials important?

Tutorials are an essential and compulsory element of study in the Common Core Curriculum. Tutorials will normally be conducted weekly in groups of no more than 12 students. The purpose of tutorials is to provide a context for you to clarify and deepen your understanding of ideas and issues arising from the course through dialogue with others in an interactive setting. Additionally, tutorials offer an environment for you to improve your communication skills and develop your confidence. You should therefore make every effort to participate actively and constructively in tutorials. Indeed, each member of the tutorial group has responsibility for creating an effective learning experience for all concerned. Thus, it is also important that you prepare adequately for tutorials by reviewing your understanding of the relevant lecture(s), formulating questions for discussion and completing any preset tasks and/or reading requirements.

What are the requirements?

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 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. The majority of Common Core courses are taught on Wednesday afternoon and a number of them on Saturday morning. 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 (except for students admitted in 2014-15 and thereafter who are required to make up for failed credits).

How do you select your courses?

Common Core courses are selected online through the Student Information System (SIS). It is important to note that selecting a course online does not guarantee a place on the course as Common Core courses have a fixed quota. For over-subscribed courses, enrollment will be determined by auto-ballot carried out on a daily basis during the course selection period and add/drop period. Students who are disapproved by auto-ballot will be notified by an auto-generated e-mail so it is important that you check your e-mail account on a regular basis. You should also regularly check your course selection status online. The quota is strictly applied and there is no way whatsoever of gaining a place on a course that is full.
### Table 1: Programme Requirements for Taking Common Core Courses for Students Entering in 2014-15

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><strong>Architecture</strong></td>
<td>BA(ArchStud)</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td></td>
<td>BA(UrbanStud)</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>Three in Year 1, three in Year 2</td>
</tr>
<tr>
<td></td>
<td>BA(Sur)</td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong></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 3 years</td>
</tr>
<tr>
<td></td>
<td>BBA(Cons)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BBA(Cons)</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td><strong>Business and Economics</strong></td>
<td>BBA(Law)</td>
<td>One in Year 1, three in Year 2, two in Year 3</td>
</tr>
<tr>
<td></td>
<td>BBA(Law)&amp;LLB</td>
<td>One in Year 1, three in Year 2</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><strong>Dentistry</strong></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>
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<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</td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>BEng(CE)</td>
<td>Three in Year 1, three in Year 2</td>
</tr>
<tr>
<td></td>
<td>BEng(Civ)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(Civ-Env)</td>
<td></td>
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<tr>
<td></td>
<td>BEng(CompSc)</td>
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<tr>
<td></td>
<td>BEng(ElecE)</td>
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<td></td>
<td>BEng(EE)</td>
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<td></td>
<td>BEng(IETM)</td>
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<tr>
<td></td>
<td>BEng(LESCM)</td>
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<tr>
<td></td>
<td>BEng(ME)</td>
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<tr>
<td></td>
<td>BEng(MedE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BEng(EngSci)</td>
<td>Three in Year 1, three in Year 2, [for Major in Biomedical Engineering] Four in Year 1, two in Year 2 [for Major in Environmental Engineering, Energy Engineering, Computing &amp; Data Analytics, and Materials Engineering]</td>
</tr>
<tr>
<td><strong>Law</strong></td>
<td>LLB</td>
<td>Four in Year 1, two in Year 2</td>
</tr>
<tr>
<td><strong>Medicine</strong></td>
<td>BBiomedSc</td>
<td></td>
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<tr>
<td></td>
<td>BChinMed</td>
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</tr>
<tr>
<td></td>
<td>BNurs</td>
<td>Four in Year 1, two in Year 2</td>
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<tr>
<td></td>
<td>BPharm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MBBS</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>BSc</td>
<td>Six within the first 3 years</td>
</tr>
<tr>
<td></td>
<td>BSc(ActuarSc)</td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>BJ</td>
<td>Six within the first 3 years</td>
</tr>
<tr>
<td></td>
<td>BSocSc</td>
<td>Six within the first 3 years</td>
</tr>
<tr>
<td></td>
<td>BSW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSocSc(Govt&amp;Laws)&amp;LLB</td>
<td>Four within the first 2 years</td>
</tr>
</tbody>
</table>

1. Double degree – four Common Core courses are required.
2. Before the end of semester 2 in Year 2, 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 3 if necessary.
3. 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 3.
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 2 for non-permissible combinations before you choose your courses.

### Table 2: 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>Science and Technology: Facts and Fallacies</td>
</tr>
<tr>
<td>CCST9035</td>
<td>Making Sense of Science-related Social Issues</td>
</tr>
<tr>
<td>CCST9028</td>
<td>Science and Technology: Facts and Fallacies</td>
</tr>
<tr>
<td>CCST9038</td>
<td>Science and Science Fiction</td>
</tr>
<tr>
<td>CCHU9034</td>
<td>Metropolitan Visions: Modernity, Architecture and the City</td>
</tr>
<tr>
<td>CCHU9037</td>
<td>Street Sense: The City and its Environments</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>CCGL9019</td>
<td>Economic Globalization: Issues and Challenges</td>
</tr>
<tr>
<td>CCGL9022</td>
<td>Globalization in Question: Human and Economic Consequences</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>
<tr>
<td>CCCH9025</td>
<td>Humanity and Nature in Chinese Thought</td>
</tr>
<tr>
<td>CCCH9038</td>
<td>Chinese Social Values: Authority and Anarchy</td>
</tr>
<tr>
<td>CCCH9030</td>
<td>Modernizing China's Constitution: Failures and Hope</td>
</tr>
<tr>
<td>CCCH9041</td>
<td>The Rule of Law in Contemporary China</td>
</tr>
</tbody>
</table>
“Education should be related to an intercultural and interdependent world.”

Miguel Ángel Escotet
### 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.

### 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.

### 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 AOs, the courses in both AOs should enable students to see the interconnection between them.

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.
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 multifaceted 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.

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.

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.

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.

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.

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<td>Criminal Organizations, Clandestine Globalization and the Illicit World Political Economy</td>
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On completing the course, students will be able to:

1. Demonstrate understanding of molecular, evolutionary and synthetic biology, and recognize the continued interconnectedness between science, technology and fundamental human issues.

2. Review theories of evolution and the origins of life in the light of recent developments in synthetic biology, and examine changing values, interests and behaviours of society from multiple perspectives.

3. Critically analyze scientific and ethical perspectives relating to the applications of synthetic biology using evidence-based arguments to reach reasoned positions.

4. Evaluate how emerging and future synthetic biology technologies may benefit and/or potentially endanger humanity and the natural environment.

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 a rebranding of biotechnology?

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 impact of synthetic biology on the individual, the global community, the natural environment and the economy using evidence-based arguments to reach reasoned positions. The opportunities, possibilities and risks of technologies emerging from synthetic biology will be examined from multiple perspectives.

The course content will be explored through a blend of lectures, video materials, and interactive learning tasks. There will be a strong emphasis on collaborative group learning including a synthetic biology laboratory experience and a narrated group presentation that will enable students to engage creatively with the course issues. The tutorials will be used to consolidate ideas and discuss issues in greater depth.
This course aims to develop students’ quantitative literacy for the understanding of scientific, technological and social issues. It consists of three themes: (1) Synthesizing multiple representations of quantitative data; (2) Understanding risk and uncertainty; and (3) Modelling and prediction of phenomena. The course will help students develop mathematical reasoning in contextualized scenarios.

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

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. Relate 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. Evaluate uses 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.

**Course Learning Outcomes**

**Non-Permissible Combination:** CCST9039 Statistics and Our Society

**Required Reading**


**Assessment Tasks**

- E-forum: 20
- Group presentation: 30
- Individual assignment (linked with group project): 30
- Quiz: 20

**Assessment:** 100% coursework

**Study Load**

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<td>Assessment: Individual assignment</td>
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<td>Total:</td>
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**Course Code:** CCST9002

**Course Co-ordinator**

Dr I.A.C. Mok  
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**Course Time:** First semester (Wed)

**Lecture Time:**
In order to make informed decisions in this information age, everyone needs to have an efficient way to sift through and evaluate the myriad 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.
Appropriate Technology for the Developing World

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.

**Course Learning Outcomes**

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 Code** // CCST9004

**Course Co-ordinator**

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**Non-Permissible Combination**

CCST9003 Everyday Computing and the Internet /  
CCST9015 Electronic Technologies in Everyday Life
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 judgements 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 judgements 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).

### Course Code // CCST9005

**Science and Health: The Ever-changing Challenges and Solutions**

(Hong Kong Observatory)

### Required Reading


### Course Learning Outcomes

On completing the course, students will be able to:

1. Recognize from history dramatic improvements in the health of human beings attributable to the innovation of our predecessors in the development and discoveries of scientific advances.
2. Identify the difficulties, challenges and drawbacks encountered when science is applied to improve the health of human beings and hazard prevention and minimization.
3. Show awareness of the moral-ethical considerations in applying a scientific achievement to the health of human beings, especially in imminent and imperative clinical situations e.g. outbreaks or epidemics.
4. Apply optimization techniques when placing priorities on utilization of limited resources in scientific research of health improvement, promotion and prevention.
5. Demonstrate awareness of the utmost importance of social, national and global responsibilities and moral obligations to ensure equity and justness to enjoy the scientific achievement for human health.
6. Think critically on how the impact, difficulties and consequences of health improvement foster and influence further new scientific research to maintain sustainability of health improvement and continuity of the human species.
Biomedical Breakthroughs in a Pluralistic World

The aim of this course is to help students develop critical, balanced and multidimensional 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.

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.

Non-Permissible Combination: CCST9006 Biotechnology – Science and Impacts

Required Reading

Assessment: 100% coursework

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<td>Tutorial discussion</td>
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<tr>
<td>Poster presentation</td>
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Course Co-ordinator

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Dr K.M. Yao
Department of Biochemistry, Li Ka Shing Faculty of Medicine
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Activities Number of hours
Lectures 22
Tutorials 12
Laboratory 2
Reading / Self-study 55
Assessment: Essay / Report writing 35
Assessment: Presentation (incl preparation) 24
Total: 150

Study Load

Course Learning Outcomes

http://commoncore.hku.hk/ccst9006
Infectious Disease in a Changing World

Course Code // CCST9008

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 and totally-resistant tuberculosis, cholera, community-acquired methicillin-resistant *Staphylococcus aureus*, and other multiple-resistant or pan-resistant bacteria 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.

### Study Load

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**Assessment: 100% coursework**

- **Assessment Tasks**
  - In-class test: 25
  - Topic presentation and report: 25
  - Short essay: 25
  - Participation in tutorial discussions: 25

### 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.

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### Required Reading


### Assessment: 100% coursework

- **Weighting**
  - In-class test: 25
  - Topic presentation and report: 25
  - Short essay: 25
  - Participation in tutorial discussions: 25

http://commoncore.hku.hk/ccst9008
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 judgement and forcing us to step over inappropriate moral boundaries.

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

The topics will be addressed through scientific, literary and popular media in a combination of lectures, tutorials and case studies. There will be many opportunities for interactive group work and sharing of ideas during the classes.
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.
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.
This course discusses the historical changes in the perception of our place in the universe as a result of astronomical development. We begin with ancient models of the universe in different cultures and the religious and philosophical interpretation of celestial objects, through the Copernican revolution and the work of Kepler, Galileo and Newton, towards our current physical model of the universe.

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

[There will be an optional visit to the Hong Kong Space Museum to see the Planetarium show on Tuesday (11am - 1pm) in Reading Week.]
### 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 coursework, 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.

### Non-Permissible Combination:
CCST9016 Energy: Its Evolution and Environmental Impacts

This course will introduce to students the diverse ways in which human society has interacted with the natural environment, raise their awareness of the complexity of environmental issues, and encourage them to explore various aspects of global and local environmental problems. The teaching will focus firstly on how scientific and technological development has influenced human society in gaining economic benefits from understanding and being able to modify and manage the natural environment. It will then draw students’ attention to the consequences of human’s modification of the natural environment, including an increase in the scale of natural hazards recently occurring across the world. Students will be guided to examine global (resources, climate change, economic growth, etc.) and local (pollution and resource depletion in China and Hong Kong) environmental issues, and explore possible scientific and technological solutions along with political, social and economical considerations to these environmental problems.
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 of various kinds have become an indispensable part of our everyday life. In order to make informed decisions as to whether we should adopt these ever changing electronic technologies, we have to develop a basic understanding of the “substances” and performance considerations behind them. 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.
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.
Required Reading


Assessment Tasks Weighting
Writing assignments 35
Mini project and group presentation 35
Examination 30

Assessment: 70% coursework; 30% examination

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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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.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Describe how advances in technology have influenced scientific thinking on the origin, evolution and future of life.

2. Discriminate between scientific explanations and other belief-based explanations for the origin and evolution of life.

3. Describe and explain the societal implications of scientific discoveries relating to the origin, evolution and future of life.

4. Evaluate how technological advances can affect the long-term future of humankind.

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**Required Reading**


NASA. Astrobiology Magazine. From http://www.astробio.net

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**Study Load**

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<th>Activities</th>
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<td>Tutorials (incl preparation)</td>
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<td>Reading / Self-study</td>
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**Assessment: 100% coursework**

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<td>Debates</td>
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<tr>
<td>Mini essay</td>
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<td>Poster presentation</td>
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<tr>
<td>Quizzes and tutorial activities</td>
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**Course Code // CCST9018**

**Origin and Evolution of Life**

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**Course Co-ordinator**

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http://commoncore.hku.hk/ccst9018
**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.

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.

**Course Code // CCST9019**

**Understanding Climate Change**

- **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.

- **Assessment: 100% coursework**
  - **Assessment Tasks**
    - Essay: 20
    - Multiple choice quiz: 20
    - Group presentation and blog: 20
    - Field trip worksheets: 10
    - Laboratory reports: 30

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- **Lecture Time // Second semester (Wed) **

- **http://commoncore.hku.hk/ccst9019**


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

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

“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. The central question is about continued quality development of the built environment into the future. Students will develop an ability to critically reflect on the different strategies, best practices and technologies to tackle issues of the built environment in a systematic manner. Topics specific to this course include (i) global issues related to the natural and built environment, (ii) the sustainable development framework applied to the built environment and associated technologies, (iii) relevant ethical, socio-economic, philosophical and political issues and the role of different stakeholders, (iv) energy and carbon, and (v) case studies locally and abroad. Students will be expected to attend lectures and tutorials, participate in tutorial discussions, search literature and read widely, and to also undertake a field trip (within Hong Kong) and report on their learning experience.

[A half-day field trip will be held off-campus in Hong Kong during Reading Week. Three options of time will normally be provided for the field trip, and students will be required to choose one for participation.]
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.
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.

Course Code // CCST9022

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 shape our view of the modern world.
3. Explain how the public understanding and perception of science and technology issues are shaped by the mass media.
4. Critically appraise the depiction of science in the media and in popular culture: formulating opinions on facts depicted, seeing how it shapes our society.

Required Reading


Assessment Tasks

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<th>Assessment Tasks</th>
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<tr>
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<tr>
<td>Individual mini project</td>
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<tr>
<td>Group presentation</td>
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<td>Case study</td>
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Study Load

Activities Number of hours

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<td>Assessment: Case study</td>
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Assessment: 100% coursework

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 shape our view of the modern world.
3. Explain how the public understanding and perception of science and technology issues are shaped by the mass media.
4. Critically appraise the depiction of science in the media and in popular culture: formulating opinions on facts depicted, seeing how it shapes our society.

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Required Reading

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


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 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.
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, e.g. the role of blood in sacrifice and rituals; the prohibition of transfusion of blood by Jehovah’s Witnesses. 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 science and fiction of blood will be examined through a survey of film clips including the fascination with vampirism even in modern day society.
The overall theme of this course is that genetics and evolution provide a useful perspective for understanding many important aspects of our lives, including our psychological makeup and how we relate to others. The course will draw on multiple intellectual disciplines – genetics, evolution, mathematics, statistics and psychology – to address the following fundamental issues:

- How life is maintained from one generation to the next through genes, and how living organisms can adapt to the environment through changes in the genes.
- How human individual and group differences in important domains such as personality, abilities and talents, 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.
The main purpose of this course is to review some of the most important scientific revolutions that took place in the history of science (Copernican, Newtonian, the Chemical, the Relativistic, and the Quantum), 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.
Required Reading

Core readings:

Selected chapters from:

Study Load

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<th>Activities</th>
<th>Number of hours</th>
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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>Demonstrations</td>
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<td>Homework</td>
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Assessment: 100% coursework

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<tr>
<td>In-class tests</td>
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<td>Short essays</td>
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<td>Small assignments</td>
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Course Learning Outcomes

On completing the course, students will be able to:
1. Describe and give examples of common errors in intuitive judgement and decisions.
2. Recognize and identify these errors in real-world situations.
3. Explain psychological theories for these errors and supporting empirical evidence.
4. Discuss and critically evaluate psychological theories of intuitive judgement and decision making.
5. Apply knowledge and theories to analyze judgements and decisions in real-world situations.

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

This course examines irrational thinking from a scientific perspective. We will survey a range of systematic errors and biases that have been identified, discuss scientific evidence and explanations, and analyze how these biases manifest themselves in domains like medicine, economics, and consumer choice. A number of class demonstrations, modelled after actual studies, will help illustrate the effects.
Science and technology are important parts of modern life, and understanding of scientific concepts is necessary to form an informed judgement 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.
The Internet (aka cyberspace) has become a platform in many arenas, 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 his or her identity cannot be reviewed in cyber-space, such as sharing of copyright-protected materials and spreading of rumours.

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 technologically 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 cyberspace 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

<table>
<thead>
<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>10</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
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Assessment: 100% coursework

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<tr>
<td>Quizzes</td>
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<tr>
<td>Case study and final project</td>
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<tr>
<td>In-class presentation / Class discussion</td>
<td>25</td>
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</tbody>
</table>

Course Co-ordinator

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Teacher(s)

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Modern forensic science covers multiple scientific disciplines such as chemistry, physics, biology, medicine, computing, engineering etc. This course will lead students to explore the world of modern forensic science through a series of selected forensic science topics interplayed with interesting, famous or mysterious crime case studies and Problem-based Learning tutorials. Additionally, hands-on practicals will enable students to carry out the collection of, and examination and analysis on, several types of forensic materials, including hairs and fibres, fingerprints and 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 addition to introducing students to the underlying scientific, legal and ethical concepts of crime investigation, knowledge gained in the course will be used by students to critically analyze assigned crime cases and generate logical solutions. All course contents including practicals are designed to be suitable for students having little or no science training.

[The Laboratory component of this course (with three laboratory sessions) is compulsory. The laboratory sessions will be arranged during the semester on Wednesday or Friday mornings.]

Non-Permissible Combination:
CCST9010 The Science of Crime Investigation

### Course Code // CCST9030

**Forensic Science: Unmasking Evidence, Mysteries and Crimes**

<table>
<thead>
<tr>
<th>Activities</th>
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</thead>
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<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>
<tr>
<td>Case study of a crime scene</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: Laboratory practicals (incl preparation, performance and report writing)</td>
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### Study Load

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

### 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.

### Course Co-ordinator

<table>
<thead>
<tr>
<th>Professor D.L. Phillips</th>
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<tbody>
<tr>
<td>Department of Chemistry, Faculty of Science</td>
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<tr>
<td>2859 2160</td>
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### Teacher(s)

<table>
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<tbody>
<tr>
<td>Department of Chemistry, Faculty of Science</td>
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<table>
<thead>
<tr>
<th>Dr W.T. Chan</th>
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<tr>
<td>Department of Chemistry, Faculty of Science</td>
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<table>
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<th>Dr B.L. Lim</th>
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<tbody>
<tr>
<td>School of Biological Sciences, Faculty of Science</td>
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<td>2299 0826</td>
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http://commoncore.hku.hk/ccst9030
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.


On completing the course, students will be able to:

1. Demonstrate 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 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.

### Assessment: 100% coursework

<table>
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<th>Assessment Tasks</th>
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<th>Number of hours</th>
</tr>
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<td>Group assignment activity and presentation</td>
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<td>Quizzes</td>
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<td>Individual final report</td>
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</table>

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http://commoncore.hku.hk/ccst9032
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.
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.
The course aims to enhance students’ understanding about science and technology, and to enable them to critically evaluate socio-scientific issues (SSI) as reported in the media. Such critical evaluation should enable them to make rational and responsible decisions on these issues, and to be aware of the implication of such decisions.

The course will consist of three components: (1) *Features about science and technology* aims to promote an understanding of the nature of science and technology. Cases on frontier scientific research such as the development of anti-cancer drugs and prenatal diagnosis, and their implications and controversies, will be discussed. (2) *The making of science-related news in the media* aims to develop an understanding of the agendas behind the inclusion of certain science-related social issues in media reports. Operation of the media, criteria of “news worthiness” of science news, and editorial stances of different media, etc. will be considered. (3) *Critical evaluation of SSI and making of sensible decisions* aims to develop transferable skills such as reasoning, analytical and evaluative skills through critical analysis of the impact of scientific and technological development on issues like equity, public health, and socio-cultural practices.
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 the 19th century and the invention of the transistor in the 20th century paved the road for the “information age”.

This course is designed to equip students with a general understanding that the development of materials by humankind in history has a close relationship with human civilization. The organization of the course will be based on the development of materials by humankind in chronological order, and the underlying scientific principles. The principles related to the preparation, processing, and functions of different types of materials will be integrated into the topics presented.
Mathematics is one of the major threads, together with language, science, and the arts, that weave the beautiful fabric of human civilization. Through examples gathered from the long history of humankind, around our daily lives, and in diverse areas of human activities, this course aims to help students to comprehend how mathematics was, and is being, developed as a work of human endeavour with cultural, intellectual, and social contexts. We will also investigate the role of mathematics in the development of other areas of our civilization. In particular we shall examine the interplay between mathematics and other 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.
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.
**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>
</tr>
<tr>
<td>Tutorials</td>
<td>12</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>30</td>
</tr>
<tr>
<td>Assessment: Assignments and reports</td>
<td>30</td>
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<td>Assessment: Examination (incl preparation)</td>
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</table>

**Assessment:** 60% coursework; 40% examination

**Assessment Tasks**

- Assignments and reports: 40%
- Tutorial participation and performance: 20%
- Examination: 40%

**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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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.
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 contexts, 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.

The Science of Evidence: Is Medicine Scientific?

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 and synthesize implications for knowing how evidence is contextualized in our perceptions of the world.

Required Reading


Course Code // CCST9040

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 and synthesize implications for knowing how evidence is contextualized in our perceptions of the world.

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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.

The World of Waves

Required Reading

Selected chapters from:


These three books are all written at a level suitable for first and second year students without quantitative background. Typically one or two chapter(s) from each book will be required for the preparation of the mid-term quiz. The “Recommended Reading” list (available from http://commoncore.hku.hk/ccst9042) contains books relevant for a term paper.

Study Load

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<th>Activities</th>
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</thead>
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<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>Laboratory demonstrations</td>
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<td>Assessment: Presentation (incl. preparation)</td>
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Assessment: 100% coursework

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<td>Mid-term quizzes</td>
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<tr>
<td>Term paper</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
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</table>

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.
2. 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.
3. 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.
4. 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.
5. 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.
6. Identify the distinctions, restrictions and interconnectedness between elegant, rigorous scientific principles and the demand for cost, efficiency and performance of products in technology.

Assessment Tasks: 100% coursework

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<tbody>
<tr>
<td>Mid-term quizzes</td>
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<td>Term paper</td>
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<td>Presentation</td>
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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.

This course will introduce students to a well-known but poorly understood phenomenon, time. We all have a personal concept of time since it drives our lives minute by minute, day after day. It changes us over our lifetime yet it is one of the greatest mysteries to humankind. In this course, we will discuss the concept of time and how it profoundly affects our everyday lives from different yet connected angles: cosmological, astronomical, biological, geological, socio-cultural and philosophical. We will explore the fundamental nature of time, how we measure it, and its important role in the human society. We will also scrutinize footprints of time on different time scales, manifested as different events in the past history of our Earth, our solar system, and even our Universe.
There is an old saying, "You are what you eat", which means the food one eats has a bearing on one's state of mind and health. Since the discovery of fire, culinary practices have been instrumental in the progress of human evolution. Culinary practices may be regarded as one of the oldest and most widespread applications of chemistry and physical sciences in everyday life. Traditionally, understanding and knowledge on cooking are based on collective experiences of diverse individuals passed down from generations to generations. In this course, we will guide the students to explore everyday life cooking and food preparation activities from scientific perspectives. We will examine critically the "folk knowledge" of cooking from the viewpoints of chemical, biological, physical and social studies. The aim of this course is to promote science literacy through exploring concepts and theories that are behind everyday cooking and cuisines. Using knowledge of cooking as a starting point, students will explore the intimate relationship between sciences, personal life and society through daily life examples and laboratory demonstrations. All course contents including practical sections are designed to be suitable for students having little or no science training.
Do you ever wonder what is happening to your body during times of stress? Can emotional states influence the body’s physiological processes? What scientific evidence underpins the claims of mind-body effects? We undoubtedly all experience stressful times, are all recipients of healthcare, and possess lifestyles and attitudes that may impact our health. In this course, students will delve into cutting edge issues in the science of the mind-body-health relationship and analyze how communication occurs both within and across the body’s systems. Such multi-system analysis will provide biological explanations for mind-body effects seen in human health and medical treatments. Furthermore, philosophical issues of mind-body duality, emotions as “drugs”, and the power of positive and negative suggestion will be critically examined. The issues dealt with in this course will shed scientific light on the interconnections between thought, behaviour, and health that will recur time after time in the students’ daily lives. The course does not require any prior in-depth biological knowledge.

Course Code // CCST9046

The Science of the Mind-body-health Relationship

Required Reading


We are entering the “Age of Big Data” – an extremely large amount of information is created every day, which is revolutionizing science and technology, governments, economy, and international development. A variety of sources contribute to the Big Data, including the Internet, Wikipedia, social networks (e.g. Facebook), micro blogs, mobile phones, and cameras. This era of “information burst” has brought convenience to our daily lives. However, the availability of such a vast amount of information has also created a lot of problems. For example, reported incidents of leakage of private data, due to the use of the Foxy software, and the loss of USB drives that contain thousands of patients’ records, have raised serious legal and social concerns.

The goal of this course is to engage students in examining the critical issues that they could encounter in the Age of Big Data. They will examine how Big Data is affecting our society and daily lives. They will study the security and credibility issues of Big Data. They will also address the issues of organizing and exploring Big Data. Solutions proposed in legal, technological, and education domains will be explored and discussed.
This course will introduce the concept of complexity examining both the methods used in complexity science and examples of complexity found in nature and everyday life. Complexity science is an interdisciplinary field that seeks to explore the behaviour of strongly interacting systems made of simple components with no central control. It represents a new framework for science as a departure from a reductionist or “bottom-up” framework in favour of a “top-down” or systems level framework. We will explore the story of Mandelbrot and the beautiful patterns of fractals. An introduction of chaos will show how scientific measurement and prediction can fail even in simple examples. We will show how patterns can emerge and discuss the concept of “irreducibly complex” with a study of cellular automata. With the tools of networks we will see the role of science in dealing with global issues such as the intricate relationships between humanity and the global environment. We will explore our everyday lives through the study of social networks, learning and urban ecology. Finally, this course will bring us to the frontiers of sciences as we learn how complexity shapes our current understanding of the global climate, ecological characteristics and animal behaviours.

**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>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
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</tr>
<tr>
<td>Assessment: Weekly assignments</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
<td>30</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: Portfolio</td>
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**Assessment: 100% coursework**

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<td>Weekly assignments</td>
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<tr>
<td>Written report</td>
<td>10</td>
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<tr>
<td>Portfolio</td>
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<tr>
<td>Group presentation</td>
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<td>Group report</td>
<td>30</td>
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<tr>
<td>Class discussion</td>
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</table>

**Required Reading**

The course examines a broad range of sustainability issues including:

- population and urbanization;
- resources – water; energy; and food;
- systems – transporation; technology and communication; health and environment; and community and governance.

These issues 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 in the lectures 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 sustainable project. 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.
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.
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


Course Code // CCHU9005

Humanities

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


Course Code // CCHU9005

Food and Values

Food is a fundamental aspect of human existence. This course examines philosophical issues about food and its relation to ethics, objectivity and values. Topics include moral issues such as the debate about animal rights, world hunger, the use of genetic engineering in agriculture and 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

Required Reading


UNICEF. (2006). From http:/ /www.un.org/ top/news/world/series/the_female_factor/index.html 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.

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.

Course Co-ordinator

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Course Code // CCHU9007

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, bi-sexual 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 acrotomophilia 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 deviant, 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.

Required Reading


Study Load

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

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Course Co-ordinator

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Teacher(s)

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Non-Permissible Combination:
CCHU9015 Sex and Intimacy in Modern Times / CCHU9039 Sexuality and Culture

Humanities
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


### 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>24</td>
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<tr>
<td>Tutorials</td>
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</tr>
<tr>
<td>Reading / Self-study</td>
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<td>Assessment: In-class test (incl preparation)</td>
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**Assessment: 100% coursework**

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<tr>
<td>Mid-term essay</td>
<td>40</td>
</tr>
<tr>
<td>In-class test</td>
<td>40</td>
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</table>
This course focuses on disability as a social phenomenon and social construct. It engages students to look into the everyday life situations people with disabilities (PWDs) commonly encounter, particularly people with physical and intellectual disabilities as well as mental illnesses (PD, ID and MI). Issues that arise from these situations will be examined through the critical lens of sociology, politics, culture and social policies. Stereotypical images of PWDs, myths and erroneous assumptions about them, and the basis of discrimination against them are major aspects students will reflect upon. They will explore how these attitudes have been shaped by the media, cultural representations, knowledge from medical and social sciences and further obtain an empathetic understanding of PWDs through class activities and direct contact in NGOs or self-help organizations.

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

[There will be a compulsory field visit (half day) scheduled during Reading Week.]
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.
Required Reading


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.
Cultural Heritages in the Contemporary World

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.

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

**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 sustainabilty 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).

**Required Reading**


**Humanities**

**Study Load**

**Activities** | **Number of hours**
--- | ---
Lectures | 24
Seminars / Tutorials | 12
Fieldwork / Visits | 10
Reading / Self-study | 30
Assessment: Essay / Report writing | 24
Assessment: Presentation (incl preparation) | 15
Assessment: Group discussion | 15
Total: | 130

**Assessment: 100% coursework**

**Assessment Tasks** | **Weighting**
--- | ---
Field trip reflection | 20
Group project and presentation | 30
Tutorial discussion | 20
Tests | 20
In-class assignments | 10
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, religious and social approaches to reality. The readings are taken from the following volumes:


In-class discussion will focus on the concepts in these readings as well as quotations from religious texts including Zhanzang, Laozi, the Great Learning, the Bhagavad Gita, the Dhammapada, Proverbs and Ecclesiastes, the Gospels of Matthew and Luke, the Qur’an, the Hidden Words, etc.

Required Film Viewing

Extracts from the following feature films with spiritual themes will be viewed and discussed in class or tutorial sessions: Avatar, Harry Potter, Hero, Gandhi, and others. Some ethnographic documentary films will be shown as well.

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.

Study Load

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

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

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Assessment: 100% coursework

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<td>20</td>
</tr>
<tr>
<td>Field visit reflective journal</td>
<td>15</td>
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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.
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 a 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.

Required Reading


More readings will be assigned for each lecture in the beginning of the term.

Study Load

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Assessment: 100% coursework

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<td>Individual reflective exercises</td>
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Course Co-ordinator

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Teacher(s)

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http://commoncore.hku.hk/cchu9015
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:

(i) major psychological and biological theories of stages of development and maturation,
(ii) sociological and anthropological approaches to development,
(iii) portrayals of development in the literature and the arts,
(iv) role of culture and modernization in shaping the developmental experiences of individuals, and
(v) individual and social implications of different approaches to development.
Art 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 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.

Course Co-ordinator

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Teacher(s)

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Required Reading

Selections from:

Study Load

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Assessment: 100% coursework

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Course Code // CCHU9018

http://commoncore.hku.hk/cchu9018
To examine health in its truest sense, one must explore beyond the limits of medicine to engage a much wider set of questions embracing social, cultural, political, economic, moral and spiritual aspects of human experience. The aim of this course is for students to gain greater insight into the multi-dimensional aspects of health and to develop a more holistic and humanistic appreciation of health in both a personal and societal context. The course will encourage students to look critically at various models of health, to understand the complexities of health-related behaviours and to appreciate the possible roles played by politico-social forces, cultural change and spiritual disorientation in shaping well-being. The humanistic aspects of health will be examined through an exploration of the winding journey from illness to healing, with illness often being the wake-up call for individuals to re-evaluate the way they approach life and thus inspire questions about self-awareness, self-actualization and spirituality.

### Required Reading

Excerpts from:

### 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.

### Assessment Tasks

- **Group presentation (incl preparation)**: 30
- **Discussion forum**: 10
- **Essay writing**: 20
- **Small group tutorial participation**: 25
- **Small group project**: 30
- **In-class participation**: 5

### Assessment: 100% coursework

### Activities

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### Assessment Co-ordinator

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### Teacher(s)

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**Humanities**

[http://commoncore.hku.hk/cchu9019](http://commoncore.hku.hk/cchu9019)

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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.

**Required Reading**


Course notes will be provided.

**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.

**Study Load**

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**Assessment: 100% coursework**

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**Course Co-ordinator**

First semester
Dr J.E. Wolff
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Second semester
Dr G.A. Cook
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**Teacher(s)**

Each section will be taught by one of the following teachers:

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Dr G.A. Cook
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Dr J. Asay
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Professor T. E. O’Leary
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Course will be offered four times

Lecture Time: Section 1 – First semester (Wed); Section 2 – First semester (Wed); Section 3 – Second semester (Wed); Section 4 – Second semester (Wed)
Required Reading

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 illnesses 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 illness in their social circles, workplaces or even family in the future. The development of a comprehensive and critical view towards mental illnesses will definitely prepare them to face this future challenge.

[All students are required to attend a half-day field trip to a mental health related hospital / non-governmental organization during Reading Week (most probably on the Wednesday). The field trip is compulsory and if interested students foresee that they cannot attend the field trip, they should not be enrolling in this course.]
**Course Code // CCHU9023**

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

**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-connectivity 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 ‘Land Art 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.

**Required Reading**


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 restoring the balance between humans 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 Workshop + Exhibition”, in which students can learn how to express their environmental opinions through the creative process of making their own land art. The 4-day “Land Art Workshop” (during Reading Week, Oct 13-16, 2014 inclusive) will be conducted on a selected site in the Hong Kong landscape. It will start with field study to explore how human civilization integrates or challenges the relationship with the landscape of the selected site. Then, based on their findings, students will use creative medium to explore their environmental critique to the site. After the workshop, students will prepare a Land Art Exhibition to communicate their creative works to the public, and present their works during the Opening of this exhibition (tentatively on a Saturday during November).

[All three activities: Land Art Workshop, the preparation of the Land Art Exhibition, and the Opening of the Land Art Exhibition are compulsory components of the course that the students are required to attend.]
Required Reading

Study Load

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Assessment: 100% coursework

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<td>Group project and audio-visual presentation</td>
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<td>Group project written report</td>
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<td>Take-home written examination</td>
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Course Co-ordinator
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Dr D.A. Palmer
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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 disease 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 programmes 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 create a more profound understanding of the “self” through an appraisal of personal beliefs, cultural ideologies and popular religions and philosophies on spirituality and immortality.

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.

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

[There will be a compulsory field visit to a funeral home / death-related social welfare agency scheduled during Reading Week - 11 March 2015 from 1:30 pm to 3:45 pm.]
Creativity, Technology and Law

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 and patent as examples, 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 or patent 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 intellectual property 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 vis-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 and patent as examples to describe and explain the concepts 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 creativity and information sharing, for example legal interventions through copyright and patent, 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.

Selected articles from newspapers, books, magazines and websites, case studies and other materials designated as required reading for each lecture.

Study Load

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Course Co-ordinator

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Teacher(s)

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Required Reading

Selected articles from newspapers, books, magazines and websites, case studies and other materials designated as required reading for each lecture.
Required Reading


Study Load

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Assessment: 100% coursework

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<tr>
<td>Group project</td>
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<td>In-class quizzes</td>
<td>15</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>20</td>
</tr>
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</table>

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.

Course Co-ordinator

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Cultures of War: Making Sense of the Human Fighting Instinct

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. Through an interdisciplinary, critical analysis of conflict, violence and martial arts, 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?
Which stories have happy endings? Which lives have happy endings? Do we hold the same standards of happiness to both? Where do such standards originate? The life and art of happiness are historically beautiful acts to reconsider closely. Many approaches and disciplines are important for studying human happiness, and in particular a drive toward the “happy ending”, whether philosophy, psychology, or folklore: in this course we will look especially at literary texts and films in English to consider in detail core acts and experiments in representation and expectations for “endings”, and the bend toward happy ones.

There are many cultural and historical assumptions that claim attention for happy endings, such as acts of renewal, flexibility, and the “common good”. This class will frame in ever-widening contexts such assumptions from international perspectives that establish perception and propositions of happiness in stories and tales and films that we see. The course will therefore highlight the production and politics of point of view in stories across different periods and genres. Offering playful and ideological dimensions to the art of endings, this course will bring new literary and historical awareness to evolving representations of ideals, rituals, and practices with regard to human relationships and societies.

**Required Reading**

Coursebook, including the following:

- “Little Red Riding Hood” by Charles Perrault
- “Truth and Consequences” by Brendan Gill
- The Worker by Walter Wykes
- “The Bubble that Came to My Ceiling” by Edward Hung
- “Out of McNuggets” by Edward Hung
- “The Year of Spaghetti” by Haruki Murakami
- “San” by Lan Samantha Chang
- “The Story of an Hour” by Kate Chopin
- The Lion King (script)
- “The Lottery” by Shirley Jackson

Optional Primary Readings: including FOB by David Henry Hwang, Beyond the Horizon by Eugene O’Neill, A Language of Their Own by Chay Yew, Buried Child by Sam Shepard, “Charles” by Shirley Jackson, the film Harold and Maude, “The Ant and the Grasshopper” by Somerset Maugham.

**Study Load**

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>Lectures</td>
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<td>Preparation for tutorial discussions</td>
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<tr>
<td>Assessment: Journal writing</td>
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**Assessment: 100% coursework**

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<tbody>
<tr>
<td>Group presentation</td>
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<td>In-class performance</td>
<td>35</td>
</tr>
<tr>
<td>Journal writing</td>
<td>35</td>
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</table>

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Appraise critical and aesthetic qualities of literary texts.
2. Produce 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.

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How can architecture, as represented by an image, embody social, economic and cultural ideals and at times become an instrument of propaganda? In a rapidly changing and urbanizing world, it is critical to understand how we as a society develop and build the world around us. As human beings we each impact and contribute to the development of the built world in some way. Governments, developers and citizens have the ability to impact the built environment through supporting, commissioning and appreciating what is built.

This course will introduce students to a broad range of architectural history through images generated by various media, disciplines and cultures. Through weekly lectures and readings the course presents how, why and for whom architects make drawings, models and diagrams. It will also serve to suggest what political and social ideologies are advanced through those images and designs. Students will consider the meanings behind various modes of architectural representation and the impacts that those visions have had. They will be asked to reflect on the hidden meanings and agendas behind the images. Students are challenged to develop a new understanding of the relationship between graphic representation and the forces of economics, culture, technology and politics.

Course Learning Outcomes

On completing the course, students will be able to:

1. Develop a critical understanding of the history of architectural representation and describe the power of images to affect the development of our built environment.
2. Explain and demonstrate the ways in which architectural drawings, diagrams and models are used to describe space as well as convey ideas about culture and society.
3. Discuss the relationship of visual representation in architecture and planning to aspects of culture, economics, politics, and ideology in the world.
4. Understand and identify the ways in which technological shifts can impact the world we design and live in.

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Study Load

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

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<td>In-class test</td>
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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.

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 sociocultural 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.

Required Reading


Assessment: 100% coursework

Assessment Tasks

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<td>play from local semiotic</td>
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<td>Internet</td>
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<td>Assessment Essay / Report writing</td>
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<tr>
<td>Assessment Presentation (incl preparation)</td>
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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.

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 sociocultural 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.

Assessment: 100% coursework

Assessment Tasks

<table>
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<tr>
<th>Activities</th>
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<tr>
<td>Group presentation</td>
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<td>Individual portfolio of language play examples</td>
<td>40</td>
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<tr>
<td>Essay</td>
<td>30</td>
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</table>

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

This course explores how literature informs the ways we understand, imagine and relate to our environment. Students will study extracts from literary texts and explore how these reflect and construct generic concepts of place and space, and shape attitudes towards the environment. The course has historical and contemporary segments. The former examines ways in which the countryside, wilderness and the city have been represented in and shaped by literature since ancient times. The latter focuses on how texts present contemporary issues of environmentalism, postmodernism and digital culture. As well as responding to literary texts and film, students will be asked to reflect on local environmental issues and consider these in the context of contemporary theories of globalization and environmentalism.

Course Code // CCHU9033

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.

Course Learning Outcomes

Study Load

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<tr>
<th>Activities</th>
<th>Number of hours</th>
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<td>12</td>
</tr>
<tr>
<td>Fieldwork / Visits</td>
<td>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>60</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
<td>30</td>
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<td>Assessment: Tutorial participation</td>
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Assessment: 100% coursework

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<td>Creative writing exercise</td>
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<td>Tutorial presentation, participation, and response</td>
<td>25</td>
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Metropolitan Visions: Modernity, Architecture and the City

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 21st century to the fin-de-siècle cities of the 19th 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 aligned 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. Appreciate and read the city through its diverse representations.
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 the case studies to critically examine the limitations of the theories and formulate their own analytical thinking.
4. Critically apply the 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. Develop 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.
6. Re-think their urban environment, and to search out visionary possibilities and unique socio-political contexts governing cities.

Required Reading

Abbas, M. A. (1997). Hong Kong: Culture and the politics of disappearance. Hong Kong: Hong Kong University Press. (pp. 63-90)
Crabgrass frontier: The suburbanization of the United States. New York: Oxford University Press. (pp. 20-44)
Abbas, M. A. (1997). Hong Kong: Culture and the politics of disappearance. Hong Kong: Hong Kong University Press. (pp. 63-90)

Study Load

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<td>Workshops (incl preparation)</td>
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<td>Assessment: Workshop reports (incl preparation)</td>
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<td>Assessment: Final project (incl proposal)</td>
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Assessment: 100% coursework

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<tr>
<td>Quizzes</td>
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<tr>
<td>Film analysis</td>
<td>20</td>
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<tr>
<td>Photo documentation</td>
<td>15</td>
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<tr>
<td>Final project and presentation</td>
<td>35</td>
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Final project and presentation 35
Photo documentation  15
Film analysis 20
Quizzes 10
Tutorial participation and reading responses 20
Assessment Tasks Weighting
Tutorial participation and reading responses 20
Quizzes 10
Film analysis 20
Photo documentation 15
Final project and presentation 35

Course Code // CCHU9034
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, and 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-experience/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.

### Required Reading


### Study Load

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<th>Activities</th>
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<td>Tutorials</td>
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<td>Fieldwork / Visits</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>Tutorials</td>
<td>15</td>
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<tr>
<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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### Course Co-ordinator

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  - Email: taozhu@hku.hk

### Teacher(s)

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Reflecting on Human Experience through Literature

Course Code // CCHU9036

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

Assessment Tasks
- Literary journal: 30
- Group presentation on one of the 4 themes during tutorials: 30
- Essay: 40

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.

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- Dr F. Hyland
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- Ms T. Kempston
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Course Code // CCHU9037

Street Sense: The City and its Environments

The goal of this course is to give students an understanding of the rich and complex inter-relationship between contemporary urbanism and the environment. With Hong Kong as a laboratory, this course will explore the city as a series of distinct sensorial environments: light and dark, wet and dry, fragrant or noxious, hot or cool; each with its own complex relationships with civic society. How are the different environments of the city created? Which technological innovations were most important in producing the urban environments in which more than 50% of the world’s population live today? What are the implications for society of public space in cities under different environmental conditions? The course introduces students to the historic origins and contemporary theories of the urban environment. Covering both the general trends in social and technological history that drive the development of cities, and specific examples in depth, this course encourages an understanding of the reciprocal relationship between technology and the environment.

According to the United Nations Population Fund, 2008 marked the first time in human history that more than half the world’s population, a sum of 3.3 billion people, lived in cities. The effects of this population shift are felt urgently in China, but are relevant and far reaching on a global scale. How has this intense urbanization affected the human environment, and how can future cities be planned for more healthy, pleasant and active spaces? Understanding this will be increasingly important to many fields of study.

Course Learning Outcomes

On completing the course, students will be able to:

1. Identify and explain the impact of urban development on the human environment.
2. Analyze the role of urban development in determining the urban environment in terms of its effect on society.
3. Engage in debates on the role of urban development in determining the urban environment in terms of its effect on society.

Study Load

Activities Number of hours
Lectures 24
Tutorials 12
Fieldwork / Visits 15
Reading / Self-study 39
Assessment: Essay / Report writing 25
Assessment: Presentation (incl preparation) 5
Total: 120

Assessment: 100% coursework

Assessment Tasks Weighting
Essay / Report writing 70
Presentation 30

Required Reading


Course Co-ordinator

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Teacher(s)

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Professor D.C.K. Hui
Department of Architecture, Faculty of Architecture
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 perceiving and making music.
3. Illustrate an understanding of the intertwined nature of the body and mind on the other.
4. Integrate knowledge gained from multidisciplinary perspectives and apply such knowledge to the experience of music in everyday life.

**Assessment: 100% coursework**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Reflective journal</td>
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</tr>
<tr>
<td>Class/tutorial participation</td>
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<tr>
<td>In-class tests</td>
<td>30</td>
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</tbody>
</table>

**Course Code // CCHU9038**

**Music and the Human Body**

**Course Co-ordinator**

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**Teacher(s)**

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**Required Reading**

Extracts from:


**Study Load**

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<tr>
<th>Activities</th>
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<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<tr>
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<td>Total</td>
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</table>

**Assessment: Journal 36**

**Reading / Self-study 48**

**Tutorials 12**

**Lectures 24**

**Activities Number of hours**

**Facility of Arts**  
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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 is 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.

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 way 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

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
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</thead>
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<tr>
<td>Lectures</td>
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</tr>
<tr>
<td>Tutorials</td>
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</tr>
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<td>Reading / Self-study</td>
<td>60</td>
</tr>
<tr>
<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>Questions for reflection</td>
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<tr>
<td>Reflective journal</td>
<td>25</td>
</tr>
<tr>
<td>Contribution in tutorials</td>
<td>25</td>
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<tr>
<td>Small group web presentation</td>
<td>25</td>
</tr>
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</table>

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


Articles


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.
Should women be educated? And what should they be educated for? Are women more likely than men to be mad? Should they have access to birth control? And how should they dress? Should they have the right to vote and enter politics?

This course explores women’s struggle for empowerment, across time, space, and culture. In the diverse societies of East and West, North and South, women have been viewed as “other”—that is foreign to the “masculine” world of thinking, debate, and civil duty.

Women have had to fight for equality. Feminism emerged as a movement to defend women’s rights and this work remains important in many societies today.

The course considers the way in which religion, science and philosophy has positioned women as “other” and explores women’s experiences in areas of life such as politics, education, health, and fashion. Centrally, we will discuss those “thinking” women who set out to challenge and resist limitations on how they could live their lives as women. Modern day “thinking” women will bring our journey to a conclusion.
Creative Arts as a Way of Knowing

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Analyze the intersection of anthropological, neuroscientific, psychological and aesthetic philosophical theories as they influence understanding of arts as a way of knowing.

2. Articulate the value of engaging the arts as a means of knowing as it promotes creativity, imagination, subjective awareness and multileveled interpretations.

3. Recognize the various ways in which the arts can be used to increase awareness of global issues and concerns, foster interpersonal relationships and facilitate self-actualization.

4. Demonstrate increased awareness and critical understanding of the world, others, and self, as a result of direct participation in the process of individual and/or group creative arts expressions.
Humanities

Lecture Time // Second semester (Wed)

Course Code // CCHU9045

Vision: The Science and Art of Perception

Required Reading


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.

Assessment: 100% coursework

Assessment Tasks Weighting
Essay 40
In-class presentation 20
Class discussion 30
Literature review 10

Study Load

Activities Number of hours
Lectures 24
Tutorials 12
Reading / Self-study 40
Film viewing 4
Finding materials from the Internet/magazines, newspapers or books 10
Assessment: Short essay (formative) 6
Assessment: Dissertation 20
Assessment: Photo essay 16
Total: 132

Assessment: Short essay (formative)

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 photojournalism. 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.

Course Co-ordinator

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Dr M.M. Marcet
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Critical Readings of Popular Culture

Popular culture is a powerful source of fun, excitement, fantasies, desires as well as social controversies. It propagates and circulates cultural and subcultural images and texts, encourages communal identities and affiliations, but also underlines social divisions and prejudices. It is embedded in our increasingly global capitalist consumption culture, and constructs notions and stereotypes of race, gender, class, sexuality, physical dis/ability, different religious persuasions and so on. We are immersed in popular culture in our everyday life often without having a chance to critically reflect on how our own sense of self and our ways of seeing things and relating to others are implicitly shaped by the many popular cultural texts that we consume pleasurable (e.g. TV dramas, movies, fiction, pop music, online games, YouTube videos). This course is designed to arouse students’ interest in taking a critical, fresh look at what seems familiar, ordinary and innocent by drawing on concepts and analytical tools from cultural studies and critical discourse analysis to re-think and re-examine what has been taken for granted in our pleasurable everyday consumption of popular culture. Guest speakers from the popular cultural industries will be engaged to provide insider perspectives on the making of popular cultural texts.

Assessment: 100% coursework

On completing the course, students will be able to:

1. Describe and explain the origin and development of different popular cultural genres from the perspectives of major critical cultural theories.

2. Describe and explain with specific examples the roles played by both the linguistic and non-linguistic modes of communication such as visuals, sounds, music, colours and moving images in the construction of multimodal popular cultural texts from both local and global contexts.

3. Interpret and formulate arguments about the ideological functions and impact of different popular cultural genres in contemporary social life in both local and global cultural contexts.

4. Explain and interpret the significance and impact of popular culture on one’s own worldviews and beliefs regarding different social issues and social groups (e.g. related to race, class, gender, sexuality, religious persuasions, etc.).

5. Apply knowledge and understanding of the theories and analytical tools learnt to conduct critical analysis of popular cultural texts.

Required Reading


Typeret
The Press, the Public and the Public Sphere

What is the role of the press in a modern society, and are there minimum standards that you as a citizen can expect from the press? What is the relationship between the press, the public and government in different societies? Has the growth of social media made the traditional press increasingly irrelevant as a forum for spreading information and opinions?

These are some of the challenging questions that this course will examine. The course aims to help students become better citizens by allowing them to develop a critical understanding of the different theories of the press and its functions, looking at institutional, governmental and business constraints on the press in different countries in the region, and looking at new models of citizen journalism and social media and the impact they might have on the relationship between the press, the public and government.

The course will expose students to different theoretical frameworks for understanding the functions of the media in democratic and authoritarian societies, the concept of the public sphere and its role in the formation of public opinion, and the role of public opinion in governance.

They will use these concepts to assess the performance of the media by critically analyzing media reports and assessing their quality.

**Required Reading**


Gillmor, D. (2004). *We the media: Grassroots journalism by the people, for the people.* Sebastopol, CA: O'Reilly. [Selected chapters]


**Course Learning Outcomes**

On completing the course, students will be able to:

2. Apply this understanding to critically examine news reports in the press.
3. Demonstrate understanding of how the public sphere is constituted in different societies.
4. Understand the relationship between the press, public opinion and public policy.
5. Evaluate the quality of information appearing in social media and other new forms of information exchange.

**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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<tr>
<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
<td>60</td>
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<td>Assessment: Essay / Report writing</td>
<td>30</td>
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<td>Assessment: Presentation (incl preparation)</td>
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<tr>
<td>Assessment: Quizzes (incl preparation)</td>
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**Assessment: 100% coursework**

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<tr>
<td>Essay / Report writing</td>
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<tr>
<td>In-class presentation</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Participation in lectures and tutorials</td>
<td>20</td>
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</tbody>
</table>

**Course Co-ordinator**

Mr T. Abraham  
Journalism and Media Studies Centre,  
Faculty of Social Sciences  
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**Teacher(s)**

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The City: Histories of Urbanism and the Built Environment

What is a city? Through what processes is our built environment constituted? How do we dwell in our cities and how do different kinds of urban space shape our sense of place and community belonging? This course will explore practices of urbanism across a range of contexts from antiquity to the present day. By doing so it will allow students to develop insights into the social relations and human struggles that have been produced by, and continue to produce, particular types of built forms in different places over time. In the broadest sense, the course will use urbanism as a lens to understand the relationship between urban forms and the complex, multiple processes that constitute cities and their urban milieus.

The course content will be organized around sets of case studies, with each focusing on a specific theme that indicates particular continuities and congruencies between cities of different locations and time periods. The discussion throughout the course will engage with questions related to contemporary urbanization and consider how historical knowledge may impart a better understanding of the challenges we are facing in the global present.

On completing the course, students will be able to:

1. Become familiar with the urban heritage of the past and locate built environments in their historical, social and cultural contexts.
2. Analyze urban processes from different perspectives by thinking across times and geographical scales.
3. Develop wide-ranging curiosity about cities and the different peoples that inhabit them.
4. Develop a critical awareness of the complex forces that shape the forms and norms of the environment and the ongoing construction of urban culture and social milieu.
5. Reflect on and rethink their preconceived atlases and become more willing and able to challenge assumptions.

### Course Learning Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Tutorials</td>
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<td>Fieldwork/Visits</td>
<td>5</td>
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<tr>
<td>Reading/Self-study</td>
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<tr>
<td>Assessment: Writing assignments</td>
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<td>Assessment: Visual narrative project</td>
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<td>Assessment: Quizzes and in-class exercises</td>
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### Assessment: 100% coursework

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<td>Tutorial participation</td>
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<tr>
<td>Writing assignments</td>
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<tr>
<td>Research project</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes and in-class exercises</td>
<td>15</td>
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</table>

### Required Reading

Reinventing Classical Music

This course brings to light the processes by which classical music has been reinvented over time. At the heart of the matter are competing notions of tradition, innovation, and reinvention in the cultural production of Western art music from the early modern era to the present. Students will learn how different generations have deliberately or unconsciously chosen what to cherish or reject from the past. Whether it be composers altering their musical language to adhere to the political climate of their time, performers reinterpreting the canon, or the music industry repackaging ancient melodies for the consumers of Christmas recordings and video games, classical music continues to be reshaped by society, economics, politics, and technology.

Inherent in many of the terms used to describe musical works and practices is the prefix “re”—recording, recital, repertoire, rehearse, revival, and so on. Is it a coincidence that these words rely on a common syllable denoting a return to a previous state or a renewal of the past? This course examines choices made by selected composers, performers, entrepreneurs, and members of the music industry as a way of revealing that classical music is a negotiated art form that is in a constant state of change. Indeed, classical music may be more relevant today than many people think.

On completing the course, students will be able to:

1. Recognize that classical music is a product of human experience and in essence is not that different to popular music produced by today’s generation.
2. Demonstrate an understanding of the historical roots of the music discussed and apply a more critical perspective to music in general.
3. Apply various theories of tradition to the subject matter.
4. Critically analyze and interpret events within the cultural context of time and place.
5. Demonstrate an ability to source materials and evaluate the evidence in an informed manner.

Study Load

Activities | Number of hours
--- | ---
Lectures | 24
Tutorials | 12
Reading / Self-study | 45
Fieldwork / Visits | 4
Assessment: Essay / Report writing | 45
Total: | 130

Assessment: 100% coursework

Assessment Tasks | Weighting
--- | ---
Essay | 50
Fieldwork report | 30
Participation in lectures and tutorials | 20

Required Reading


More readings will be assigned at the beginning of the course.

Course Learning Outcomes

On completing the course, students will be able to:

1. Recognize that classical music is a product of human experience and in essence is not that different to popular music produced by today’s generation.
2. Demonstrate an understanding of the historical roots of the music discussed and apply a more critical perspective to music in general.
3. Apply various theories of tradition to the subject matter.
4. Critically analyze and interpret events within the cultural context of time and place.
5. Demonstrate an ability to source materials and evaluate the evidence in an informed manner.

Course Co-ordinator

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Teacher(s)

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This course helps students address difficult issues raised by the question of what makes a good life. It begins by discussing a few fundamental questions: What does it mean to live an examined life? Is an unexamined life worth living? How can philosophy help us pursue an examined life? The course then proceeds to examine the sorts of things that are often thought to give value to the human life. What constitutes the good life? Many people would say: pleasure, happiness, accomplishment, status, material comfort, knowledge, virtue, love, and friendship. But what are these things really, and how valuable are they?

In examining the “best things in life”, the course will introduce and evaluate several major philosophical theories of the good life, namely, hedonism, the objective list approach, the desire-fulfillment theory, and the human flourishing theory. The course will also critically discuss some visions of life developed by historical and contemporary thinkers. These visions provide profound, albeit controversial, reflections on the art of living – how we should cope with personal failure and success, the loss of loved ones, temptation of vanity and pride, constraints of social powers, and one’s own death.
Global Issues


Yau, C. M. E. (2001). Introduction: Hong Kong cinema in a borderless world. In C. M. Teo, S. (2010). Film and globalization: From Hollywood to Bollywood. In B. S. Teo, S. (2008). Promise and perhaps love: Pan-Asian production and Hong Kong-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 twoway relationship between the local, popular entertainment and the global film scene by investigating the major questions concerning globalization. Film critics and scholars will be invited to conduct guest lectures.

Required Reading

Selections from:
Cheung, E. M. K. (2009). Fruit Chan's Made in Hong Kong. Hong Kong: Hong Kong University Press. [Chap. 2]
Hong Kong: Hong Kong University Press.


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 film scenes. 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 twoway relationship between the local, popular entertainment and the global film scene by investigating the major questions concerning globalization. Film critics and scholars will be invited to conduct guest lectures.

Course Code // CCGL9001

Hong Kong Cinema through a Global Lens

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First semester
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Dr W.L.M. Yee
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Second semester
Dr A.H.J. Magnan-Park
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Dr FYM. Law
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2971 5110 yaue@hku.hk
Dr W.L.M. Yee
School of Humanities (Comparative Literature), Faculty of Arts
2971 2869 yeelmw@hku.hk

Study Load

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<td>Tutorials</td>
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<tr>
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Assessment: 100% coursework

Assessment Tasks

- Film report
- Group presentation (with report)
- Final essay
- Tutorial participation

Final Essay

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 twoway relationship between the local, popular entertainment and the global film scene by investigating the major questions concerning globalization. Film critics and scholars will be invited to conduct guest lectures.

Course will be offered twice

http://commoncore.hku.hk/ccgl9001
# Global Issues

## Assessment Tasks and Weighting

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<tr>
<td>Test</td>
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<td>Term essay</td>
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<td>Presentation</td>
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<td>Tutorial participation, discussion, presentations</td>
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Total: 100% coursework

## 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.

## 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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## Required Reading / Films

- Harvey, D. (2000). *From managerialism to entrepreneurialism: The transformation in urban governance in late capitalism*. In M. Miles, I. Borden & T. Hall (Eds.), *The cities readers* (pp. 50-59).
- Spurlock, M. (Director). (2004). *Super size me.* [Film]

## Course Co-ordinator

Dr M.M. Szeto  
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## Teacher(s)

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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.

### 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>8</td>
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<tr>
<td>Fieldwork / Visits</td>
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<td>Reading / Self-study</td>
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### Assessment: 100% coursework

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<tr>
<td>Continual assessment and task-focused activities</td>
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<tr>
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<tr>
<td>Course project</td>
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### Required Reading

Extracts from:


### Course Code

**CCGL9003**

### Contagions: Global Histories of Disease

Lecture Time // First semester (Wed)

### Course Co-ordinator

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http://commoncore.hku.hk/ccgl9003 106


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.

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 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.

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 governance 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.

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
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.

**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.

**Required Reading**


**Study Load**

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<td>Tutorials</td>
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<td>Out of class experiences</td>
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<td>Reading / Self-study</td>
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<td>Assessment / Portfolio</td>
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**Assessment: 100% coursework**

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<td>Challenge Project portfolio</td>
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**Course Co-ordinator**

Dr H. Horta  
Division of Policy, Administration and Social Sciences Education, Faculty of Education  
📞 2219 4659

**Teacher(s)**

Dr H. Horta  
Division of Policy, Administration and Social Sciences Education, Faculty of Education  
📞 2219 4659
Required Reading


Study Load

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<tr>
<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
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<td>Assessment: Essay / Report writing</td>
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Assessment: 100% coursework

Assessment Tasks               | Weighting |
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<tr>
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<tr>
<td>Tutorial discussion</td>
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<td>Essay</td>
<td>30</td>
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<tr>
<td>In-class test</td>
<td>40</td>
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</table>

Course Co-ordinator

Dr C.J. Fung
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Teacher(s)

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Using the globalization challenges of the East Asian context and East Asia’s institutional responses is a useful lens to explore themes within the Global Issues Aol. Taking an historical approach and using key theoretical perspectives, students will learn how the East Asian region has coped with their own interdependence and contentious issues, and why Asian regional governance has evolved into its current forms. This course will also explore the dynamics of regional institutional governance in our era of globalization.
Global Issues

Course Code // CCGL9007

Youth in a Global World

Required Reading


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.

Activities Number of hours
Lectures 24
Tutorials 8
Interviews 4
Reading / Self-study 40
Participation in discussion forums (Moodle) 8
Assessment: Essay / Report writing 40
Assessment: Presentation (incl preparation) 20
Total: 144

Assessment: 100% coursework

Assessment Tasks Weighting
Group project and presentation 30
Interview report 20
Tutorial participation 10
Reflection notes 40

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.

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Assessment: 100% coursework
## Course Code // CCGL9008

### 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 endeavours.

### 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

### Activities

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<th>Activities</th>
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<td>Assessment: Presentation (incl preparation)</td>
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<td>Assessment: In-class test (incl preparation)</td>
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### Assessment: 100% coursework

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<td>Group YouTube project / presentation</td>
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<tr>
<td>Second Life experiential portfolio</td>
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<td>In-class test</td>
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<tr>
<td>Tutorial critical reflections and discussion</td>
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### Required Reading


### Required Websites

- Hacking for free speech: A new breed of “hacktivists” takes on Internet censorship (C. Sprigman, Wired, 1997, June) [http://www.wired.com/wired/archive/5.06/china.html]

### Course Co-ordinator

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### Teacher(s)

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### Department of Electrical and Electronic Engineering, Faculty of Engineering

- Dr A.C.H. Yu
  - 2957 8482  alfredyu@hku.hk

http://commoncore.hku.hk/ccgl9008
“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 labour 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.

Assessment: 100% coursework

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<tbody>
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<td>Group project</td>
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<td>Quizzes</td>
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Study Load

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<tr>
<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>Preparing materials and questions for discussion</td>
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Course Code // CCGL9009

Local Cultures and Global Markets

Course Co-ordinator

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Required Reading


In this course, students will examine the role of the globalized news media in shaping perceptions of global and local realities, the extent to which the growing access to information from around the globe fosters information sharing and citizen participation in public affairs. The course will also consider the extent to which an increasingly globalized and fragmented media system impacts on power balances in information flow, domestic information production and dissemination. Does media globalization simply amount to the triumph of capitalist consumerism and the media values and institutions associated with the western model of economic and social development? Is there a developing “culture war” between “Eastern” and “Western” media institutions and values? What is the role of Hong Kong, China and Asia in providing their own narratives in the global media? In a multipolar cultural world, how could citizens contribute to the global conversation on local and global issues? The course will also reflect on critical media-related values such as the freedom of expression, privacy and transparency.

**Course Learning Outcomes**

On completing the course, students will be able to:

1. Demonstrate basic understanding of the global media system, in light of contending political, cultural and economic paradigms.
2. Demonstrate basic understanding of the role of technology in the development of the global media system.
3. Identify and demonstrate basic understanding of the mechanisms by which governments, and business interests influence the framing of news.
4. Demonstrate basic understanding of the role of and impact of social media on the global dynamics of information flow and exchange.
5. Demonstrate an awareness of the emergence of “new voices” in the global media.
6. Demonstrate understanding of the issues of freedom of expression, privacy and transparency in relation to the global media.

**Course Code** // CCGL9011

**Course Co-ordinator**

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Dr K.W. Fu  
Journalism and Media Studies Centre,  
Faculty of Social Sciences  
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kwfu@hku.hk

**Required Reading**

Selections from:


Students are expected to read widely and stay up to date on current events and major news developments in Hong Kong, China and globally. Selections from newspapers, magazines, business school case studies, website references, and other teaching resources will be prepared using up-to-date sources for classes.

**Required Websites**

- Digital Wildfires in a Hyperconnected World  

- Framing the News: The Triggers, Frames and Messages in Newspaper Coverage, A Study of the Project for Excellence in Journalism  
  http://www.poynter.org/node/445

- Free Speech Debate, University of Oxford  
  http://freespeechdebate.com/en/

- Mapping Digital Media, by Open Society Foundations  
  http://www.mediapolicy.org

**Study Load**

<table>
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<tr>
<th>Activities</th>
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<tr>
<td>Lectures</td>
<td>24</td>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>News and documentary viewing</td>
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<td>Assessment: Group debate</td>
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<td>132</td>
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**Assessment: 100% coursework**

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>12</td>
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<tr>
<td>Group debate</td>
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<tr>
<td>Group research project</td>
<td>35</td>
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<tr>
<td>In-class test</td>
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http://commoncore.hku.hk/ccgl9011
This course provides, against the background of some of the most significant global problems and concerns, an introduction to some of the main moral issues in international affairs, such as ethical universalism vs. particularism and cultural relativism; the (real or perceived) tension between nationalism or patriotism on the one hand and cosmopolitanism on the other; global distributive justice; moral issues in the context of pollution and climate change; individual responsibility in a global context; and the (real or perceived) tension between human rights and international (criminal) law on the one hand and national sovereignty/self-determination on the other. At the end of the course, students should have an overview of some of the most important debates about global ethics and be able to make use of some of the most advanced philosophical theories in assessing the issues involved.

Assessment Tasks

<table>
<thead>
<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>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>100</td>
</tr>
<tr>
<td>Assessment: Essay / Report writing</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>149</td>
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Assessment: 100% coursework

Assessment: 100% coursework

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Term essay</td>
<td>70</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>30</td>
</tr>
</tbody>
</table>

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.
Globalization and Migration

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.

Assessment Tasks

- Tutorial participation: 30
- Group projects: 30
- In-class tests: 40

Assessment: 100% coursework

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 centres 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 labour 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.

Required Reading


Study Load

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

Assessment: 100% coursework

- Assessment Tasks: Weighting
  - Tutorial participation: 30
  - Group projects: 30
  - In-class tests: 40

Course Code // CCGL9015

Global Issues

This course will be offered twice

Lecture Time // Section 1 – First semester (Wed); Section 2 – First semester (Wed)

Course Co-ordinator

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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.

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

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 behaviour 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 behaviour 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.

Assessment: 50% coursework; 50% examination

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.

Course Learning Outcomes
This course covers the economic dimension of globalization, which is broadly taken as the movement of economic activities or their output across national and geographical boundary. These activities involve production, consumption, trade, investment, finance and migration, etc., which trigger international movements of raw materials, commodities, services, money, assets and labour. As economic activities go global, the power of individual states and the effectiveness of domestic policies could be compromised, giving rise to the issue of global governance. At the same time, economic globalization necessarily lead to benefits and costs to different individuals and areas, thus invoking concerns about inequality and poverty. The above issues will be discussed in the course, and for each issue, we will look into the forces behind globalization, the current situation, pros and cons, gainers and losers, as well as future prospects.
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 humankind 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.
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 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.
Globalization in Question: Human and Economic Consequences

This course explores how globalization affects developed and developing countries and cities around the world. It enables students to understand how their own lives and personal choices are shaped by market forces and global interconnectedness.

The first part of the course has two components. First, it overviews globalization: what it is, how it started, and its positive and negative effects. Contemporary Marxist, capitalist, and liberal orientations toward globalization are highlighted. Then it examines today's global governance system (including the United Nations, World Bank, and World Trade Organization), and how international, intergovernmental, and non-governmental organizations (NGOs) drive globalization, and respond to world challenges, such as economic slowdown and environmental degradation.

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

This course will explore the history and global impact of the Internet, how it is reshaping 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.

The overriding goal of this course is to teach you to use critical thinking skills in evaluating both the issues and content surrounding the Internet.
Required Reading


Global Issues

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.

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>10</td>
</tr>
<tr>
<td>Fieldwork / Visits</td>
<td>10</td>
</tr>
<tr>
<td>Reading / Self-study</td>
<td>40</td>
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<tr>
<td>Independent research and fact-finding tasks</td>
<td>15</td>
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<tr>
<td>Assessment: Essay / Report writing</td>
<td>25</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
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Assessment: 100% coursework

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<th>Assessment Tasks</th>
<th>Weighting</th>
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<tr>
<td>Essay</td>
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<tr>
<td>Group project</td>
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<tr>
<td>Tutorial participation</td>
<td>20</td>
</tr>
<tr>
<td>In-class quiz</td>
<td>20</td>
</tr>
</tbody>
</table>

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.

Course Code // CCGL9024

The Life and Death of Languages: Diversity, Identity and Globalization

Assessment Tasks Weighting

- Essay: 40
- Group project: 20
- Tutorial participation: 20
- In-class quiz: 20

Assessment: Essay / Report writing: 25
Assessment: Presentation (incl preparation): 5

Total: 129

Course Co-ordinator

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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 behaviour of the state in promoting development, regulating economic activities, and as an agent for corporate and special interest groups is examined critically for its effects on growth and poverty.

The course helps students to:
- gain an understanding of why some nations succeed to grow and others remain poor;
- learn why prosperity within and across nations is not equally shared;
- understand the interplay of the state and the market in affecting growth and poverty; and
- 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

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 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.
3. Understand, analyze and critically interpret and reflect upon the relationship between issues of growth and poverty and its broader relationship with human development.

### Study Load

<table>
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<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<tr>
<td>Preparation of case/data analysis</td>
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<tr>
<td>Assessment: Written paper</td>
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<tr>
<td>Assessment: Examination</td>
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### Assessment: 50% coursework; 50% examination

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<tr>
<td>Written paper</td>
<td>50</td>
</tr>
<tr>
<td>Examination</td>
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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 several key aspects – trade, finance, consumption, labour, professionalism, the carbon economy and sustainable development – in the context of Hong Kong and the world. In each topic we connect examples from Hong Kong to the rest of the world. We will also introduce 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.

Assessment: 60% coursework; 40% examination

Assessment Tasks

- Class participation: 10
- Group presentation: 10
- Individual presentation: 5
- Assignments: 20
- Written reflection: 15
- Examination: 40

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 labour migration, consumption, carbon economy and sustainable development.
2. Reflect on and discuss the ways you and Hong Kong are linked to the multitude of people and places in it, and what impacts our actions have on them.
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.

Study Load

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
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<td>Assessment: Written reflection</td>
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<td>Total:</td>
<td>138</td>
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</table>
Global Issues

Course Code // CCGL9027

Criminal Organizations, Clandestine Globalization and the Illicit World Political Economy

Globalization has provided expansionist opportunities for less-than-honest entrepreneurs, criminal organizations and outlawed radical groups worldwide. Illicit and illegal flows of goods, services, information, money and even people cross national borders each day. These flows represent the shadowy side of globalization and signify a real if understudied dimension of the global economy – that of the illicit world political economy. This course introduces students to this facet of globalization that pertains to organized crime, 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.

Required Reading


Assessment: 100% coursework

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.

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>
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<tr>
<td>Reading / Self-study</td>
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<td>Documentary video viewing</td>
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<td>25</td>
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Assessment: 100% coursework

Assessment Tasks                  Weighting
Tutorial participation           10
Presentation                      25
In-class assessments              30
Research essays                   35

Course Learning Outcomes

Course Co-ordinator

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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

<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>50</td>
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<tr>
<td>Video viewing</td>
<td>10</td>
</tr>
<tr>
<td>Assessment: Individual report on group project</td>
<td>10</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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<tr>
<td>Assessment: Take-home test</td>
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Assessment: 100% coursework

Assessment Tasks       Weighting  
Class participation and tutorial discussions  10  
Homework and case summaries  20  
Group project and presentation  20  
Individual report on group project  20  
Take-home test  30

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.

Course Code // CCGL9030

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 interconnected 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 Co-ordinator

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

**Study Load**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>20</td>
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<tr>
<td>Tutorials</td>
<td>12</td>
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<tr>
<td>Fieldwork / Visits / Guest speaker</td>
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<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>
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<td>Assessment: Group project</td>
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<td>Assessment: Class discussion</td>
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<tr>
<td>Assessment: In-class test (incl preparation)</td>
<td>5</td>
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<tr>
<td>Total</td>
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</table>

**Assessment: 100% coursework**

**Assessment Tasks**

- Class contribution: 30
- Case summaries and reports: 30
- Project: 20
- In-class test: 20

**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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Selected chapters from:

- Zheng, Y. (2012). *Eco$ave, can they save the planned business?*. Asia Case Research Centre, The University of Hong Kong.
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.

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
Li, B. (2000, April). What is rule of law? Perspectives, 1(5). Published by the Overseas Young Chinese Forum. From http://www.oycf.org/Perspectives2/5_043000/Contents.htm
Global Issues

Course Code // CCGL9033

Weapons of Mass Destruction: Science, Proliferation and Terrorism

Weapons of mass destruction (WMD), i.e. nuclear, chemical and biological, comprise the most destructive and lethal weapons 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?

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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Required Reading


Brittain, D. (2007). Hong Kong’s response to a chemical, biological, radiological or nuclear attack [Whitepaper]. Hong Kong: Hong Kong Hospital Authority.


Study Load

Activities

Lectures 24
Tutorials 12
Reading / Self-study 40
Assessment: Essay / Report writing 15
Assessment: Presentation (incl preparation) 15
Assessment: In-class test (incl preparation) 15
Total: 121

Assessment Tasks

Assessment: 100% coursework

Weighting

Essay 25
Group multimedia presentation 25
Group debate 20
In-class test 30
This course aims to examine how the condition of globalization reveals itself in architecture and the urban environment. In our immediate surroundings, it would benefit us greatly if we can grasp how the buildings that we inhabit are made and how they function. With an improved understanding of the various forces at play in the shaping of our human-made environment, we should be encouraged to think of ways to support a healthier kind of citizenry participation in the making of our buildings in the era of globalization. Paul Ricoeur described a condition of “universal civilization” that encapsulates a scientific spirit and consumer culture. Today, we are perhaps operating universally under the effects of globalization, aided in no small part by the advent of the information age as well as a more liberal flow of capital and labour. This course will seek the architecture and city we live in as a barometer that measures these effects - appraising specifically the qualities and identities of buildings and districts built or transformed as a result of globalization. By understanding the innovative and co-operative forms that have emerged, as well as resistances of local practices to external forces, we will be better equipped to cope with these global forces. This course will examine eight different types of building typologies and environments in our cities.

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

Course Learning Outcomes

On completing the course, students will be able to:

1. Define the important characteristics of the various economic, political, sociological, cultural and urban forces of globalization, and identify critical theories that had influenced the development of architecture and the city.

2. Analyze the viability of various theories of globalization, and how different architectural and urban manifestations of globalization had enhanced the lives of its inhabitants, while incurring implied or hidden costs to society. Evaluate how each of the case studies were carried out, and how improvements may be made for the future.

3. Demonstrate awareness towards the collaborative and interdisciplinary nature of the making of our cities, especially in light of the dissolving of conventional boundaries for improved global connectivity, for better tolerance of differences in our society, and for a more socially and environmentally sustainable approach towards our built environment.

4. Identify the broad literature that surrounds the concept of globalization, and its impact on our built environment.
Dilemmas of Humanitarian Intervention

The course takes a very broad understanding of humanitarian intervention, looking not only at states but also at international NGOs and the aid business, and not only at aid but also at other forms of political action. It focuses on the emergence of humanitarian intervention, its contemporary nature, success and failure, moral challenges, and ways forward. It requires students to select one developing country for in-depth study, both to deepen their learning and to build a platform for comparative analysis. It examines dilemmas generated notably by great power politics, by the tension between state sovereignty and global humanitarian action, by resource constraints in a world of potentially limitless need, and by issues of authentic country ownership. It explores these issues both through overview analysis in lectures, and through real-world case studies in seminars. In classroom discussion, students’ country expertise will be very much in the lead.

Required Reading

There is no single text for the course, and even the required readings (below) are merely part of the input students will be asked to make. A key part of the learning during the course will take place through student exploration. To this end, they will be asked to consult a series of websites.

Course Code // CCGL9038

English as a Global Language in Asian Contexts

Study Load

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<th>Activities</th>
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<tr>
<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
<td>48</td>
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<tr>
<td>Fieldwork and data analysis</td>
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<tr>
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<td>Assessment: Website/blog (report writing)</td>
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<tr>
<td>Assessment: Learning reflection</td>
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<td>Assessment: In-class quizzes</td>
<td>2</td>
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<tr>
<td>Total</td>
<td>134</td>
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</table>

Assessment: 100% coursework

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, Sri Lanka, 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


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. 72-84). Amsterdam: John Benjamins Publishing.


Lim, L., & Ansaido, U. (2014). Contact and globalisation. Ms. The University of Hong Kong.


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. 72-84). Amsterdam: John Benjamins Publishing.


Lim, L., & Ansaido, U. (2014). Contact and globalisation. Ms. The University of Hong Kong.

Course Code // CCGL9039

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 demonstrate 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 be familiar 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.

Required Reading


Study Load

Activities Number of hours
Lectures 20
Tutorials 10
Fieldwork / Visits 30
Reading / Self-study 40
Assessment: Group report presentation (incl preparation) 20
Assessment: Weekly blog and written reports 30
Total: 150

Assessment Tasks Weighting
Tutorial, lecture and field trip participation 30
Weekly blog and field trip reports 40
Final project presentation 20
In-class impromptu quizzes 10
The course explores the relationships between energy, globalization and sustainability at the global, regional and local levels. It examines how the globalization process affects energy supply and use, and how energy systems affect economies, societies and our environment. The course discusses different energy resources, such as fossil fuels, nuclear power, renewable energy, and how these are developed and managed within processes of globalization and how their production and use impact on the environment. The course explains some of the key sustainability challenges confronting contemporary societies, such as climate change, and how these are being tackled. Examples from Asia, North and South America and Europe are used to illustrate how the processes of globalization, energy system development and sustainability interact, the problems that arise, and how countries develop strategies and policies to manage these problems.

**Required Reading**


**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>
<td>24</td>
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<td>Tutorials</td>
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<td>Reading / Self-study</td>
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<td>Assessment: Group project presentation (incl preparation)</td>
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**Assessment: 100% coursework**

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<th>Assessment Tasks</th>
<th>Weighting</th>
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<tr>
<td>Video production</td>
<td>30</td>
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<tr>
<td>Term paper</td>
<td>30</td>
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<tr>
<td>In-class tests</td>
<td>20</td>
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<tr>
<td>Tutorial participation</td>
<td>20</td>
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</tbody>
</table>

**Course Learning Outcomes**

- **On completing the course, students will be able to:**
  - Explain and debate the principles of globalization and sustainable development as these apply at the global, regional and local levels.
  - Demonstrate an awareness of the importance of energy systems as a key determinant of societal sustainability, globally and locally.
  - Appreciate the inter-connectedness between sustainable development, aspects of energy production and consumption, and the globalization process.
  - Demonstrate an understanding of key environmental impacts of contemporary energy systems and the potential contribution of technological developments in energy supply systems and their costs and benefits and role in green development.
  - Demonstrate an understanding of basic components of the skill sets required to analyze energy/sustainability issues.

**Course Co-ordinator**

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**Course Code**: CCGL9040  
**Lecture Time**: Second semester (Wed)
Global Issues

Lecture Time: Section 1 – First semester (Wed); Section 2 – Second semester (Wed)

The Evolution of Civilization

Course Code: CCGL9042

On completing the course, students will be able to:
1. Demonstrate an understanding and awareness of the various domains of human progress.
2. Describe and explain the basic principles of evolutionary theory as a model for human progress.
3. Demonstrate an understanding of how trade and specialization are central to human advancement.
4. Apply knowledge and understanding of evolutionary theory, psychology, and the scientific method to solving several societal problems.

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Assessment: 100% coursework

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<tr>
<td>Class discussion</td>
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<td>Group presentation</td>
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<tr>
<td>Blog contribution</td>
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<tr>
<td>In-class quizzes</td>
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This course will draw on economics, evolutionary theory, and psychology to address the key issues:

1. How did humans go from relatively isolated tribal life to an increasingly cooperative, interconnected, globalized world?
2. How can our knowledge of human nature and past progress be used to help solve major societal challenges?

The theme of this course is that natural selection is a useful framework for understanding how humans have progressed from subsisting in relatively isolated groups to where individuals are highly specialized in their productive efforts and highly integrated with the entire world through globalization. The course will explore how this progression may be the result of genetic selection, but likely more the result of selection acting on ideas, or memes, rather than genes, but in an analogous manner.

Through an understanding of human evolution, the origin of economic development will be explored. Combined with the psychological perspective of understanding the individual, we attempt to shed light on how complex civilization has come into existence. Lectures will ask one or two main scientific questions and then focus on answering them, showing the types of evidence that can be used to address the question and the logical progression of ideas.

Required Reading

Study Load

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<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>24</td>
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<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
<td>60</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>20</td>
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<tr>
<td>Assessment: Blog contribution</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>134</td>
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</table>
For the first time in history, there are now more overweight than underweight people and obesity has been proclaimed as an epidemic. Although professional organizations view obesity as a top health challenge, fat activists remain skeptical and criticize the overhyped obesity fear. Can obesity continue to be viewed as a personal health ailment or are there many embedded societal contexts that need to be unveiled?

This course aims to elevate students’ understanding on obesity from being a personal, straightforward problem to a multifaceted, worldwide phenomenon. It will address four fundamental issues (1) “Should Obesity be Problematized?” by considering the alternate views of the fat acceptance movement, and challenging the science that legitimizes its war against fatness, (2) the creation of a fat nurturing environment, (3) the consequences of obesity at macroscopic and microscopic levels, and (4) actions taken by supporters and critics in the war against fatness. Students will be engaged to reach a reasoned position in the obesity controversy, and act proactively at individual, societal and global levels.
"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
By looking into the physical significance of Chinese architecture, cities and landscapes, this course introduces theories and principles of Chinese houses and gardens. Through the study of Chinese houses and their settings in a city, it brings out the daily life and social fabric for a Chinese man under Confucian influence. Through the study of Chinese gardens and the literati ideas behind the making of garden, landscape and painting, it introduces the artistic profile for a Chinese intellectual under the influence of Daoism. The course investigates how geography, society and economy, as well as aesthetic and ideology, shape the traditional physical environment in China. It deals with explorations of form and space, technology and material, as well as the ways in which these architectural attributes affect life patterns and values in a traditional society. The course particularly addresses how the culture profile was manifested in the architecture and urban spaces during the late Ming – an era of unique aesthetic orientation cultivated from a distinct stage of social and economic development in Chinese history.

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.

Course Code // CCCH9002

Chinese Cities in the 21st Century


Required Reading


Study Load

Activities                          Number of hours
Lectures                           24
Tutorials                          12
Reading / Self-study              30
Assessment: Essay / Report writing 40
Assessment: Presentation (incl preparation) 24
Assessment: Examination (incl preparation) 20
Total:                             150

Assessment: 60% coursework; 40% examination

Assessment Tasks                  Weighting
Group project and presentation    50
Reflective journal                10
Semi-open book examination        40

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.

Course Co-ordinator

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Teacher(s)
During the late imperial period (17th-19th centuries), China was involved in substantive exchanges with the West in politics, religion, sciences, and arts. They made great impacts on China’s later development towards a modern nation. How did the Chinese people at this period perceive or conceptualize the West in textual and visual representations? What factors may have contributed to the creation of diverse ideas and images of the West, including “red-haired barbarians”, “Holy Mother”, “scholars from the West”, “heavenly brothers”, and “foreign masters”? In what ways did these images facilitate or impede China’s transition from tradition to modernity? 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.

**Required Reading**


The Cultural Revolution (1966-1976) was a defining episode in modern China. In ten years, it dismantled the state, party, and economy with widespread social upheaval and violence, followed by unrelenting oppressive campaigns. It dramatically exploded the inherent contradictions of the Communist State. It has exerted a major impact on the direction of Chinese politics, economic reforms, and public protests. This course explores the causes, processes, and impact of the Cultural Revolution (CR), asking why millions of people participated in the CR, who were the agents responsible for the CR, what determined the CR's multifaceted courses, and what legacy the CR left for the following reform era and the coming future. It introduces students to key intellectual ideas and methodologies from multi-disciplines – history, political and social science, literature, and film. Students will learn to critically assess sources and statements, through which to discover how history is continuously constructed and contested.
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 one view the Cultural Revolution or the Tiananmen Massacre in China’s modernization process? What are the continuities and discontinuities in the modernization process of China, as it evolves from Qing China to Republican China to the People’s Republic? The course will also examine the impact of modernization on contemporary China thematically and comparatively by scrutinizing modern day political and social institutions such as state-society relations, the family, marriage, education and social mobility etc. By the end of the course, students would be able to apply the knowledge gained to analyze and understand contemporary China and East Asian affairs better.

### Course Code // CCCH9006

**China’s Modernization in the East Asian Context**

**Course Co-ordinator**

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**Teacher(s)**

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**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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<tr>
<td>Tutorials</td>
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<tr>
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<td>Assessment: Essay / Report writing</td>
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<tr>
<td>Assessment: Presentation (incl preparation)</td>
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<tr>
<td>Assessment: In-class test</td>
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<td><strong>Total:</strong></td>
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**Assessment: 100% coursework**

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<th>Assessment Tasks</th>
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<tr>
<td>Tutorial participation</td>
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<td>Essay</td>
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<td>Tutorial presentation</td>
<td>30</td>
</tr>
<tr>
<td>In-class test</td>
<td>30</td>
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</tbody>
</table>

**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.

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**Required Reading**


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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 China’s external trade relations, direct and portfolio investment both in and from China, the renminbi as an international currency, China’s role in the global payments imbalance, intellectual property rights and China’s demand for world resources.
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.

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.

[Students will be required to participate in a field trip to be organized during Reading Week. Details of the field trip will be made available to students in the first week of the semester.]
Course Learning Outcomes

On completing the course, students will be able to:

1. Use basic theoretical tools to critically analyze the causes, processes and outcomes of social resistances and social movements.

2. Describe and critically explain the links between various social movements and China’s quest for modernity.

3. Describe and critically explain the changing patterns of state-society relationship during China’s modernization process, from 1840 until today.

4. Critically analyze and comment on contemporary political events in Hong Kong and Mainland China from both a comparative and a historical perspective.

Assessment:

- 50% coursework
- 50% examination

Activities

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<thead>
<tr>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>Tutorials</td>
<td>10</td>
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<tr>
<td>Reading / Self-study</td>
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<tr>
<td>Film session</td>
<td>3</td>
</tr>
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<td>Assessment: Essay / Report writing</td>
<td>15</td>
</tr>
<tr>
<td>Assessment: Presentation (incl preparation)</td>
<td>15</td>
</tr>
<tr>
<td>Assessment: Examination (incl preparation)</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
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</table>

Assessment: 50% coursework; 50% examination

Required Reading


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.

Course Code // CCCH9009

Protests, Rebellions and Revolutions in Modern China: From 1840 until Today

Study Load

- 22 hours lectures
- 10 hours tutorials
- 42 hours reading / self-study
- 3 hours film session
- 15 hours assessment: essay / report writing
- 15 hours assessment: presentation (incl preparation)
- 15 hours assessment: examination (incl preparation)
- Total: 122 hours

Assessment: 50% coursework; 50% examination

Assessment Tasks

- Short paper: 30%
- Tutorial participation: 20%
- Examination: 50%

Course Co-ordinator

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Teacher(s)

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http://commoncore.hku.hk/ccch9009
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.
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

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.

## Course Co-ordinator

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## Teacher(s)

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**Course Code: CCCH9013**

**Love, Marriage and Sex in Modern China**

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

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**Study Load**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of hours</th>
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<td>Lectures</td>
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<td>Tutorials</td>
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<td>Fieldwork / Visits</td>
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<tr>
<td>Reading / Self-study</td>
<td>40</td>
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<tr>
<td>Digital story telling workshops</td>
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<td>21</td>
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<td>Assessment: Production of audio-visual art work</td>
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**Assessment:** 100% coursework

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<tr>
<td>Group project</td>
<td>15</td>
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<tr>
<td>Tutorial presentation and participation</td>
<td>20</td>
</tr>
<tr>
<td>Class quiz, project presentations and screening</td>
<td>10</td>
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</tbody>
</table>
Starting in late 1970s, the Open Door Policy ushered in an era of privatization, decentralization, modernization, and the dismantling of the Mao era’s “iron rice bowl” (鐵飯碗 tiě fàn wǎn). The reforms have had a profound impact on Chinese society, creating, on the one hand, a rising quality of life and income, but also contributing significantly to 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 at the central and local level are addressing them. Key questions explored will include differing definitions of social development drawing on international comparisons, the limits of market power in providing social goods, social-environmental issues, and the challenges of policy implementation in the Chinese institutional context in a globalizing world.

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

China: Culture, State & Society

Lecture Time // Second semester (Sat)

Course Code // CCCH9016

Hong Kong: Becoming a Chinese Global City

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

On completing the course, students will be able to:
1. Identify the key features of Hong Kong as an Asian world city.
2. Reflect critically upon the challenges and prospect of Hong Kong in maintaining its position as an Asian world city.
3. Relate what has been learnt in class to daily experience.
4. Connect the knowledge acquired in class to an analysis of Hong Kong as an Asian city in a group project report.
5. Apply presentation skills and cooperate in group work.

Study Load

<table>
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<tr>
<th>Activities</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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Assessment: 100% coursework

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<td>Participation in lectures</td>
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<td>Group presentation and tutorial participation</td>
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<td>Group project</td>
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<td>In-class quiz</td>
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<tr>
<td>Field trip reflection</td>
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Required Reading


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, to alternative forms of cultural expression through art and film—is changing the chief 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 and cultural content including news stories, films, street tabloids, TV entertainment shows, and new media technologies, advertisements, and art, 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.

On completing the course, students will be able to:

1. Identify and describe 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. Describe the emerging of the people’s voice via the rise of new media, other diverse media and popular cultural forms and analyze its contribution to the development of China’s nascent civil society.
4. Critically discuss the on-going debate concerning media autonomy and Party control by applying various media studies and sociology theories covered.
5. Assess the limitations of unfettered media commercialization and profit making within continued Party ideological domination.
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 behavioural 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 and literature; Buddhist influence on religions and popular beliefs; Guanyin belief in Chinese life.

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.

**Course Learning Outcomes**

**Course Co-ordinator**

Ven. Dr. X. Guang  
Centre of Buddhist Studies, Faculty of Arts  
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**Course Code** // CCCH9018

**Buddhism and Chinese Culture**

**Study Load**

<table>
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<th>Activities</th>
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<td>Lectures</td>
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<td>Tutorials</td>
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<tr>
<td>Reading / Self-study</td>
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<td>Fieldwork / Visits</td>
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<td><strong>Total:</strong></td>
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**Assessment Tasks**

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<tbody>
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<td>Lecture and tutorial participation and presentation</td>
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<td>Group presentation</td>
</tr>
<tr>
<td>Mid-term essay</td>
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<td>Final essay</td>
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**Required Reading**


**Assessment: Essay writing** 25  
**Assessment: Presentation (incl preparation)** 15  
**Total:** 140
Science and Technology: Lessons from China

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

Required Reading

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Teacher(s)
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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.

Assessment: 100% coursework

Assessment Tasks
Written assignments
Lecture recap / Discussion / Hands-on work
Book / Article analysis
Group essay / Presentation

Weighting
30
10
20
40

Study Load
Activities Number of hours
Lectures
20
Tutorials
8
Reading / Self-study
80
Assessment: Essay / Report writing
40
Total
148

Course Code / CCCH9020

Assessment Tasks
Weighting
Written assignments
Lecture recap / Discussion / Hands-on work
Book / Article analysis
Group essay / Presentation
30
10
20
40

http://commoncore.hku.hk/ccch9020
China: Culture, State & Society

Lecture Time // Second semester (Wed)

Course Code // CCCH9021

Chinese Business Practice and Society: Past and Present

This course is designed to develop a basic understanding of Chinese business in its societal context. Taking New Institutional Theory as an intellectual framework, the course discusses how social and political institutions interact with business activities in Chinese society from a historical perspective. The course first introduces New Institutional Theory. It then reviews the business models of the major Business Groups in traditional China and the Chinese State-owned and non-State-owned Enterprises under the Communist regime. Under the institutional framework, the discussion focuses on analyzing what are the essential features of the political and social contexts for Chinese businesses; how these contextual features have shaped the operation and competitiveness of Chinese businesses on the one hand, and, have been modified with the development of business activities on the other hand.

The major themes include: government business relations, distinctive business culture and relationships among themselves and with other social institutions in China, and more recently, the effects of globalization. The discussion is divided into two parts: Chinese business and society in the Dynastic Eras and the Republic of China before 1949 and, their dissolution, transformation, and re-creation afterwards.

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.

Required Reading


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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Study Load

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Assessment: 100% coursework

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<td>Essay</td>
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China: Culture, State & Society

Course Code // CCCH9023

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 programme. 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 behaviours as well as obligations to old age support, but also aggregate restructures the population composition. This course aims at introducing the various family theories, concepts, facts and general demographic techniques to understand the inter-relatedness of the demographic, social, cultural, economic and political issues with family transitions in Modern China.

Assessment Tasks Weighting
In-class participation and discussions 30
Group research project 30
In-class test 40

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 programme. 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 behaviours as well as obligations to old age support, but also aggregate restructures the population composition. This course aims at introducing the various family theories, concepts, facts and general demographic techniques to understand the inter-relatedness of the demographic, social, cultural, economic and political issues with family transitions in Modern China.

Assessment Tasks Weighting
In-class participation and discussions 30
Group research project 30
In-class test 40
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.

Course Code // CCCH9024

Required Reading

Excerpts from:


Translations:

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 experiment with traditional conceptions and practices of the dao, thus showing appreciation for their potentially transformative effect on life and society.

Study Load

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<td>Assessment: Brief written assignments</td>
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<td>Assessment: Journal</td>
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Assessment Tasks Weighting

- Tutorial participation                  25
- Brief writing assignments               25
- Individual student journal             25
- Final paper                             25

Course Co-ordinator

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Assessment: 100% coursework
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.

Study Load

Activities | Number of hours
--- | ---
Lectures | 26
Tutorials | 10
Reading / Self-study | 60
Assessment: Essay / Report writing | 12
Assessment: Brief written assignments | 12
Total: | 120

Assessment: 100% coursework

Assessment Tasks | Weighting
--- | ---
Tutorial participation | 25
Brief writing assignments | 50
Short essay | 25

Non-Permissible Combination:
CCCH9038 Chinese Social Values: Authority and Anarchy

Required Reading

Readings will include brief selections from original sources and secondary sources. Original sources may include the Analects, Mengzi, Xunzi, Dao de Jing, Zhuangzi, Mozi, Lu Hsing, sayings of Chan Buddhist masters, Zhu Xi and Wang Yangming. Secondary sources may include Hansen, David; Chan, W. (Source Book); and Liang, History.

References


Translations


Activities Number of hours

Lectures | 26
Tutorials | 10
Reading / Self-study | 60
Assessment: Essay / Report writing | 12
Assessment: Brief written assignments | 12
Total: | 120

Assessment: 100% coursework

Assessment Tasks Weighting

Tutorial participation | 25
Brief writing assignments | 50
Short essay | 25
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 20th century to the present. It traces the changing roles that Hong Kong has assumed during different phases in China’s economic development and explores the roles that Hong Kong can continue to serve China in the future.

**Required Reading**

This course introduces ideas and practices of healing in Traditional China through a critical exploration of Chinese medical culture in its dynamic formation and transformation. The course seeks to enhance students’ interests in Chinese civilization from intellectually challenging angles and enriches students’ knowledge of key ideas and methods of healing in medical sciences, philosophy, religion, and literature. It also engages them in cross-cultural inquiry by contrasting or connecting Chinese with Western medical cultures. In light of influential holistic theories in Traditional Chinese medicine, such as “陰陽五行” (Yin-Yang and five elements), “天人相應” (correlation between man and nature), “原氣論” (Qi (vital energy) and “藥食同源” (the same origin of herbs and food), a number of key concepts in Chinese medical culture will be explained. Comparison of Chinese medicine with Western medicine will be involved. There will also be debates on controversial cases to stimulate student discussion. First-hand experience of Chinese medical culture will be demonstrated with student participation and a cross-cultural discussion on the vital interactions between Chinese and Western medical traditions will be held in the class.

[There are two compulsory field trips for this course, i.e. visit to the School of Chinese Medicine and Chinese Medicinal Food Experience. At least one of them will be scheduled during Reading Week.]

In the past 150 years, there were many attempts to modernize China’s Constitution in the process of its modernization. Struggling between the practical goal of achieving the wealth and power of state in the process of China’s modernization and the incorporation of the values of constitutionalism including democracy, rule of law and human rights, the constitutional path of China had been rough and tough. As constitutionalism is not merely having a constitution but includes a series of values which were developed mainly from Western historical experiences but have now been spread worldwide, the successful development of constitutionalism in China depends very much on whether the political and legal culture of the Chinese society would reject or could be reshaped in its modernization process to allow those values to be embedded in the Chinese society. This course examines the ideas of some of the most important constitutional scholars, major constitutional events in modern China, and the provisions of the present Constitution of the People’s Republic of China to help students understand how far the different attempts to modernize China’s Constitution has achieved constitutionalism. Students will be encouraged to reflect on the reasons that China has yet to achieve a truly democratic and constitutional government after so many years of constitutional struggle. Students will be given opportunities to explore whether there is any genuine hope for establishing constitutionalism in China and whether the constitutional values will be incorporated into China’s political and legal culture in the future.

**Course Learning Outcomes**

- Explain the central ideas of constitutionalism and the connections between constitutionalism and human rights, rule of law, democracy and justice.
- Compare how Chinese scholars responded to the crisis China faced when encountering western power since the 19th century and their views on the application of constitutionalism to China.
- Critically review the constitutional development during Imperial China, Republican China and Communist China on how far constitutionalism was achieved.
- Identify and analyze the factors that may determine the development of constitutionalism in modern China and review the prospect of constitutionalism in modern China.
- Determine critically the relevance of political and legal culture in the constitutional development of a society.

**Assessment: 100% coursework**

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**Study Load**

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**Required Reading**


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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 on selected Hong Kong military heritage sites and lectures, the course examines how heritage conservation, as an emerging policy issue in Hong Kong and China, can be understood in terms of basic concepts of property rights and sustainable development. It introduces simple theoretical concepts of property rights and sustainability to students through observing examples of heritage conservation in Hong Kong from a media perspective and from personal experience as informed by an awareness of relevant policy initiatives and social actions. Students will have opportunities to review selected case studies in tutorials and participate in organized field trips to selected Hong Kong military heritage sites. The knowledge base of professional skills and concepts is in the fields of architecture, property rights, building development, and development control. Attention will be particularly drawn to examples of local real life attempts to transform areas suffering from environmental degradation into positive and attractive environmental uses.

[This course has a COMPULSORY field trip component. There will be a total of three (whole day) field trips which will be conducted on three Saturdays during the semester. Students will need to purchase government aerial photos, plans and survey maps (costing not more than about HK$300 per student) for completing the assignments based on fieldwork.]

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 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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Books

Practice Papers

Theoretical Papers

Assessment Tasks Weighting
Participation in tutorials and project presentation sessions 20
Grading of group projects based on field trips 60
Assignments 20

Activities Number of hours
Lectures 10
Tutorials 8
Fieldwork / Visits 18
Reading / Self-study 50
Assessment: Coursework 10
Assessment: Presentation (incl preparation) 24
Total: 120

Required Reading

Books

Practice Papers

Theoretical Papers

Assessment: 100% coursework
China: Culture, State & Society

Course Code // CCCH9033
Sustainable Urban Development and Hong Kong

The course explores how Hong Kong responds and reacts to various issues relating to sustainable urban living. As a global city with unique cultural, historical, economic and political setups, sustainability is a pressing concern and holds the key for the long-term urban development of Hong Kong. The emphasis of the course is on understanding sustainable urban development in the context of a high-density, market-oriented Asian world city. Sustainable 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.

[A field trip will be organized on Wednesday during Reading Week.]

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.

Required Reading

Ng, M. K., & Chan, A. (2005). A citizen's guide to sustainable planning in Hong Kong: Concepts and processes. Hong Kong: Community Participation Unit, Department of Architecture, Chinese University of Hong Kong and CUPEM, University of Hong Kong.

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http://commoncore.hku.hk/ccch9033
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.

The course is designed for students of all disciplines. No pre-knowledge of music is required.

**Required Reading**


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 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.
This course traces the evolution of Chinese social and political values in the classical period of Chinese thought. Their discussions about, society, human nature, culture and coercion led to the great Legalist experiment of the Qin Dynasty (221-206 BC) and its aftermath which produced the Han conception of what we now know as Chinese political values. We start with the theory of the “mandate of heaven”, which leads us to Confucius’s appeal to ritual practices grounding a cultural account of social role ethics. We look at Confucius’s arguments for his educational methods including his rejection of punishment and coercion. Next we turn to the rival Mohists’ critique of Confucian social values. Mohist innovations launched a greater focus on political theory. We trace the role of pivotal concepts driving problems and solutions in the era’s political discourse. Key terms include 法 (standards), 名 (names), and 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 法 (standards), 名 (names), 道 (way) and 德 (virtuousness) in the early development of Chinese norms.
2. Compare and contrast rule by 法 (standards) with rule by 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 social thought in written assignments, tutorial discussions, and debates.
4. Demonstrate appreciation of the intellectual framework and historical experience with rule by 法 (standards) in traditional Chinese political thought.
5. Demonstrate critical reflection on the value of rule of law, democracy, liberty and potential challenges to their implementation in a Chinese cultural context.

Required Reading

Selections from:


Hansen, C. Rule of law in ancient China: Chinese substance or Western function? From http://www0.hku.hk/philodep/ch/Substance-Function.htm


Translations


Study Load

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Assessment: 100% coursework

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Course Co-ordinator

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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.

Study Load

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Assessment: 100% coursework

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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 practised differently in different local contexts.
5. Cooperate in groups to conduct field trips and to produce a presentation and demonstrate appropriate presentation skills.

Course Co-ordinator

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Faculty of Social Sciences
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The course looks at representations of contemporary China (1979-present) in popular Chinese-language films. The cinematic texts are read not just as a “reflection” of Chinese society but as discursive constructions, the product of variable and historically specific sets of relations within particular contexts, and with a complex relationship to social change. Centering on the dynamic interplay between film and society, class discussions encompass issues that have attracted increasing scholarly attention in the field of China Studies in recent years, such as the rise of Chinese nationalism, the emergence of middle class(es) and a consumer society, globalization and cosmopolitanism, nostalgia about the Cultural Revolution, etc. The course aims at cultivating critical thinking among students about the identity of China and Chineseness as well as an array of important cultural and social issues related to post-socialist China and the rise of China in the 21st century. It also seeks to enable students to explore the interpretive possibilities of working within a comparative framework in researching a non-western culture.
Required Reading

The reading will include a comprehensive set of Course Readings developed by the Course Coordinator; and a Study Guide, suitable for students with various backgrounds/levels, again prepared by the Course Coordinator, to support the reading of the following materials. The students will receive further guidance on these materials during the tutorials.


This course examines the legal transformations in modern China and developments towards the rule of law. First, the key concepts are introduced in a straightforward way suitable for students from all backgrounds. The course then examines the Chinese legal tradition up until the late Qing dynasty, outlining the obstacles to legal reform and the factors which led to change. This is followed by looking at the continuation of the late Qing legal reforms in the Republic of China, including the move to one-party rule under the Nationalist Government, economic equity and land reform in Taiwan, and the successful implementation of the rule of law there.

This course also covers law in post-1949 Mainland China. The final topic is the modernization of the Chinese legal system since the Cultural Revolution, which considers the move from a socialist economy to a market economy, constitutional reforms to protect property and human rights, and the rule of law since China became a member of the World Trade Organization in 2001.