

GENERAL EDUCATION COURSE INFORMATION 2015/16



Every effort has been made to ensure that information contained in this Handbook is correct. Changes may be made from time to time and the Institute reserves the right to make amendments to any information contained in this Handbook without prior notice.

In the event of inconsistency between information contained in this Handbook and any Institute or Programme policies and regulations or where an interpretation of the Handbook is required, the decision of the Institute shall be final.

For the latest information on General Education, please visit the website at <http://www.ied.edu.hk/geo/>.

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GENERAL EDUCATION CURRICULUM

General Education, as a programme of study, aims to provide students with a foundation in acquiring knowledge, skills, values, and mind set to equip them for the challenges of university studies and beyond. It also serves as preparation for academic pursuit in a specialised area of study at the undergraduate or graduate levels. These preparations include analytical, critical, and creative thinking, as well as the motivation to learn and an open mind to explore new concepts, beliefs, and knowledge. At HKIEd, the General Education programme offers a variety of courses with a broad range of subject areas and disciplines. The programme has been designed with an integrated structure crossing over the Foundation, Breadth and Consolidation levels. Students are required to participate and complete the General Education Foundation Course, then select some General Education Breadth Courses for further studies, and finalise the General Education programme with the General Education Consolidation Course.

Students are strongly encouraged to visit the website for more details of the General Education programme, the variety of courses, and their corresponding learning outcomes. It is also recommended that students should be familiarised with the General Education Learning Outcomes (GELOs). These outcomes stipulate the overall objectives of the General Education programme across students' entire study at HKIEd.

Learning Outcomes for General Education (GELOs)

At the end of the General Education programme, students will be able to:

GELO 1 Knowledge	Demonstrate an understanding of how knowledge is acquired within and across different disciplinary domains, and how it applies to aspects of their own lives and experiences;
GELO 2 Application	Apply a broad range of attitudes and skills, including those relating to different kinds of thinking and communication, in dealing with academic and practical issue;
GELO 3 Judgements	Make good judgements and decisions, based on values and standards which are sensible and reasonable;
GELO 4 Expression	Express their own ideas clearly and confidently; and show “where they stand” with respect to the ideas they have learned in different subject areas;
GELO 5 Awareness	Show that they are aware of local, regional and global issues, and construct informed and thoughtful responses to these issues.



A Preview of the General Education Framework

General Education Foundation Course

- 6 credit points
- Compulsory
- Taken in the 1st year of study

General Education Breadth Courses

- Strand 1: Persons, Interpretations, Perspectives
- Strand 2: Community, Society, Culture
- Strand 3: Nature, Science, Technology
- 12 credit points
- Take at least 1 General Education Breadth Course from each of the 3 strands, and no more than 2 General Education Breadth Courses from each strand
- Start after completion of the General Education Foundation Course

General Education Consolidation Course

- 3 credit points
- Compulsory
- Taken in the 3rd or 4th year of study, normally after completion of the General Education Breadth Courses



Attendance Requirement for General Education Courses

According to the General Academic Regulations of the Student Handbook (Chapter 4.1 http://www.ied.edu.hk/reg/student_handbook/text_en4_1.html),

Point 13. Leave of Absence

“13.3 Where necessary, individual courses / course lecturers / programmes / departments may specify their attendance requirements.”

Students are expected to follow the General Academic Regulations and to attend every scheduled session of a course. A standard attendance requirement is now set up across the General Education courses (*including the General Education Foundation Course, General Education Breadth Courses and the General Education Consolidation Course*), **the minimum attendance requirement is 80%**. Under special circumstances, students who are absent for a prolonged period, or for more than the 20% of contact time allowed must seek approval from the Course Instructor and Programme Leader/Coordinator prior to taking the leave. Students who are absent for a prolonged period in a course without prior permission will be given a grade F (Fail) by their course lecturers. The grade F will be recorded on the students' transcript.

GENERAL EDUCATION FOUNDATION COURSE

It is a 6-credit point course that will run for the whole academic year and be taken by *every* first-year student at HKIEd. The purpose of the course is to introduce first-year students to a range of disciplines and methodologies from the perspectives of senior academics and practitioners who are experts in their respective fields. Students will learn about key concepts, principles, and ways of knowing across major domains of knowledge. They will be guided in thinking, speaking, reading and writing about the issues raised in the course lectures through participation in small-class tutorials. The General Education Foundation Course will help students conceptualize and integrate their thinking, and prepare them for further study in their degree programmes.

Course Intended Learning Outcomes (CILOs)

By the end of the General Education Foundation Course, students will be able to:

CILO 1	Demonstrate appropriate levels of understanding and knowledge in a range of disciplines and subject areas;
CILO 2	Demonstrate an understanding of what knowledge is, and how knowledge is learned and communicated, across different disciplines and subject areas;
CILO 3	Demonstrate a commitment to thinking, speaking and writing critically about a range of views and ideas;
CILO 4	Make meaningful connections between the course content and their own beliefs, values and goals.

STRUCTURE OF THE GENERAL EDUCATION FOUNDATION COURSE



Classes of the General Education Foundation Course in each semester will be composed of weekly lectures and tutorials.

The General Education Foundation Course lectures (2 hours per week)

The lectures will be given by eminent scholars and practitioners who will introduce students to a range of disciplines and topics across different knowledge domains.

The General Education Foundation Course tutorials (2 hours per week)

The tutorials will be small-class environments in which students sharpen their listening, speaking, reading and writing skills, and learn to think critically about the issues presented in the lectures. These activities will enable students to develop a deeper understanding of the course content, and to construct and reflect on their own interpretations of that content. Students interact with tutors on a regular basis and they will be trained to improve their communication skills and nurture tolerant, critical but constructive attitude towards various academic arguments and debates.

GENERAL EDUCATION BREADTH COURSES

With more than 100 electives covering a great variety of topics, the General Education Breadth Courses will extend students' intellectual perspectives by inviting them to explore more focused topics across major fields of knowledge; specifically: arts and humanities, social sciences, and science and technology.

The General Education Breadth Courses can be commenced only upon students' completion of the General Education Foundation Course. They are categorized into three strands, namely,

- Strand 1 (Corresponding Course Code: GEF)
Persons, Interpretations, Perspectives
- Strand 2 (Corresponding Course Code: GEG)
Community, Society, Culture
- Strand 3 (Corresponding Course Code: GEH)
Nature, Science, Technology

Students will normally take four General Education Breadth Courses including at least one course from each of the strands.



Strand 1 (GEF): Persons, Interpretations, Perspectives

Course synopsis

- Focus on human persons as individuals;
- Aim at generating new understandings and interpretations, often of a personal or narrative nature, rather than the impersonal accumulation of factual and theoretical knowledge;
- Use more particularistic and accessible methods; e.g. literary analysis and criticism, case studies, semantics and conceptual analysis relating to specific individuals, events and situations;
- More concerned with specifics (individuality) than patterns or generality;
- Embrace issues to do with values and evaluation;
- Examples of Strand 1 disciplines: language and literature, history, media studies, philosophy, ethics, aesthetics, fine arts, music, drama.

Course Code	Course Title	Hosting Department
GEF1001	Exploring Philosophical Aspects of Life Through Stories	IELL
GEF1002	Life and Death	IELL
GEF1003	Moral Theories and Decision Making	EPL
GEF1004	The Pursuit of Happiness	EPL
GEF1005	Visiting Life Experiences Through Films	CCA
GEF1006	Immortals and Immortality: The Quest for Eternity	LCS
GEF1007	The Theory and Practice of Confucian Morality	LCS
GEF1008	Buddhist Ethics: Conflicts and Dilemmas in Modern World	CRSE
GEF1009	Faith and Reason	CRSE
GEF1010	Christianity and Social Concern	EPL
GEF1011	Abrahamic Faiths: Judaism, Christianity and Islam	SSC
GEF1012	Truth and Falsity: Critical Thinking	CRSE
GEF1013	Self: A Philosophical Inquiry	IELL
GEF1014	Global Religion: Islam	SSC
GEF1015	Buddhist Paths to Liberation in Modern Life	CRSE
GEF1016	A Narrative Perspective of Stories in Life	C&I
GEF1017	Knowledge, Truth and Society	IELL
GEF1018	Morality and the Good Life	IELL
GEF1019	Travellers and Other Cultures: Literature and History	LCS
GEF1020	Children's Literature and Personal Growth	LCS

Course Code	Course Title	Hosting Department
GEF1021	Cantonese Opera: Exposition of Chinese Aesthetics	CCA
GEF1022	Pictures of the Past	SSC
GEF1023	Fairy Love in Chinese Literature	LCS
GEF1024	WHO AM I ?-Practices of Identity in Chinese Art	CCA
GEF1026	Exploring Creativity	SES
GEF1028	Interpersonal Relations: Chinese <i>Guanxi</i> and Western Networks	SSC
GEF1029	Lifecycle, Beliefs and Practices in South China	SSC
GEF1030	Tradition and Transformation: Taoism in Hong Kong	SSC
GEF1031	Self and Family in South China	SSC
GEF1032	Appreciation on the Islamic Architecture and Art	SSC
GEF1034	Becoming Effective: Empowering Self and Others	SEC
GEF1039	Chinese Painting: The Representation of Nature	CCA
GEF1040	Struggling in a Capitalist-Colonial Metropolis: Hong Kong Comedy	LCS
GEF1041	Imagination and the Future: Exploring Science Fiction and Fantasy	LCS
GEF1043	Romantic Love: Chinese Opera and Opera Film	LCS
GEF1044	Museums in Motion	EPL
GEF2027	Emotional, Spiritual and Physical Health: A Holistic Approach	PS



Course Code	Course Title	Hosting Department
GEF2033	Stress and the City: A Practical Guide	PS
GEF2035	Want to be a Journalist?	CCA
GEF2036	Cultural Contexts in Chinese Folk Music	CCA
GEF2037	Hong Kong Architecture: A History from Colonial to Modern	CCA
GEF2038	Beauty of Stone: Jade Through the Ages in Chinese Culture	CCA
GEF2043	Life Coaching with the Aid of Peer Support	SEC
GEF2045	Perfectionism and Health	HPE



Strand 2 (GEG): Community, Society, Culture

Course synopsis

- Focus on aspects of human society, culture and interaction;
- Aim at generating both new knowledge and understandings concerning how people function together;
- Use a combination of methods, including qualitative and quantitative;
- More concerned with “limited” generalities and patterns (interpersonal relationships) than either strict scientific generalities or specific narratives;
- Examples of Strand 2 disciplines: anthropology, archaeology, economics, environmental studies, history, linguistics, political science, law, international studies, psychology, education.

Course Code	Course Title	Hosting Department
GEG1001	Globalization and Justice	SSC
GEG1002	The Morality of the Water Margin	IELL
GEG1003	Confucian Human Relationships	C&I
GEG1004	Road and Life: A Cultural Explanation of Imagery	LCS
GEG1005	Chinese Ritual Objects: Inquiry into Beauty and Symbolism	CCA
GEG1006	Sculpture: An evolution of Aesthetics and Body Consciousness	CCA
GEG1007	The Culture and Form of the Classical Fairy Tales	LCS
GEG1008	Dialogue with Space: Public Art in the Community	CCA
GEG1009	Understanding Hong Kong Traditional Vernacular Architecture	CCA
GEG1010	Being Chinese: Insights from Cross-cultural Psychology	PS
GEG1011	Political Literacy in the Hong Kong Context	EPL
GEG1013	Canto-Pop: Mirror of Hong Kong's Immediate History	IELL
GEG1014	Gender & Society	SSC
GEG1015	Stories to Live by: The Identities of Hong Kong Chinese	SSC
GEG1016	Understanding Human Rights	EPL
GEG1017	Ethnicities, Multicultural Society & Cosmopolitanism	SSC
GEG1018	Work, Leisure and Meaning of Life	EPL

Course Code	Course Title	Hosting Department
GEG1019	Peace and Conflict Studies in the Contemporary World	SSC
GEG1020	Love, Intimacy & Families: Myths & Inequalities	SSC
GEG1021	The Rule of Law and Hong Kong Legal System	EPL
GEG1022	Beyond The Great Wall: China and the World	SSC
GEG1024	Food, Culture and Lifestyle	CRSE
GEG1025	Perspectives on the Basic Law	EPL
GEG1026	Critical Media Literacy	IELL
GEG1027	Human Intimacy: Friendship, Dating and Marriage	SEC
GEG1029	Ideas, Behavior and Identities: Intercultural Comparison	C&I
GEG1030	World Cultural Heritage in China and Chinese Culture	C&I
GEG1031	Ecology of Mass Communication in Hong Kong	EPL
GEG1032	Understanding Juvenile Delinquency	EPL
GEG1033	Social Justice and Discrimination	EPL
GEG1035	Society and Politics in Contemporary Taiwan	SSC
GEG1036	Global Food Security Crisis and Health	HPE
GEG1037	Deconstructing Sexual Violence in Hong Kong	SSC
GEG1039	History of Sino-Indian Cultural Exchange in Ancient Times	CHL
GEG1042	The Phenomena of Internet and Digital Cultures	MIT
GEG1043	Mobile Technology and Society	MIT

Course Code	Course Title	Hosting Department
GEG1044	Digital Citizenship	MIT
GEG1045	Soccer Politics and Administration	SSC
GEG1051	Contemporary Consumer: Health and Environmental Sustainability	HPE
GEG1052	Government and Politics of China and Hong Kong	SSC
GEG1053	Exploring the Globalised World	EPL
GEG1054	Services for the Poor and the Needy	C&I
GEG1055	Chinese Calligraphy	CHL
GEG1056	Language and Culture	CHL
GEG1057	The Culture of Daily Life in China	LCS
GEG1059	Turmoil in Hong Kong: Life and Experience	LCS
GEG1060	Korean Popular Culture in Hong Kong	LCS
GEG1061	Disney Studies: Entertainment, Architecture, Ideology	LCS
GEG1063	Recitation and Communication	CHL
GEG2046	Global Citizenship from a Cross-Cultural Perspective	CRSE
GEG2047	Spirituality, Health and Well-being in the Modern World	CRSE
GEG2048	Mental Health Issues in the Contemporary Society	PS
GEG2049	Treat or Cheat? The Hidden Forces behind the Buying Scenes	PS
GEG2058	Traumas and Memories in Modern China	LCS
GEG2062	Sexuality: Embracing Diversity	SEC
GEG2064	Food in the Social Context: We Are What We Eat	HPE
GEG3050	Business Ethics and Social Justice	IELL



Strand 3 (GEH): Nature, Science, Technology

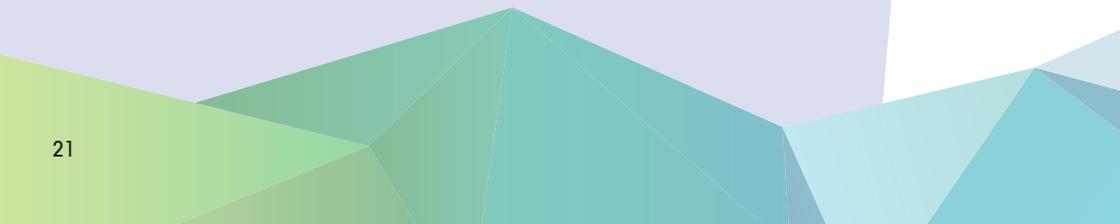
Course synopsis

- Focus on the natural world (including humans as biological animals);
- Aim at generating new general and theoretical knowledge, and understanding/interpreting this knowledge;
- Use more general, technical methods; e.g. empirical testing, experimentation, quantitative research;
- More concerned with law-like generalities than specifics;
- Examples of Strand 3 disciplines: physics, chemistry, biology, physiology, astronomy, neurology, aspects of geography, meteorology, geology, environmental science, statistics, applied mathematics, (computer) technology.

Course Code	Course Title	Hosting Department
GEH1002	Critical Thinking for Everyday Life: Exploring the Evidence	ELE
GEH1003	World Ethics and Climate Change	SSC
GEH1004	Mathematics in Society	MIT
GEH1005	Mathematics Across Cultures and Time	MIT
GEH1006	Human Beings and the Living World	SES
GEH1007	Living Healthily in the 21 st Century	SES
GEH1008	Science Thinking and Science Processes	SES
GEH1009	Understanding Science and Human Creation Through TOYs	SES
GEH1010	Exploring the Universe	SES
GEH1011	Understanding Digital Games	MIT
GEH1012	Hong Kong Marine Odyssey	SES
GEH1013	Myths and Realities of Fitness and Exercise	HPE
GEH1014	Domestic Chemistry	SES
GEH1015	Animal Rights: Science, Sentience and Speciesism	SSC
GEH1017	Managing Graduation, Marriage, Parenting and Retirement	SSC
GEH1018	People on the Move: Opportunities and Challenges	SSC
GEH1019	Understanding Cities	SSC
GEH1021	Natural Hazards and Post-Disaster Recovery	C&I
GEH1022	Basic Environmental Sciences	SES
GEH1023	Weather and Society	SES
GEH1024	Exploring the Natural and Urban Landscapes in Hong Kong	SES

Course Code	Course Title	Hosting Department
GEH1025	Futures Thinking and Creativity for Sustainability	SES
GEH1026	Nanotechnology: Unfolding its Puzzles and Applications	SES
GEH1027	Understanding Project Management	SSC
GEH1028	Design, Technology and Innovation	EPL
GEH1029	Language and Cognition	LML
GEH1030	Language Technology and Society	LML
GEH1031	Technology, Entertainment and Mathematics	MIT
GEH1033	Introduction to Cryptography and its Role in Our Society	MIT
GEH1034	Introduction to the Mathematics of Financial Markets	MIT
GEH1035	Making Life Easier with Simple Mathematical Skills	MIT
GEH1036	Simple Mathematics for Financial Analysis	MIT
GEH1039	Personal Wealth Management	SSC
GEH1041	Rethinking the Brain	PS
GEH1042	Brain-based Learner	PS
GEH2020	Brain Science and the Ethics of Life and Death	IELL
GEH2037	Solid Waste Management in Cities	SES
GEH2038	The Mysteries of the Human Mind	SEC
GEH2043	Designing Learning for Virtual Environments	EPL

** The offering of the General Education Breadth Courses depends on the decision of the hosting Departments. The courses contained therein may offer in any semesters.*



STRAND 1:

PERSONS,
INTERPRETATIONS,
PERSPECTIVES



GEF1001

EXPLORING PHILOSOPHICAL ASPECTS OF LIFE THROUGH STORIES

IELL

It has been argued that human existence itself is woven out of the stories we share among ourselves about our lives. It is the meaning of life that troubles us. This course will initiate students into reflections and imaginations about life through stories. Seven Philosophical stories will be shared, i.e. Allegory of the Cave, The Myth of Sisyphus, On Thinking for Yourself, The Story of a Waiter, On the Three Metamorphoses, A Happy Excursion and Swimology. Several life-related issues will be discussed in the course. Students will talk their life stories, learn to evaluate his/her values and to construct own philosophy of life.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate an understanding of the meaning of the seven philosophical stories.
- CILO₂ Articulate one's perspective on life-related issues.
- CILO₃ Evaluate the value of oneself with some of personal biases.
- CILO₄ Apply the concept of these stories to reflect one's life and have an enthusiasm to construct own philosophy of life.

GEF1002

LIFE AND DEATH

IELL

This course will explore issues of life and death from philosophical, ethical and religious perspectives. With those intellectual inputs, students would be inspired to develop their ways to understand related ethical issues and outlooks of life. We shall study life and death issues through, visual images around us, personal histories, different cultural traditions, significant historical incidents of death, the technological advances in 'improving' human lives, kinds of suicide, notions of 'euthanasia' and 'palliative care', etc. With those inputs, students are expected to reflect 'life and death' from different levels (personal, social, spiritual/religious) of meaning. This course could be regarded as an important intellectual entry for university students and prospective teachers to face the meaning of human existence and ethical concerns of life and death. The course will also organize some visits like, to cemetery, mortuary, gross anatomy, hospital, funeral service, etc. Those visits might sensitize students to integrate their direct visit experience to levels of theoretical reflections, and to be aware of and prevent themselves from the possibility of apathy of 'regarding to pain of the others' (Susan Sontag, 2003).

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand and apply some approaches from philosophy, religion and psychology of "life and death" to real life situations or cases.
- CILO₂ Differentiate the cultural and social aspects of local institutional arrangements of "life and death" from those of other societies.
- CILO₃ Reflect one's attitude and beliefs on "life and death".
- CILO₄ Apply the moral theories learned in this module to analyze and judge on those contemporary moral conflicts.



GEF1003

MORAL THEORIES AND DECISION MAKING

EPL

We cannot escape from valuing and making value judgements and decisions, many of which are the most important decisions in our lives. The course intends to furnish students with a deeper understanding of values as well as getting them into the consequential and non-consequential moral positions proposed by both Western and Eastern philosophers so as to assist them to form their own informed starting points when making ethical or value choices.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Reflect on theories of moral decision making and related concepts.
- CILO₂ Apply the moral decision theories to analyze, make judgment and decision on both artificial and real life moral conflicts.
- CILO₃ Explore values such as, justice, human rights, patriotism and tolerance within a multi-cultural society, through examining and decision making on controversial issue.
- CILO₄ Differentiate values education and indoctrination and reflect on various approaches to values education.
- CILO₅ Design a lesson for primary or secondary school to explore values.



GEF1004

THE PURSUIT OF HAPPINESS

EPL

This is an inter-disciplinary study looking into one of the most important human pursuit, i.e. happiness, from various disciplines, including philosophy, religion, psychology and economy. It identifies the concepts of happiness and other related concepts of some philosophers and religions, and in selected cultures. The theories and researches of happiness will be examined, such as the correlates of happiness and what makes us happy and unhappy. The appropriateness of setting happiness as ultimate aim of life is discussed. The enhancement of happiness in the personal and public life are explored. In this course, students are strongly encouraged to reflect on their current life experience and they will have ample opportunity to examine their ideas about happiness and explore the implications upon their future living.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate an understanding of the basic concepts of happiness from different perspectives and some current studies on happiness.
- CILO₂ Reflect on and identify factors contributing to their happiness and unhappiness.
- CILO₃ Explain and construct their philosophy of happiness.
- CILO₄ Acquire strategies to cope with unhappiness.
- CILO₅ Apply concepts learnt to enhance their happiness in personal and public life.



GEF1005

VISITING LIFE EXPERIENCES THROUGH FILMS

CCA

This course explores meanings of various human lived experiences through films, one of the most influential visual and cultural forms of this century. The course aims to provide students with opportunities to enrich visual literacy in seeking various meanings through films. A philosophical notion of interpretation will be taken to examine how the meanings are constructed and transmitted to viewers through various visual narrative forms and symbols. Students in the course will gain the ability to explore, describe, analyse, and interpret the relationship of symbols to society, culture, and their personal daily life. The course not only allows students to think logically and analyse critically in diverse issues and symbols indicated in selected films, it also enables students to raise their awareness and concern regarding the quality of human lived experience through films. In addition, the course encourages students to appreciate the form of cinematic aesthetics from the interdisciplinary perspectives.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Articulate major areas of human lived experiences with personal daily life and social issues.
- CILO₂ Demonstrate the ability to apply analytical and logical thinking to identify major issues addressed in selected films.
- CILO₃ Demonstrate a critical ability to interpret the relationship between symbols and society.
- CILO₄ Develop self-awareness in response to and concern regarding the quality of human lived experience through discourse in major areas of lived experiences.



GEF1006

IMMORTALS AND IMMORTALITY: THE QUEST FOR ETERNITY

神仙與長生：永恆的追尋

LCS

本科目主要介紹道教信仰的「神仙」與「長生」的觀念，協助學生認識人類對永恆的追尋，啟發學生反思與探索的精神。通過實地考察，學生評鑒日常生活中「神仙」與「長生」相關的現象，並分析其產生的因由；同時就歷史、宗教、民俗不同角度，評論華人社會中追求「神仙」和「長生」的心態、行為及其影響；最後，學生批判地建構自身對於人生終極意義的理解，並評價個人的生活行為和表現。

預期學習成果

完成本科目後，你能夠：

- 成果一：通過實地考察，評鑒日常生活中「神仙」與「長生」相關的現象，並分析其產生的因由。
- 成果二：就歷史、宗教、民俗不同角度，評論華人社會中追求「神仙」和「長生」的心態、行為及其影響。
- 成果三：能批判地建構自身對於人生終極意義的理解，並評論其與生活行為和表現的影響。



GEF1007

THE THEORY AND PRACTICE OF CONFUCIAN MORALITY

內聖外王：儒家的道德理論與實踐

LCS

內聖指個人道德修養的精神成就，外王則指社會政治方面的功業成就，二者均是儒家道德學說的核心觀念。本科目旨在以傳統儒家的經籍為根據，結合宋明儒者的闡釋，深入剖析盡心、知性、正德、利用、厚生等觀念，藉此說明內聖、外王的涵義及二者之間的關係，引導學生思考儒家的道德理論及其實踐。本科目採用多元的學習模式，包括專題講演、文本閱讀、個案探究及網上論壇等，希望啟發學生反思儒家學說與現代世界的關係。

預期學習成果

完成本科目後，你能夠：

成果一：儒家的核心觀念：「內聖」、「外王」及兩個觀念的相互關係。

成果二：以理性思考模式思考儒家理念與實踐之間的衝突與限制。

成果三：反思個人道德到社會實踐原則的異同。

GEF1008

BUDDHIST ETHICS: CONFLICTS AND DILEMMAS IN MODERN WORLD

CRSE

Does Buddhism mean a religion of introspective withdrawal from the world today? Do monks and Buddhists only live a secluded way of life in forest monasteries? Can Buddhist doctrines and ethics like loving-kindness and compassion developed two thousand years ago in India support the idea of global ethics under globalization? This course provides students with an overview of traditional Buddhist values and how Engaged Buddhism responds to the ethical issues concerning the balance between individual and society in the contemporary context, like human rights, social justice and sexual equality. Cases of Engaged Buddhism in Asia and the West are to be investigated not only for the purpose of developing a deeper understanding on how Buddhism is responding to contemporary challenges but also for examining its limitations in the light of global ethics.

The course will include short and provocative lectures. Students will be required to undertake article reading, class discussions, debates, visits and group research projects. Students will be asked to consider questions regarding ethics on life and death, social justice, economics, bioengineering and sex, etc. In the process, students will learn how to reflect their own feelings, cultural biases, different interpretations and personal live experiences.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the issues about a) global ethics including social justice, economics, life and death, sex; b) basic concepts of Buddhist core values and ethics including cosmology, rebirth and karma, the Four Noble Truths, and the final goal of the practice.
- CILO₂ Apply the knowledge in this course to understand and interpret the ethical issues in the Hong Kong context.
- CILO₃ Construct ethical and thoughtful responses to the perspectives of Engaged Buddhism in the West on social justice, economics, life and death and human rights.
- CILO₄ Reflect the issues of ethics with their life experiences and express their own ideas by developing perspectives from different sources.
- CILO₅ Develop a global awareness and perspective on ethical issues, and be mindful of the influences of social change on our lifestyle.

GEF1009

FAITH AND REASON

CRSE

This course aims at exploring religions with a philosophical approach. By studying a number of controversial religious doctrines, the relationship between religious beliefs and reasoning as found of in various traditions will be critically examined. Examples of religious questions to be examined include whether it is possible for human beings to know who God is; whether God exists; whether religious experience is justifiable; and whether religious belief is only a personal and arbitrary matter. How about the phenomenological realities of “self” or the “soul”, and of the Evil? Did or does the all-powerful and all-loving God creates or created evil? The soundness of the reasoning leading to various answers to the above questions will be examined. This will illustrate the perennial significance of philosophizing in the formulation and perpetuation of religious beliefs. That is, this course seeks to clarify the relationship between religious beliefs and reasoning. It will deepen one’s appreciation of the relations between Reason and Faith. As a result, students will be enabled to come up with their own justifiable understanding about the nature of religion and religious beliefs and their position in the social and the transcendental aspects of human life as observable across cultural traditions.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the basic definitions and concerns of philosophy of religion.
- CILO₂ Analyze some controversial religious doctrines from a philosophical perspective.
- CILO₃ Ponder the importance of philosophizing towards religion itself.
- CILO₄ Carry own critical reflections and positions for the above.



GEF1010

CHRISTIANITY AND SOCIAL CONCERN

EPL

This course provides a platform through which participants can acquire critical understanding of Biblical teachings of Christian faith and social concerns, and can look into key recent debates in Hong Kong Christian community. Participants are required to analyse current social political issues and see how Christians and Christian NGOs respond to the issues. The course also provides opportunity for the participants to interact with frontline Christians and Christian NGOs who are actively taking part in socio-political arena of Hong Kong.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Reflect on how a Christian could live with his conviction peacefully with people of different religious or values system in a pluralistic society.
- CILO₂ Explore the relationships between evangelism and social concern and various rationales for Christian social concern.
- CILO₃ Explore the relationship between church and state; church and civil society.
- CILO₄ Investigate a few current controversial social issues from a Christian perspective.
- CILO₅ Design and conduct a case study of a Christian NGO.



GEF1011

ABRAHAMIC FAITHS: JUDAISM, CHRISTIANITY AND ISLAM

SSC

This course will introduce students to the Judeo-Christian-Islamic tradition and its significance to the global history and the contemporary politics. Understanding Abraham as the common ancestor of three world monotheisms, this course will help students make sense of the development of monotheistic civilizations to the present world affairs (e.g. Palestinian-Israel conflict, the spread of global 'war on terror').

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand Abraham is the common ancestor of three great world religions (Judaism, Christianity & Islam).
- CILO₂ Comprehend the basic commonality and credo disagreements of three monotheistic faiths.
- CILO₃ Relate some world issues in the context of three religions (e.g. Anti-Semitism, Religious Inquisition & Fundamentalism).



GEF1012

TRUTH AND FALSITY: CRITICAL THINKING

CRSE

This course introduces ways of critical thinking in differentiating between truth and falsity in the logical sense. Logico-linguistic analysis, identification and evaluation of arguments, logic and fallacies will be extensively and critically examined with the use of everyday examples, including arguments made between friends, family members, teachers, policy makers, critics of mass media, and debates made by different social parties.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Comprehend the theories of critical thinking.
- CILO₂ Grasp the scope and limits of critical thinking.
- CILO₃ Grapple with the ideas of truth and falsity in the logical sense.
- CILO₄ Understand the relationship between meaningfulness and validity.
- CILO₅ Apply rules of critical thinking to daily life.



GEF1013

SELF: A PHILOSOPHICAL INQUIRY

IELL

Being aware of who we are, of our differences from others, and of our capacity to make decisions, espouse values and hold commitments, we take it for granted that each of us has a self. Yet, this common-sense assumption of selfhood becomes puzzling when subjected to philosophical scrutiny. Two facts we need to note: first, we are compelled by social norms to act and think in certain ways, and, second, our cognition, feeling and volition depend on the functioning of our brain. We are thus both social and physical beings. How, then, and in what sense, is it possible to have a self with its own unique identity?

The course begins with an introduction to some major theories of the self. Then the above-mentioned problem will be elaborated, and some suggested solutions will be examined. Further, from this vantage point, we shall investigate the notion of moral agency. Helpful insights will be drawn from neuroscience, cognitive science and various social theories, but the approach is basically philosophical, in that the main goal is not to set out physiological explanations, but rather to critically examine key assumptions and concepts, with a view to constructing a coherent and meaningful understanding of what the self is.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Critically evaluate the major conceptions of self and the relevant debates in the history of philosophy.
- CILO₂ Understand the embodied and social nature of self.
- CILO₃ Appreciate the difficulties of conceptualizing the self structured in both nature and society, and weigh-up some possible solutions.
- CILO₄ Demonstrate an understanding of various accounts of moral agency.
- CILO₅ Construct a view of who they are as persons or selves.



GEF1014

GLOBAL RELIGION: ISLAM

SSC

Islam is the second largest and the fastest growing faith in the world. However, Islam may also be the most misunderstood religion in the age of terror and it is usually distorted by the media cliché. This course will give students a basic introduction of Islam as a world religion and as a way of life. Through a historical survey from the formative period to the contemporary Islam, this course will derive the significance of the Muslim beliefs, practices, theologies and history to the present global age.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand of the foundational tenets and practices of global Muslim community.
- CILO₂ Comprehend and appreciate Islamic civilization as a world heritage.
- CILO₃ Cultivate global awareness that how Islam as a religion intertwines with global politics.
- CILO₄ Develop a sense of cultural sensitivity to the growing needs of local ethnic minorities.

GEF1015

BUDDHIST PATHS TO LIBERATION IN MODERN LIFE

CRSE

The terms Nibbana, Buddha and Enlightenment which are core concepts in Buddhism have been used in contemporary popular culture in the West in the past few decades. What are the real meanings? How much can they be related to our lives in the contemporary world? This course aims to expose students to the changes of Buddhist thoughts and practices along historical changes, and the revelations to modern life. Drawing from literature of ancient and contemporary Buddhist texts, students will understand the core concepts, thoughts, meanings and specific practices in different era such as Nibbana in early Buddhism, Being a Buddha in Mahayana Buddhism and Enlightenment in Chan, and the applications in 'real-life' context.

Besides helping students to understand the spiritual practice in different dimensions including daily life schedule, food, diet, life and death and custom from literature, the course will also invite students to explore and experience the practices. The course will draw extensively on students' live experiences. The most important goal of the course is to help students to develop the awareness of the varieties and diversities of Buddhist practice to deal with daily life issues in modern world.

The course will include short and provocative lectures. Students will be required to undertake article reading, class discussions, debates, visits and group research projects. Students will be asked to consider questions regarding different Buddhist practice, etc. In the process, students will learn how to express their own feelings, interpretations and personal live experiences.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the core concepts, thoughts, meanings and specific practices in different era such as Nibbana in early Buddhism, Being a Buddha in Mahayana Buddhism and Enlightenment in Chan, and applications in 'real-life' context.
- CILO₂ Apply the knowledge in this course to develop a lifestyle of liberation nowadays in the Hong Kong context.
- CILO₃ Construct sensible and reasonable responses to daily issues by using the Buddhist practice.
- CILO₄ Reflect the issues with life experiences and express own ideas.
- CILO₅ Develop the awareness of the varieties and diversities of Buddhist practice to deal with daily life issues in modern world.



GEF1016

A NARRATIVE PERSPECTIVE OF STORIES IN LIFE

以敘事探究思考生命故事

• C&I

心理學家布魯納指出兩種認知現實世界的方式：強調普遍性和邏輯的「範式性認知」(paradigmatic knowing) 和著重獨特性和具體經驗的「敘事性認知」(narrative knowing)。前者多見於自然科學領域，描述自然世界的現象；而後者多存在於人文文學領域和我們的日常工作、生活中，對生活經驗賦予意義。現代社會中，尤其是二十世紀的科技理性影響下，人們大都傾向「範式性認知」而輕視了「敘事性認知」。然而我們對自己和他人的生活經驗意義的理解，必須透過不斷的敘事思考來建立。本科目旨在透過親身體驗，讓學生認識「敘事探究」於生命經歷的作用，學習運用敘事探究方法來認識自己、探索生活經驗的意義，並藉著培養自省自覺的習慣，提昇個人在生活與工作中的應變能力以及體察生命的靈敏度。

預期學習成果

完成本科目後，你能夠：

成果一：認識不同認知方式的性質與作用。

成果二：認識敘事與理解人生經驗的關係。

成果三：學習敘事探究的方法，豐富對個人以及他人經歷的理解。

成果四：培養深入探究經驗的態度和習慣。



GEF1017

KNOWLEDGE, TRUTH AND SOCIETY

IELL

The development of modern civilization is characterised by its attempt to build knowledge within the framework of rationality. As a result, knowledge in the modern world has taken on itself an appearance of objectivity. However, it is worth asking whether “knowledge” can always refer to facts of the world out there as such – as philosophers of contemporary epistemology may generally assume. In relation to the discussion here, the aim of this course is threefold: First of all, we look into the major justificatory components of knowledge. They are the reasoning and logical rules that prevail in science and humanities subjects of modern times. Second, we will reflect on the nature and limits of scientific knowledge, especially the problem of induction and features of scientific thinking. Third, we will study the mode of production of knowledge and its value in modern society. In particular, we will explore the question concerning whether, or how far, knowledge should be regarded as a matter of “social construction”.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze the distinction between deductive reasoning and inductive reasoning.
- CILO₂ Recognize the role and values of logic and critical reasoning in forming public and private opinion.
- CILO₃ Transfer the logical skill acquired in this course to students’ learning in other academic domains and in their reception of the information from public media.
- CILO₄ Reflect upon the socio-historical contexts in which knowledge is produced.

GEF1018

MORALITY AND THE GOOD LIFE

IELL

What is the relation between the demands of morality and the good life of human beings? In various stages of their lives, people ask themselves “What should I do?” or “What are the best actions that I should perform now?” However, often what is good for the persons’ well-being may not be the right action to do from a moral point of view. Then, it is debatable whether people should sacrifice their own interests for morality’s sake, or rationality may require them to act immorally. In this course, our aim is to explore the conceptual relation between morality and the good life. We will study various conceptions of well-being, such as preference satisfaction theory, the view that people will live better if their preferences are satisfied, and hedonism, the view that people will live better if they have maximized pleasure, etc. We will also look at the relation between virtue and human well-being - as in both the ancient Greek and Chinese tradition, it is believed that the virtuous person’s life is the happiest one. In this case, the demands of morality and those of the good life coincide with one another. We will see how far this is a tenable view.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Illustrate the different conceptions of morality which are backed by reasonable arguments.
- CILO₂ Analyze the main line of arguments on the relation between morality and the good life put forward by utilitarians, Kantians, the commonsense moral theorists, as well as the ancient Chinese philosophers, etc.
- CILO₃ Deliver their own viewpoints in an organized and argumentative manner, basing on the materials they gathered from class discussion and readings.
- CILO₄ Apply their knowledge to dissolve the biases that may be hidden in the moral ideology of modern society.



GEF1019

TRAVELLERS AND OTHER CULTURES: LITERATURE AND HISTORY

LCS

Drawing on insights from the disciplines of literature, cultural studies, history, and sociology, this course explores the writings of travellers. The class will discuss how travellers present what is strange, and how a foreigner positions him- or herself in a foreign landscape or a foreign culture. There are therefore two aspects to this course: the experience of the foreign, and ways people use to present the foreign in writing. For that reason, the ideas of “culture” and “narrative” will be central to this course. “Culture” is viewed in terms of the visible (food, weddings architecture) and the nonvisible (the values that stand behind what can be seen.) Students will have the opportunity to interview guests about their own countries of origin, or about countries where guests have lived. They will read a travel book in English, write about it, and write about their own experience of intercultural contact. Students can expect to see progress in their writing skills, as the course will include writing workshops and consultations.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Connect different parts of a text together, drawing valid conclusions from what is observed.
- CILO₂ Discover forms of narrative and the way those forms are used both in fiction and in factual accounts.
- CILO₃ Show an understanding of cultural displacement as a social and psychological phenomenon.
- CILO₄ Show an understanding of the concept of culture.



GEF1020

CHILDREN'S LITERATURE AND PERSONAL GROWTH

從兒童文學看個人成長

LCS

本科目通過解讀一些著名的童話和兒童文學，讓學生對兒童文學的源流、形式以及內容，有深入的認識，特別對作家在中年以後撰寫兒童文學的心路歷程，以及它和童年的關係，著墨最多。其中特別選取了安徒生、黃春明、林海音以及聖·修伯里四位作家，針對其特別的成長情結進行討論。本科目將會從民間故事模式、成長課題以及想像力等多角度入手，務求學生能對童話和兒童文學有分析批判的能力。

預期學習成果

完成本科目後，你能夠：

成果一：對熟識的童話和兒童文學有一個全新的認知視角。

成果二：認識經典的童話和兒童文學與社會規範的關係。

成果三：認識作家的兒童文學創作和個人成長的密切關係。

成果四：能夠活用學到的分析技巧，欣賞其他經典童話和兒童文學。

GEF1021

CANTONESE OPERA: EXPOSITION OF CHINESE AESTHETICS

CCA

As a Chinese traditional integrated art form, the Cantonese opera has been included in the UNESCO Intangible Cultural Heritage List in 2009. This reflects that the Cantonese opera has its own value in reserving Chinese traditional aesthetics and culture. The Cantonese opera is the most popular xiqu (戲曲) genre in southern China, including Guangzhou, Hong Kong and Macau. In addition, it is commonly performed and learnt in the Chinese communities overseas. Learning to appreciate and understand the Cantonese opera and the relationship with its contexts may enhance students' understanding in the Chinese culture and aesthetics. This course aims at developing participants' understanding and analyzing skills in different issues related to the aesthetics of Cantonese opera and Chinese culture. Students will explore and experience the aesthetic underpinnings of Cantonese opera as an integrated Chinese art form which involves music, literature, movement, and drama. The historical and socio-cultural contexts and social functions of Cantonese opera as well as other related issues will be explored and discussed. Fieldwork research would expose students to different aspects of anthropology, ethnography and cultural values. With the infusion of students' knowledge from their major disciplines, students will be engaged in interdisciplinary learning and understanding.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Evaluate a Cantonese Opera performance in terms of singing / reciting / acting / movement.
- CILO₂ Analyze the socio-cultural contexts and performance practices of a ritual or theatre performance through a field work study.
- CILO₃ Apply knowledge from different disciplines (e.g., literature, sociology, history, ethnography, anthropology, ethnomusicology) to identify and analyze a specific issue concerning the Cantonese opera.

GEF1022

PICTURES OF THE PAST

SSC

Photography and the colony of Hong Kong began around the same time.

Pictorialism helped this visual form find a place in art. But given the belief that photographic processes are objective, realism in photography began early worldwide and parallels can be found in post-War Hong Kong. In the last few decades photographs are widely used to represent the past of Hong Kong. But the tensions between pictorialism and authoritative realism are symptomatic of the artistic conventions behind and power structures surrounding all forms of photography. Awareness of these and other issues is an essential part of cultural literacy because the ability to critically read photographs are important not only for artistic pleasure and knowledge of the past, but also for a citizen's ability to critically engage with an ubiquitous visual form. Photography was influenced by restricted access to the tools and the power of outside audiences in earlier periods, and more recent awakening of local identity among commercial photographers. Since the anticipation of 1997, publicly available photographs of Hong Kong have often been re-used without critical scrutiny and comment. Students will try out on the rich local material analytical concepts introduced with scholarly work from other places.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Ability to evaluate photographs for artistic pleasure as well as contemporary media literacy.
- CILO₂ Awareness of the broader cultural issues of visual representations, important given the prominence of visual culture in modern society.
- CILO₃ Creative engagement with society (especially through photographically reinterpreting existing representations of the past in visual forms) to encourage and enrich social participation and foster creativity.
- CILO₄ Respect for and community with "others" (especially the voices of those represented in pictures) – to prevent exploitation for "art" and to increase civic awareness.
- CILO₅ Increased critical thinking abilities through the topic-specific activities.



GEF1023

FAIRY LOVE IN CHINESE LITERATURE

仙凡之戀——愛情與文學

LCS

本科目旨在引領學員從中國民間傳說、宗教典籍、詩人歌詠和文人劇作中，認識以仙凡愛情為主題的文學作品，分析其思想、內容和功能，以及其演化的脈絡，剖視各類情節、意象和語言的獨特風貌，以及所蘊藏的心理、社會元素。在鑑賞中國文學作品外，學員可探討作品所揭示中國男女的愛情實況與性別的心理原型。學員也可以利用現代心理學成果，檢視不同仙凡愛情作品中隱含的意義和價值，繼而反思現代社會中的愛情觀念，以至審視個人對愛情的看法。

預期學習成果

完成本科目後，你能夠：

成果一：扼要敘述中國文學中重要的仙凡愛情作品的內容及特色。

成果二：分析仙凡戀愛主題在思想、內容及功能上的演化脈絡。

成果三：從情節、意象及語言三方面，鑒賞中國文學中仙凡戀愛的藝術特色。

成果四：審視不同愛情理論，並藉以檢視仙凡愛情作品中的愛情觀。

成果五：反思現代社會及個人的愛情觀念。

GEF1024

WHO AM I ?

-PRACTICES OF IDENTITY IN CHINESE ART

CCA

This course focuses work by contemporary China artists. A central theme that emerged from the three artists, Wang Guang Yi, Feng Mengbo and Xu Bing was that identity is a struggle and not a given, and that multiple perspectives of self in the development of identity is experienced. This course examines how artists negotiated notions of identity in their work and explores the ways in which the artist understands the connections between self and other, self and community, self and world. Questions for discussion include: Do we form our own identity or do others form it for us? Can identity be changed? Is identity how we see ourselves or how others see us? Is identity what we are or what we would like to be? The course also provides an introduction to post-colonial theory and its role in relation to the development of Hong Kong and China Identities. Themes such as Migration and Diaspora, and Stereotypes and Mimicry are explored. There will be a particular emphasis on the mediums of video game (global networking & the virtual world), installation, multi-media and performance.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze the complexities of contemporary China Artist Identity construction and understand the problems and dilemmas that people come across in life.
- CILO₂ Analyze a current painting in local gallery that question future Hong Kong Citizenship and make meaningful connections among the art contexts and the physical world based on systematic inquiry.
- CILO₃ Apply the basic ideas of post colonialism to analyze/ evaluate the concepts in Identity in the globalized age and to develop multicultural perspectives that offer new insights into people, issues and cultures.
- CILO₄ Synthesize their past and present identities in Hong Kong to formulate a personal understanding of their experiences as Hong Kong citizens and its relation with China and construct appropriate responses to the challenges ahead.

GEF1026

EXPLORING CREATIVITY

SES

Creativity is an increasingly popular and favorite notation in our society, but its meaning is still elusive and mysterious to many of us. This course enables students to answer the question “what is creativity?” through a self-exploratory process. It consists of 5 themes – nature of creativity, creative thinking strategies and processes, socio-cultural analysis on human creativity, personal creativity development and an independent creativity inquiry project. This course would cover major concepts on creativity, including creative person and creative products, little and big creativity (“C”), artistic and scientific C, individual and group C, and etc. participants would critically reflect on the relationship of C with our culture, society and human development. We could discuss how to seek the balance between legacy and innovations, and the balance between responsibility and freedom in creativity pursuits. This course would also provide abundant opportunities for students to appreciate everyday creativity, experience various creative processes, apply and transfer creative thinking strategies to tasks in various everyday domains. Furthermore, participants have chance to self-examine their personal creativity style and to review their childhood and growth process so as to understand factors affecting their own creativity development. Through this study, students would re-construct a new understanding of what creativity is, and re-develop their aspirations and confidence in their creativity pursuits.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze and evaluate creativity elements in daily-life, and develop multiple perspectives of creativity.
- CILO₂ Apply and transfer creative thinking skills to daily-life events and other domains.
- CILO₃ Reflect critically on human creativity, its impact on human development, and the significance of responsible and ethical creative actions.
- CILO₄ Construct personal theories of creativity (i.e. articulate the meaning of creativity from students’ perspectives), and develop personal methods to enhance creative thinking and creative life-style.



GEF1028

INTERPERSONAL RELATIONS: CHINESE GUANXI AND WESTERN NETWORKS

SSC

In their interactions with others individuals generate enduring relationships and networks. Chinese society is often described as a 'network society', but informal networks and not only formal institutions are important in western societies also. This course will provide an overview of key concepts and major issues concerning Chinese Guanxi and western networks. Through a comparative approach the course will introduce students to cutting-edge debates, and students will discuss issues that arise from them. The course offers a critical perspective for understanding cultural, historical and institutional approaches to social networks in the context of local and global transformations.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Recognize the importance of the study of social network analysis in advancing knowledge, explaining phenomena and solving problems.
- CILO₂ Develop intellectual sensitivity of comparative study concerning Chinese and western cultural practices and informal social institutions.
- CILO₃ Develop critical thinking skills in assessing multiple perspectives.
- CILO₄ Apply theoretical arguments in empirical analysis and research.



GEF1029

LIFECYCLE, BELIEFS AND PRACTICES IN SOUTH CHINA

SSC

Local religious practices in South China are often described as “worshipping deities” or “superstitious” and the latter carries a connotation. This course aims to facilitate a better understanding of the lifecycle, beliefs and practices of the local population in terms of popular religion. Case studies will be taken from Chinese contexts to examine popular religion and its belief system. Rituals are fundamental for people to signify their stages of life and to perform their way of living. Through surveying a variety of customs, the course will provide the tools to understand the mechanisms that have affected people’s evaluation and practices at different stages of life.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe basic terms, concepts and theories in lifecycle and popular religion.
- CILO₂ Comprehend an appreciation of popular religious practices and symbolic meaning conveyed by rituals in their belief system as Chinese heritage.
- CILO₃ Analyze similarities, differences and significances of religious beliefs and behaviors in people’s different stages of life and in society.
- CILO₄ Develop awareness and research skill for collecting data to understand folk practices in popular religion.



GEF1030

TRADITION AND TRANSFORMATION: TAOISM IN HONG KONG

SSC

This course aims to help you better understand the ways of Taoist beliefs and practices in the region since the turn of the twentieth century. As a Chinese religion, case studies will be taken from Chinese contexts to examine Taoism and its traditions, development and the various manifestations of Taoist practitioners. Rituals and moral codes are vital for practitioners to practice their religious and secular way of life. Through a historical survey from late imperial China to contemporary Hong Kong with special focus on a variety of religious customs, the course will provide students with the tools to understand the significance of Taoism in the region and how it has affected individuals in Hong Kong in the past century.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO1 Describe basic terms, concepts and theories in Taoism.
- CILO2 Articulate an appreciation of Taoist practices and symbolic meaning derived by rituals in their belief system as Chinese heritage.
- CILO3 Analyze similarities, differences and significances of different schools of Taoist beliefs and behaviors of practitioners in society.
- CILO4 Develop awareness and research skill for collecting data to understand Taoism.



GEF1031

SELF AND FAMILY IN SOUTH CHINA

SSC

Family serves as the basic unit of a society. However, what is your understanding of family? This course investigates families in South China and their various forms in the region over the last two centuries. Case studies will be taken from Hong Kong and South China to demonstrate interactions between individuals and family members and the notion of kinship in a wider social context. Descent principle, marriage practices, ancestors, construction of gender, inequalities among family members, extended family and globalization of family all play a part in people's daily life. Through exploring the relationship between self and family from late imperial China to contemporary South China, students can more fully appreciate the significance of family in both historical and comparative contexts.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe basic terms, concepts and theories in family and kinship.
- CILO₂ Broaden learning experiences on family organizations and symbolic meaning derived by rituals and practices in their kinship system as Chinese heritage.
- CILO₃ Analyze similarities and differences of beliefs and behaviors of family members in society.
- CILO₄ Develop awareness and research skill for collecting data to investigate features of family.

GEF1032

APPRECIATION ON THE ISLAMIC ARCHITECTURE AND ART

SSC

This course aims at providing students a general survey of the Islamic architecture and art from the seventh to the twentieth century, through the global expansion of Islam stretching from Spain, over the Middle East, Central Asia, China, India to Indonesia. By examining the relationship between Muslim faith and various art forms in Islamic history, this course is for students who are interested in understanding artistic and architectural expressions in the Islamic culture and civilization. It explores the historical and geographical connection of the Islamic civilization with its artistic imagination in architecture, literary art, ceramics, metal works, rugs and other Islamic forms of art. Through selecting typical examples of mosques and other representative Islamic monuments in the world, students will approach the Islamic aesthetics in diverse cultures as well as appreciate how Islam as a religion and the human creativity were interwoven in the beautifully artifacts.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Develop a sense of Islamic aesthetics and ability to appreciate the development of Islamic artistic and architectural heritage.
- CILO₂ Differentiate the vast diversity of Islamic artistic expressions between Middle Eastern, Chinese and Southeast Asian Islamic art and architecture.
- CILO₃ Identify works of Islamic art, architecture and monuments with their particular social, historical and religious contexts.
- CILO₄ Become acquainted with religious influences on the Islamic architecture and appreciate the abstract design of geometrical Islamic art.

GEF1034

BECOMING EFFECTIVE: EMPOWERING SELF AND OTHERS

SEC

The course examines ways of becoming effective beings in the communities by sharing individuals' visions and voices with others, and the empowerment of the self of individuals and that of others to a higher efficacy level. The course content includes understanding self from System Model of wellness; nurturing self through self-awareness and reflection on personal values and beliefs; personal strengths and aspirations; identifying life goals and role identity; acquiring strategies for achieving holistic wellness in one's life contexts; empowering self and others by developing personal competence and social competence; transforming self and other people at times of challenges and crises; exploring the process of healing particularly on the roles played by spirituality. The course enhances participants' critical and reflective understanding of self-identity, beliefs and values, and to facilitate them to develop effective self-management plans and purposeful life-goals. With the adoption of the experiential learning approaches, participants are led to examine their roles and commitment to the community for now and future.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire reflective understanding and approaches of nurturing self and others.
- CILO₂ Apply the concepts and theories of empowering self and others in daily life experience.
- CILO₃ Synthesize critically knowledge with practice in enhancing the effectiveness of self and others.
- CILO₄ Reflect and design on personal plans in the process of building-up of self and others.



GEF1039

CHINESE PAINTING: THE REPRESENTATION OF NATURE

CCA

Painting is one of the most long-standing forms of art in China, and from which reflects the unique qualities of Chinese culture. This course provides an introduction to the significance and development of Chinese painting throughout the pre-dynastic periods to contemporary Hong Kong. In particular, it will emphasize and examine the social context and Chinese philosophy towards nature that embedded in different painting genres. Through studying a variety of works, students will explore different ways to interpret, appreciate and analyze Chinese paintings, from the physical format, to the artistic style and techniques, as well as the intellectual and cultural context of the works. By engaging in a series of learning activities in this course, students will develop basic competence in their visual literacy skills.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Comprehend the historical development, artistic styles and intellectual contents of Chinese painting.
- CILO₂ Articulate and apply taught approaches to appreciate and analyze Chinese painting of different periods.
- CILO₃ Identify and evaluate similarities, differences and significances of Chinese painting of different periods in connection to artists' lives and historical, social, political and economic contexts at the time.
- CILO₄ Acquire and develop comprehensive research skills to interpret and study a wide range of visual languages embedded in Chinese painting with reference to the cultural context.

GEF1040

STRUGGLING IN A CAPITALIST-COLONIAL METROPOLIS: HONG KONG COMEDY

掙扎於資本主義和殖民地的大都市： 香港喜劇電影

LCS

本課程通過學生經常可以接觸到的香港喜劇電影幫助學生探討和反思以下問題：第一，現代社會的普遍問題，如人與人之間的冷漠、人對人的剝削、和人們之間不擇手段的競爭等；第二，香港作為殖民地和移民社會的特殊問題，如對中國傳統文化的懷念和疏離、中國各地移民之間的矛盾和磨合以及中國人對外國人的觀感等。課程涉及從五十年代到九十年代的本地喜劇片，集中討論許冠文和周星馳主演的電影。這些電影特別彰顯了以下主題，包括現代與傳統間的矛盾、都市人在冷漠的社會裏尋找温情、小人物在資本主義社會如何奮鬥上進和追求理想。

預期學習成果

完成本科目後，你能夠：

成果一：闡明一些現代性的基本理論。

成果二：對現代香港社會的一些社會問題有所反思和扼要說明。

成果三：敘述香港歷史和社會的變遷。

成果四：可以運用清楚的語言和合乎邏輯的論述闡明自己的觀點，並能從不同角度重新評價自己的立場。

GEF1041

IMAGINATION AND THE FUTURE: EXPLORING SCIENCE FICTION AND FANTASY

LCS

The popularity of science fiction and fantasy literature cannot be denied, yet related discussion on the two genres is often neglected in curricular agenda. This course aims to help students spread out their imagination and reflect on the future of human beings by reading a collection of science fictions and fantasy literature. Students are encouraged to dream out of the box along with the protagonists and explore the world in the future. Topics included in this course may encompass interdisciplinary elements such as good and evil, religion, evolution, utopia and dystopia, identity, science and technology, crime, the future, and capitalism. Short stories and longer fictions aside, films will be used in the class for a comparative discussion and analysis of the chosen topics.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Define terms and concepts used in literature (eg. plot, theme, character, point of view, satire), science fiction (eg. utopia, dystopia, speculative fiction, SF, cyberpunk, and futurism) and fantasy literature (eg. fancy/imagination, fantasy, high fantasy, intrusion fantasy, and portal-quest fantasy)
- CILO₂ Assess the impact of cultural contexts (social, economic, religious, political, historical, and philosophical) on a diverse array of science fiction and fantasy literature by referring to one's ideas learned in different subject areas.
- CILO₃ Apply relevant critical concepts, techniques, and devices in interpreting a representative sampling of science fiction or fantasy texts.
- CILO₄ Analyze how representative writers use imagination and envision the future of humanity, and make critical and thoughtful judgment on the complexities of human life as represented in the texts.



GEF1043

ROMANTIC LOVE: CHINESE OPERA AND OPERA FILM

LCS

Traditional Chinese opera and Chinese opera film are characterized by romantic love between literati and cultured gentlewomen. This course aims to provide students with a profound understanding of romantic love and its cultural implications. It also enables students to connect the concept with critical human values, such as individual freedom, women's emancipation, resistance, and family ties. Focusing on the concept of romantic love, the course allows students to better appreciate the aesthetic and cultural aspects of traditional Chinese opera and to gain some basic knowledge of its modern generic transformations. Lastly, students are encouraged to explore aspects of Chinese culture that are downplayed by the elitist approach, including emotions, passions and legends of the common people.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Appreciate the aesthetics of traditional Chinese opera, film and culture.
- CILO₂ Rethink the dichotomy of modern and traditional, and the East and West.
- CILO₃ Understand the critical role traditional Chinese culture plays during the modernization process.
- CILO₄ Express their feelings and form their own views on the cultural issues discussed in this course.



GEF1044

MUSEUMS IN MOTION

EPL

This course is an overview that looks at key concepts, contexts and themes of museum work. It provides students a broad grounding in museum studies that examines their understanding and skill in curating, collections conservation, display, interpretation, museum engagement and the concept of the museum in the changing world. This course aims at building students' capacity to become a reflective visitor. It also offers students the opportunities to look at approaches to museum evaluation. Students will be asked to develop a sense of aesthetic appreciation of museum visits which have implications for their lifelong learning and personal well-being.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the changing definition of museum and basic principles underlying museum work.
- CILO₂ Critically examine museum experiences in physical, sociocultural and Personal contexts through thematic threads, museum-wide considerations, object display designs, and visitors' interpretations, as well as museum's engagement.
- CILO₃ Appreciate various types, features of state-of-the-art and beauty of museums around the world.
- CILO₄ Formulate ways of evaluating museum visits by using concepts and perspectives learnt in the course with a particular emphasis on lifelong learning and personal well-being.

GEF2027

EMOTIONAL, SPIRITUAL AND PHYSICAL HEALTH: A HOLISTIC APPROACH

PS

This course explores the multidimensional facets of holistic health. Emphasizing the integration of body, mind and spirit, especially techniques and therapies will be introduced including, but not limited to, stress management, nutrition and popular therapeutic movement such as: meditation, massage, music and others. The primary goal of this course is through lectures, seminars, workshops and out-of-class activities to bring insight into regulating individual health development, increased knowledge about our body relating to whole person fulfillment, and self-responsibility about health into each student's lifestyle. This course aims to provide students with the knowledge and attitudes for the enhancement of holistic health. Emerging perspectives have suggested that health as depicted in conventional medicine is far too limited, and that health is not just the absence of diseases. It is the outcome of emotional (e.g., happiness) and spiritual well-being (e.g., a sense of purpose) as well as physical strength. Holistic health therefore provides a nourishing ground for attributes that contribute directly to personal competence and adaptability in a globalized and changing society, and the learning and development towards of a whole person with intellectual and moral maturity. The course distinguished itself from common courses in personal health and adjustment by its emphasis on the interface between emotional, spiritual and physical health that critically determines effective functioning across the lifespan. This course therefore promotes personal commitment towards wellness in a lifelong process that transcends physical conditions.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Explain changing concepts/meanings of health from a historical and cross-cultural perspective to the times of urbanization and post-modernization.
- CILO₂ Describe attributes of the emotional, spiritual and physical dimensions of health/personal quality of life and population health.
- CILO₃ Analyze the interface between emotional, spiritual and physical health and its role in learning and development of the whole person, to the challenges of responsible global citizenship.
- CILO₄ Apply holistic health principles in everyday living and identify critical ecological-issues in practicing holistic health care throughout lifespan.

GEF2033

STRESS AND THE CITY: A PRACTICAL GUIDE

PS

Stress is inevitable, and effective stress management is useful for enhancing quality of life among people from all walks of life. Despite the importance of understanding and managing stress, a thorough search on internet revealed that there are only a few undergraduate courses on the topics available worldwide. This course aims to introduce students to the theoretical and empirical evidence on stress and coping and their associations with human performance. Topics include major concepts and theories of stress and coping, physical and psychosocial impact of stress on health and performance, psychological and environmental correlates of stress, and coping strategies and prevention/reduction techniques, and the concept of stress resilience. Through lectures and participation in hand-on activities, students will learn and critically evaluate the contributions of psychobiological knowledge to the understanding of human stress with reference to relevant theories and concepts. Students will also learn and practice selective coping strategies and stress prevention/reduction techniques through experiential learning exercises, critique the usefulness of the techniques, and apply the techniques to their daily living and social and community settings.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO1 Understand the major concepts and theories of stress and coping.
- CILO2 Evaluate critically the associations between stress and health and performance.
- CILO3 Identify daily and specific stressors and the cognitive and emotional mediators of stressors.
- CILO4 Understand and practice effective stress prevention/reduction strategies.
- CILO5 Implement conceptually robust evidence-based stress management both to oneself and in different applied settings.

GEF2035

WANT TO BE A JOURNALIST?

CCA

This course introduces students to the structure and functions of the Hong Kong news media. The news media have always played a vital role in society and, with today's multimedia technologies, are evolving more ways to interact with audience and public engagement. The course provides a thorough grounding in the theory and practice skills of news reporting, as well as covering basic legal and ethical aspects of journalism. Topical news events are examined as illustrations of social diversity, and connectivity between person and social dimensions.

Students will have various opportunities to interact with journalists and broadcasters from RTHK, Television Broadcast (TVB), Hong Kong Commercial Broadcasting (CRHK) and Solution on Wheels (HKSOW). They will get to know journalism is a form of communication based on asking, and answering, the "5W's" questions (i.e. who, what, when, where, why, and also how), as well as how the journalists and broadcasters operate behind the scenes.

This course will train students with news decision making, news gathering, researching, newsroom operations, reporting, evaluating, writing and broadcasting skills through the practical experience of their assignments. They are expected to demonstrate ability to plan and present on-air radio shows, including pre-planning, and recording voice tracks.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe how journalists construct news and cultivate citizenship, as well as explaining the responsibilities and ethics of the profession.
- CILO₂ Identify and analyze the roles of the various news media, including print media, broadcast news and more recently the internet, and evaluate their approaches to delivering local and international news and information.
- CILO₃ Apply the knowledge, attitude, and skills on broadcast interviews, and media communication development to Hong Kong mass communication.
- CILO₄ Distinguish among breaking news, feature, and explanatory stories, and show an ability to critically analyze peers and their own publishable news stories.



GEF2036

CULTURAL CONTEXTS IN CHINESE FOLK MUSIC

CCA

Music has always been a part of culture in every country. The practices of Chinese folk music, in particular, folk songs have demonstrated to embed a range of cultural contexts distinct in geographical / social / historical development, customs and rituals. The impact of literature, language art, dialect, and religion on Chinese folk music is prominent in formulating various cultures. Participants of this course will be directed to examine these issues and investigate the importance of personal and communal identity as reflected in the flourishing styles of Chinese folk music. Commonalities, differences and values of Chinese folk music practices across regions and in a global sense would also be discussed.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine a range of cultural contexts embedded in Chinese folk music in relation to geographical / social / historical development, customs and rituals.
- CILO₂ Critically review the impact of literature, language art, dialect, and religion on Chinese folk music (specifically folk songs).
- CILO₃ Investigate the importance of personal and communal identity as reflected in the flourishing styles of Chinese folk music.
- CILO₄ Exhibit awareness of commonalities, differences and values of Chinese folk music practices across regions and in a global sense.



GEF2037

HONG KONG ARCHITECTURE: A HISTORY FROM COLONIAL TO MODERN

CCA

The history and evolution of Hong Kong architecture is by no means a linear path, and ought to be examined and analysed through various approaches suggested in this course. This course looks at architectural development and urban evolution in Hong Kong throughout various historical periods. It examines traditional Chinese settlements, colonial urban development, to the rise of modern architecture from the late Qing dynasty to the late twentieth century. The relationship between architecture and the society will be delineated throughout various periodical and cultural perspectives. A field trip will also be conducted to enable students to understand the construction of different identities by philanthropic and religious organizations in Hong Kong through architecture and the built environment.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Critically assess the urban development of Hong Kong in the context of China and the world.
 - CILO₂ Analyse architectural and urban forms within the context of the socio-cultural environments of Hong Kong.
 - CILO₃ Identify architectural style, spatial quality, layout, function, and decoration of buildings of different types and period.
 - CILO₄ Delineate and discover the different social organisations and communities in Hong Kong that were stakeholders or were at interplay with identity expression in architecture.
- 



GEF2038

BEAUTY OF STONE: JADE THROUGH THE AGES IN CHINESE CULTURE

CCA

Jade is regarded as a premier artistic medium in China, where it has enjoyed continuous favor over many centuries until today. It is an intriguing phenomenon and deserves an exploration into the reasons and motivation behind its popularity. This course investigates the aesthetics of Chinese jade from ancient times to the twentieth century. A wide spectrum of Chinese jades will be introduced, from its history, to its styles, political implication, to the religious ideology. In addition, Chinese historical and socio-cultural contexts will be critically examined to explore the complexity and development of the material. Through analyzing and viewing the objects, students will develop a comprehensive schema to better understand, appreciate and study Chinese jade.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the material nature, and symbolic meanings and thoughts that have been imbued in Chinese jade from the past through today.
- CILO₂ Apply and articulate taught methods to appreciate and analyze Chinese jade of different periods.
- CILO₃ Review and identify similarities, differences and significances of various visual elements on works of jade in relation to Chinese historical, political, social and religious contexts.
- CILO₄ Manipulate and transfer learned knowledge to develop intellectual skills and perspectives on studying Chinese jade and other relevant artifacts.

GEF2043

LIFE COACHING WITH THE AID OF PEER SUPPORT

SEC

Life coaching and peer support have been found to be effective in helping personal development in various aspects such as physical wellness, leadership, personal growth, career development, workplace relation and family life education. Life coaching is a collaborative, solution-focused and systematic process in which the coach facilitates the development of the life experience and goal attainment in the personal and professional growth of coachee. Through lectures, self-test inventory, role play, case analysis, discussion and group presentation, the course aims to provide students with knowledge on different models in life coaching and theories of peer support. Moreover, the course helps students to apply the principles of these approaches to enhance their ability to critically reflect on personal goals and in designing future personal plan in various life domains in order to become self-coaching with the aid of peer support from classmates. Special attention will also be given to process and stages involved in life coaching (includes pre-coaching stage, coaching stage with peer support and post-coaching stage) and current practices of life coaching in various aspects of life.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine the current research and theories on life coaching and peer support.
- CILO₂ Critically reflect on personal goals and to apply the principles involved in current research and theories on the life coaching in designing future personal plan.
- CILO₃ Acquire the ability to become self-coaching with the aid of peer support from classmates.
- CILO₄ Understand the application of current research and theories on life coaching on different aspects of life.

PERFECTIONISM AND HEALTH

HPE

Perfectionism, in psychology, refers to a person who incessantly desires to achieve excessively high performance goal. Imperfection seems unacceptable to a perfectionist while flawlessness seems to be requisite. Perfectionists also tend to pay unwarranted effort into critical self-evaluations and undue attention on others' evaluations on them. Psychologists agree that perfectionism has positive aspects such as providing motivation to face difficult tasks and environment. However, in its pathological form, it affects people's normal functions. This course is designed to provide students with:

- a. a general understanding of the definition and measurement of Perfectionism as personality trait in terms of psychological perspective, recognize the origins and the development of Perfectionism, and identify its adaptive and maladaptive form;
- b. a comprehension of the behavior of Perfectionists in different areas, in order to reflect critically about the construction of the social norm in different areas and the impact of Perfectionism in human daily activities;
- c. an enhancement of mentally healthy living style in terms of engagement of reasonable self-image and life goal. Advocate appropriate coping strategies in disorderly or neurotic Perfectionism.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine the definition, origins, development, measurement, positive and negative aspects of Perfectionism as personality trait from psychological perspectives.
- CILO₂ Analyze the construction of social norm in mass media and its relationship with Perfectionism.
- CILO₃ Evaluate the behavior of Perfectionist and impact of Perfectionism in different areas such as career field, educational system, scientific and technological circles, art world.
- CILO₄ Propose the mentally healthy living style which utilized the positive aspects of Perfectionism.





STRAND 2:

**COMMUNITY,
SOCIETY,
CULTURE**



GEG1001

GLOBALIZATION AND JUSTICE

SSC

The arrival of the globalization era implies a fundamental change to human lifestyles. People living in different parts of the world are no longer unrelated with each other. Taking in the economic, political and cultural dimensions of globalization, how should we understand key issues like global wealth inequality, transnational terrorism and cultural hegemony? From the perspective of developing countries, is the existence of transnational corporations a form of exploitation or an opportunity for development? What are the ethical bases of the anti-globalization movement? This course will introduce to key debates and critically evaluates the causes and consequences brought by globalization.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Interpret the impact of globalization on the lifestyles of the people in Hong Kong through concrete cases.
- CILO₂ Analyze the ethical problems related to globalization, and propose solutions on basis of the theories of justice.
- CILO₃ Understand the diversity of values and the relationship between regional differences and the differences of values.

GEG1002

THE MORALITY OF THE WATER MARGIN

IELL

The aims of this course are twofold: First, by analyzing the scenarios of the novel, I will attempt to unravel the layers of cultural and ethical meanings of the behaviour of these outlaws. They include the tendency to involve innocent friends and family in attributing legal or moral responsibility (zhulian 株連), the comparatively low status of husband-and-wife relation in contrast to brotherhood relation, and the importance of maintaining faithfulness to the emperor, etc. From these investigations, students will gain an in-depth understanding of an important aspect of the great work of Chinese literature.

Second, apart from making use of Chinese philosophical thoughts to explain the scenarios, we will make sense of the heroes' actions from the viewpoint of contemporary virtue ethics. Special attention will be paid to Nietzsche, who, in his classic work *The Genealogy of Morals*, explores the difference between the bourgeois "virtue" of obedience and social cooperation, and the heroic virtue of honesty and the courage to face disorder, complexity and an unpredictable future. In Nietzsche's work, he also provides an analysis of the meaning of punishment, guilt conscience and violence, which suit the situation of the world depicted in the *Water Margin*.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Construct a moral understanding of persons which transcends the limits of time, place and culture.
- CILO₂ Appraise the contents of the folk morality in traditional Chinese society and analyze their significance in a modern and globalized society.
- CILO₃ Sharpen their practical sensitivity in regard to the variation of social, cultural and psychological factors as students make moral judgements in everyday life.
- CILO₄ Critically read, evaluate and understand a classic Chinese novel.

GEG1003

CONFUCIAN HUMAN RELATIONSHIPS

儒學的人倫觀

C&I

儒家的倫理思想，主要在追求秩序的社會及和諧人際關係。從社會學角度來看，儒家的倫理思想源於對秩序的一種情意結。春秋戰國乃一「失範」國度。要重拾秩序，一定要重建社會倫理及和諧的社會。新的秩序及和諧依賴新的人倫觀念並將此制度化來維持。遂有所謂「五倫三綱」，演化出儒家的夫婦觀、父子觀、兄弟觀等。這種人倫道德的理想，以「仁」為目標，輔以「中庸」和「義」作為道德規範，並以「禮」作為行為實踐的制約。這科目的目的在了解儒家人倫思想的形成及其內涵特質與精神，說明儒家人倫思想的積極性在於協調人際關係、調節社會秩序。其流弊在於關係主義。這些概念對現今失衡的社會有特別的啟示，有助新典範的重建。本科目適合有興趣探究儒家秩序觀和尊卑長幼的人際關係的學員修讀。對認識儒家人倫及和諧的人際關係及其背後的道德規範及理想有深入的探討。

預期學習成果

完成本科目後，你能夠：

成果一：認識儒家「秩序情結」的源起；分析春秋「失範」社會與建立人倫的關係。

成果二：認識五倫三綱的含意與演化；認識「中庸」、「仁」、「義」與「禮」在人倫中的功能。

成果三：探究並批評儒家人倫關係對建設和諧社會的貢獻；儒家人倫關係的流弊。

成果四：反思儒家的人倫對現代人際關係。

成果五：認識儒家的人倫在現今的社會的應用。



GEG1004

ROAD AND LIFE: A CULTURAL EXPLANATION OF IMAGERY

路與人生意象的文化解析

• LCS

本科目通過認識以「路」為主要例子的人生意象的內涵，協助學生建構自己認識意象，掌握意象機制，欣賞文化及文學文本，以及分析文學文本的方法。

預期學習成果

完成本科目後，你能夠：

成果一：認識「路」意象的內涵及它的人生含義。

成果二：了解「路」意象的日常、社會文化以及文學意義。

成果三：認識人生意象呈現在不同文本（語言及非語言）的情況。

成果四：從意象的認知轉化成創造意象的能力。

GEG1005

CHINESE RITUAL OBJECTS: INQUIRY INTO BEAUTY AND SYMBOLISM

CCA

This course introduces the aesthetics and conception of Chinese ritual iconography and symbolism in the context of historical and contemporary ritual objects. Through visual inquiry and literary investigation on the cultural origins and historical development of Chinese ritual objects and related imageries in context, participants will explore into Chinese culture embedded in the folk customs and modern beliefs. Students will also conduct case study on local examples how Chinese attain harmony in life through the application of 'counter-balance' concept and approach in ritual artifacts and at various ceremonial occasions to demonstrate "li" [禮儀] (the proper ways of human behavior in different contexts). Some examples of ritual symbols from other cultures will be examined for parallel reference.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire a broad based knowledge of Chinese ritual objects, their symbolic meaning and artistic execution of visual elements in connection to historical, social and religious contexts in China and Hong Kong.
- CILO₂ Identify the element and implications of "li" [禮] within the Chinese traditional ritual culture, and able to elaborate the concept and philosophy underpinning the ancient Chinese afterlife belief and counter-balance approach applied in the design and function of liqi [禮器].
- CILO₃ Articulate aesthetic perception and critical analysis on ritual artifacts and phenomena with reference to their underpinning folk customs and modern community beliefs.
- CILO₄ Transfer and apply aesthetic perception and intellectual skills developed in the focused study of Chinese ritual objects to appreciate and compare cultural artifacts, social customs; and to initiate new perspectives and personal values towards contemporary ritual phenomena.



GEG1006

SCULPTURE: AN EVOLUTION OF AESTHETICS AND BODY CONSCIOUSNESS

CCA

Through a careful study of ten selected human figure sculptures from the West, the course examines the evolution of Western aesthetics from ancient Egypt to the Post-modern era. Specifically, the course investigates the social, historical and philosophical dimensions of the concept of beauty and the development of body consciousness. The course will mainly draw on the contextualist aesthetic theory in which works of art are seen as a crystallization of various social and cultural forces. Ten sculptures selected from the Pre-historic, Egyptian, Greek, Middle Ages, Renaissance, Baroque, Modern, and Post-modern periods will be the main focus of study. Students will be actively involved in discussion and critique of artworks through description, analysis and interpretation. Students will also be engaged in a series of experiential visual arts learning activities. They will observe, draw, mould, photo, photocopy and measure their own and others' bodies. Through these activities, students are expected to develop sensitivity and consciousness of the body, contributing to the cultivation of a critical mind towards contemporary body culture. Assessment of the course includes a visual journal documenting the exploration and reflection of the experimental activities and an art criticism essay analyzing a contemporary visual phenomenon on body culture.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe the development of Western aesthetic traditions from Ancient Egypt to the Post-modern era.
- CILO₂ Analyze the social, historical, and philosophical dimensions of the concept of beauty and body consciousness.
- CILO₃ Articulate the connectedness between aesthetics and the sociology of the body.
- CILO₄ Examine contemporary body culture using examples found in the local context.



GEG1007

THE CULTURE AND FORM OF THE CLASSICAL FAIRY TALES

經典童話的文化與形式

• LCS

本科目以幾個經典話型故事為對象，分析它們原初的主題，並以《格林童話》為基礎，研究這些主題在改寫和口傳的過程中，被改易的情況。比較的時候，還會留意中西文化對某些主題和形式在處理上的分別，並探討這些差別的原因。本科目將集中探討以下三個主題：女性議題、弱勢社群和根源存在的世界。經典故事的定義，《格林童話》是以五十篇的《選集》為主，而中國則以全國分佈最廣的故事為主，在這兩個基礎之上，再比對出中西方都不約而同共有的話型，再把它們的主題歸為三類。

預期學習成果

完成本科目後，你能夠：

成果一：認識童話故事的基本形式和藝術特徵。

成果二：辨析現今流傳的經典童話故事在不斷改寫過程中，父權意識所起的作用。

成果三：透過對比，分析中西童話的文化差異。



GEG1008

DIALOGUE WITH SPACE: PUBLIC ART IN THE COMMUNITY

與空間對話：走進社區的公共藝術

CCA

本科目旨在讓學員從欣賞公共藝術作品中，了解藝術家如何反映個人思想及對社會、政治與文化議題的表達；藉藝術家所用的媒介及所運用的藝術手法，認識形式美的可感性與象徵性，及美與生活的關係。學員透過實地觀察及資料搜集，探討藝術家的創作動機及藝術品的寓意訊息。藉著由接觸美學、分析及在審美經驗的過程中，提昇對公共視覺環境的鑑賞能力。

預期學習成果

完成本科目後，你能夠：

成果一：認識不同地域的公共藝術作品或其所反映的政治及社會議題。

成果二：認識香港及世界各地不同形式的公共藝術作品：如壁畫、浮雕及雕塑作品。

成果三：透過分析與評論，成為一位公共藝術作品的鑑賞者。

成果四：分析政府、商業機構、社區組織及藝術家主導的公共藝術計劃及其對社會發展的影響。



GEG1009

UNDERSTANDING HONG KONG TRADITIONAL VERNACULAR ARCHITECTURE

從香港傳統鄉土建築看中國文化

CCA

本科目從本土的傳統建築藝術，探索其所反映的中國文化意涵。本港歷史較悠久的地區尚保留不少中國的傳統建築，由其體量、佈局、型制、空間、形式以至室內外的構件及裝飾，均充份體現了中國傳統文化，包括人生、階級、倫理、宇宙及美學的觀念。在認識及探索各項理念、觀察建築及實地考察的過程中，學員分析建築的藝術語言及反思身處的居住空間及文化。研習的主要對象為香港的傳統鄉土建築，包括祠堂、廟宇、書室、宅第及塔。

預期學習成果

完成本科目後，你能夠：

成果一：描述及分析本港傳統建築的藝術特色，包括體量、佈局、型制、空間、形式以至室內外的構件及裝飾。

成果二：辨別建築構件的名稱、裝飾的題材內容。

成果三：分析傳統建築的藝術語言、審美意蘊。

成果四：分析裝飾題材及空間結構所反映的中國文化意涵。

成果五：比較傳統與當代生活的異同。

成果六：反思當代生活的態度取向。

GEG1010

BEING CHINESE: INSIGHTS FROM CROSS-CULTURAL PSYCHOLOGY

PS

Being immersed in Chinese culture, students may intuitively know/perceive without being able to articulate the impact of culture on how they act, think and feel. By introducing students to theories and researches mainly in cross-cultural psychology, but also those in anthropology and sociology, this course aims at enhancing students' ability to systematically analyze and critically evaluate the impact of Chinese culture on their behaviours and thinking. The course is structured around two major themes. Various approaches to conceptualize, characterize and compare cultures in cross-cultural psychology will first be examined. This provides a more general knowledge-based heuristic background to compare diverse cultural groups, and to use cultural knowledge responsibly. This is then followed by discussion of outcomes of culture-specific beliefs and practices to highlight the distinctiveness of Chinese culture and its manifestations in daily life on the one hand, and some resemblance it shares with other cultures on the other.

Students are expected to relate their personal experiences to what they have read in psychological literature for more substantial analysis of the relationships between culture and behaviours and more critical examination of validity of conceptual knowledge. It is hoped that a more informed understanding of cross-cultural similarities and differences will stimulate students to reflect on their cultural identity more deeply and have more appreciation of and respect for other cultures.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand and evaluate major approaches to conceptualize and compare cultures.
- CILO₂ Identify the major characteristics of Chinese culture identified in multicultural comparisons and make evidence-based comparisons of Chinese with other cultural groups.
- CILO₃ Apply cross-psychological knowledge to analyze and evaluate the influence of Chinese cultural characteristics on Chinese in general and their own life in particular.
- CILO₄ Develop sharpened awareness to and respect for cultural differences and their cultural identity.



GEG1011

POLITICAL LITERACY IN THE HONG KONG CONTEXT

EPL

This course provides a platform through which participants can acquire initially the political literacy in the Hong Kong context. The course will address the ideological background of 'One country, Two systems', against which the Hong Kong Special Administrative Region (HKSAR) was established, inclusive of understanding of capitalism, socialism, representative government and democracy. Basic Law, the constitutional arrangement of the HKSAR, will be examined. The participants will analyze the politics of HKSAR in relations to how the public can affect the making of public decisions through which the pressing social and political issues are addressed.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyse ideological and constitutional background behind the setting up of the HKSAR.
- CILO₂ Reflect upon some of the political concepts pertaining to the status of Hong Kong as a special administrative region of the People's Republic of China.
- CILO₃ Examine the working of HKSAR government with particular reference to how major public policies and decisions are made.
- CILO₄ Analyze current political and social issues critically and arrive at informed judgment over such issues.
- CILO₅ Design, organize and implement a case study of a political NGO or party.

GEG1013

CANTO-POP: MIRROR OF HONG KONG'S IMMEDIATE HISTORY

IELL

This course is designed for those who are interested in having a glimpse of Hong Kong's immediate history in relation to the issue of identity and problem of identification during the transition period. Contributing to the peculiarity of this course are the artifacts being used to serve this purpose, which are some selected lyric texts of Canto-pop songs. Through a close study of these texts, a brief sketch of the changing political, economical, and socio-cultural history of Hong Kong during the years between 1967 and 1997 is investigated. Song lyric as a text witnesses the cultural and economic-political growth of Hong Kong. As a discursive practice through production (writing), consumption (singing), and distribution (different forms of interpretation), it demonstrates from a sociological perspective the various patterns of Hong Kong people's participation in the making of Hong Kong's history and identity. As an ideological construct, it bears the imprint of a period's spirit and value orientations, which can surface through critical reflections, i.e. philosophical deliberations. To achieve this, Norman Fairclough's three-dimensional analytical device (textual, discursive, and socio-practical) is employed. Students will find this course both amusing and academically challenging.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze the major events and factors governing the historical development and living conditions of Hong Kong's society between 1967 and 1997 and how they could be reflected in the selected lyric texts.
- CILO₂ Empathetically understand the kind of experience Hong Kong people have gone through in the light of those texts with special regard to the issue of identity and problem of identification during the transitional period.
- CILO₃ Deconstruct how Canto-pop in general and its lyric texts in particular have been produced, distributed, and consumed in the shaping of a generation's identity.
- CILO₄ Methodologically appreciate a song lyric text in relation to the three levels of its existence: textual, discursive, and ideological.



GEG1014

GENDER & SOCIETY

SSC

This course aims to arouse students' interest and awareness in gender issues. It will equip students with concepts and frameworks to understand the social and cultural constructions of femininities and masculinities in daily lives and how these may shape and limit their identities, relationships and opportunities. The course will examine closely the working of the operation of gender, i.e. gender stereotypes, sexism, masculinism, and heterosexism at individual, interactional, institutional and cultural levels. It will reveal the prevalence and subtleties of power and control on gender in some important aspects of individual and social lives, such as bodily projects, sexual practices, sexual violence, family, schooling and education, employment and mass media. It will also explore the extent that gender relations have been transformed and the possibilities and strategies of combating gender inequalities and transgressing gender boundaries.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire the lens of gender that help them interpret the centrality and complexity of gender in their daily lives.
- CILO₂ Acquire concepts and theories that can analyse how gender differences and inequalities are reinforced, constructed and challenged in different domains of social lives and at different levels, i.e. individual identities and practices, social interactions, social institutions and cultural systems.
- CILO₃ Apply concepts and theories of gender to critically evaluate the representations or claims in the media, popular culture, or public discourses.
- CILO₄ Critically evaluate the extent that gender relations have been transformed.
- CILO₅ Propose a plan that can promote gender equity or show how gender can be challenged and reconstructed differently.
- CILO₆ Develop skills in communication and collaboration.

GEG1015

STORIES TO LIVE BY: THE IDENTITIES OF HONG KONG CHINESE

SSC

This course aims to introduce students to issues in the identities of Hong Kong Chinese in the perspectives of social sciences and humanities. In tracing the history of identities among Hong Kong Chinese, the course emphasizes the complex and evolving character of positionings of Hong Kong Chinese and how those have been shaped by multiple political and socio-economic factors such as the particular kind of colonialism, cold war and China's economic reforms. In depth cases are used to explore also cultural elements in the construction of Hong Kong identity and the effects of developments in the relevant industries. Beyond the commercialization of alleged cultural uniqueness and highly publicized questionnaire survey results, students are encouraged to consider Hong Kong identity issues in terms of agency and citizenship and become aware of issues surrounding ethnic minorities and the pitfalls of us-versus-them dichotomies and complacent assumption of a shared culture. Recent developments including concerns, controversies, conflicts over identity issue among Hong Kong Chinese since the transition to 1997 help bring insights from the past to bear on the present.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Grasp the factors in shaping the identities of Hong Kong Chinese since 1842.
- CILO₂ Analyze the evolving identities of Hong Kong Chinese over the period.
- CILO₃ Apply multi-media sources in the study of the issue of identity of Hong Kong Chinese.
- CILO₄ Appreciate the complex and uniqueness of the identities of Hong Kong Chinese.
- CILO₅ Awareness of citizenship and trans-local perspectives in Hong Kong identity issues.



GEG1016

UNDERSTANDING HUMAN RIGHTS

EPL

This course provides a platform through which students can acquire understanding of conceptions, international and local documents of human rights, and how human rights can be protected through international and local organizations. Students will be encouraged to use discussion, case studies, project learning etc. to analyze human rights issues, particularly pertinent to the Hong Kong context, from local, national and global perspectives. They may explore human rights issues in schools and other social settings like NGOs. The course will provide service learning for students to interact with local NGOs on human rights for the nurturing of skills and attitudes for the upholding of human rights.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire critical understanding of conceptions and mechanism of international and local protection of human rights.
- CILO₂ Be sensitive to rights violation and protection.
- CILO₃ Acquire attitudes and skills pertaining to participation to uphold and defend human rights.
- CILO₄ Rethink the balance between rights and responsibilities.
- CILO₅ Apply rights-based approach to analyze current global and local human rights issues critically and arrive at informed personal judgment over such issues.
- CILO₆ Employ human rights framework to solve problems at school settings and in our daily lives.

GEG1017

ETHNICITIES, MULTICULTURAL SOCIETY & COSMOPOLITANISM

SSC

This course is designed to help student acquire knowledge and values essential for understanding the issues of ethnic identity, multicultural society, and cosmopolitanism. It focuses on the personal and cultural identity of immigrants, ethnic minorities and expatriates in Hong Kong as well as overseas Chinese, and the diverse cosmopolitan communities they create. Regional and contemporary issues like nationalism, ethno-nationalism, separatism and Islamophobia will also be explored. The course will engage students in exploring the relationships between migration, ethnic identity and cultural conversion in a multicultural society, as well as the implications for our understanding of cosmopolitanism in a globalizing world. Largely student-centered, the course is structured around student-guided discussions of assigned readings, with the goal of encouraging reflective and inquiry-based learning, through which students will be encouraged to apply theories of ethnicity, nationalism to develop independent inquiry skills to explore the interrelationships between ethnic identity, cultural assimilation, cosmopolitanism and the self in a multicultural polity in the context of globalization.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Systematically acquire some conceptual and analytical tools to explain the contemporary issues of ethnic identity, multicultural society, and cosmopolitanism.
- CILO₂ Demonstrate the disposition to critically examine key ethnic and cultural issues from multiple social and value perspectives.
- CILO₃ Make use of inquiry approaches to examine the interrelationships between ethnic identity, cultural assimilation, cosmopolitanism and the self in a multicultural polity in the context of globalization.
- CILO₄ Develop a global perspective on the global trends of promoting ethnic equality in the world.



GEG1018

WORK, LEISURE AND MEANING OF LIFE

EPL

While tertiary students are preparing themselves for an adult work world, this module intends to initiate students into the theories of work and leisure from the philosophical, sociological, psychological and religious perspectives. It provides an opportunity for students to explore the problems related to the structure of work and free time such as distribution of work, overwork and unemployment in the post-industrial society. Students will be encouraged to critically reflect on their learning, work, leisure experiences and their personal meaning of life. They will be requested to deliberate and develop a philosophy of work and leisure which have implications on their learning, personal well-being and relationships with society.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Explain the changing face of work and leisure and the impacts on people's meaning of life in the pre-industrial, industrial and post-industrial societies.
- CILO₂ Critically examine issues related to work, leisure and learning in the life cycle of men and women, including globalization, gender roles and identities, lifelong learning.
- CILO₃ Formulate a personal life and career development plan by using concepts and theories learnt in the course, with particular emphasis on the stage of young adulthood.

GEG1019

PEACE AND CONFLICT STUDIES IN THE CONTEMPORARY WORLD

SSC

This course will introduce students to debates about the nature and causes of international conflict in the contemporary world, with a particular focus on explanatory concepts related to identity politics, including ethnicity, nationalism, religion, and culture. Students will explore case studies of different types of international conflict, including interstate war, civil war, separatist movements, terrorism, and social movements directed at international issues. Through examining multiple perspectives on these conflicts and the influence of historical and identity-related factors, students will come to an appreciation of the strength and complexity of inter-group relations within and among the nations of the contemporary world. In each case, students will also explore different efforts being made to resolve conflict, including those of the international community, international organizations, and non-governmental organizations. Students will also be introduced to different key concepts and theories of international politics such as realism, liberalism and constructivism so as to provide a more solid intellectual foundation for exploration.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Develop knowledge of types and examples of international conflict in today's world and efforts being made to reduce and limit such conflict.
- CILO₂ Develop an understanding of basic concepts with a particular focus on identity politics, including identity, ethnicity, nationalism, religion, culture, and specific historical factors which can explain some of the major sources of international conflict.
- CILO₃ Develop an ability to apply these concepts to explain the nature and causes of international conflict.
- CILO₄ Develop an ability to examine and interpret different perspectives on issues related to international conflict.
- CILO₅ Develop an appreciation of the complexity of the sources of conflict and efforts being made to limit conflict.

GEG1020

LOVE, INTIMACY & FAMILIES: MYTHS & INEQUALITIES

SSC

This course will examine the continuity and changes of meanings and practices of love, sex, marriage, and family in contemporary societies, but with a special focus on Hong Kong. It has three main emphases. First, it will discuss the extent and how definitions and forms of family, expressions of love, notions of “good sex”, ideas of motherhood, fatherhood, and childhood, and relationships and practices of intimacy and care have been changed. Particular attention will be on factors such as economic changes, globalization, individualization, commodity capitalism, mass media, government policies, and the rise of experts and professionals. Secondly, it will also examine the centrality of gender, generation, class, and ethnicity in structuring family and intimate relationships and thus contributing to diverse experiences, conflicting expectations, and social inequalities. Thirdly, it will critically evaluate the dominance of the heterosexual nuclear family paradigm and explore the meanings and implications of other forms of intimate relationships and practices. By understanding those apparently private and personal issues from a sociological and critical perspective, this course aims to help participants to re-examine the assumptions, myths, and inequalities underlying our personal and social anxiety towards changing intimate and family relationships.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe and explain the continuities, changes and diversities of intimacy and family relationships.
- CILO₂ Interpret personal experiences of love, intimacy and family from a historical, sociological, and critical perspective.
- CILO₃ Evaluate the dominance and implications of the model of conventional/ideal family.
- CILO₄ Apply concepts and knowledge to critically evaluate trends, policies and public discourses in relation to love, intimacy and family.
- CILO₅ Develop positive and better understanding towards new and diverse forms of intimacy and family relationships.



GEG1021

THE RULE OF LAW AND HONG KONG LEGAL SYSTEM

EPL

This course provides a platform through which students can explore conceptions of the rule of law and its relationship with human rights. Basic knowledge of Hong Kong legal system, and how the rule of law can be maintained in the legal system will also be studied. Legal issues on education will be discussed on the rule of law. Students are required to explore the rule of law issues relating to education. Since the students are practicing in the educational field or may probably become a teacher, more emphasis on the rule of law and education enables them to apply the knowledge into their daily lives, in particular in school settings.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire critical understanding of conceptions of the rule of law.
- CILO₂ Acquire basic knowledge of and rethink underlying principles of the HK legal system.
- CILO₃ Become sensitized to legal aspects of their roles as education practitioners.
- CILO₄ Strengthen the respect of the rule of law.
- CILO₅ Apply basic knowledge and principles in daily lives to solve practical problems and to protect the rule of law and human rights.

GEG1022

BEYOND THE GREAT WALL: CHINA AND THE WORLD

SSC

Under the One Country, Two Systems arrangement, Hong Kong enjoys a high degree of autonomy except in the areas of national defense and foreign affairs. Therefore it is important for Hong Kong citizens to gain an understanding of China's relations with other nations and involvement in the international community. This course will introduce students to contemporary perspectives on "the rise of China" by surveying case studies of China's political, economic, cultural, and educational relations with different nations and areas of the world, briefly surveying historical background but with an emphasis on the contemporary period. Through an examination of contrasting viewpoints on key issues in China's international relations, it will help students come to an understanding of differing perspectives related to China's growing influence in world affairs.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Develop knowledge of the political, economic, cultural, and educational aspects of China's historical and contemporary relations with major nations of the world.
- CILO₂ Develop knowledge of the role of individuals and organizations in cross-cultural exchanges between China and other nations.
- CILO₃ Develop an ability to examine and interpret different perspectives on the benefits and consequences of China's increasing involvement in international affairs.
- CILO₄ Develop an ability to examine and interpret multiple perspectives on China's historical and contemporary conflicts with other nations.
- CILO₅ Develop an ability to examine and interpret multiple perspectives on China's historical and contemporary conflicts with other nations.

GEG1024

FOOD, CULTURE AND LIFESTYLE

CRSE

Why do Chinese eat pork but Jewish don't? Why Asians eat insects but Americans don't? Why do many people prefer unhealthy fast foods? This course aims to expose students to interdisciplinary perspectives on food culture in our globalized society. Drawing on literature from anthropology, sociology and nutrition, the course will ask students to examine food culture in our lives, and to critically assess personal, cultural, social and policy debates toward food choice and dining habit. One specific objective will help students understand food culture in different perspectives including nutrition, taste and pleasure, religion and taboo, custom and cultural meaning, art and medicine, politics, food safety, fair trade and right of consumer. Moreover, students will also explore the relationship between food culture and social change including industrialization and globalization. The course will draw extensively on students' live experiences. The most important goal of the course is to help students develop the awareness of food choice in the globalized world.

The course will include short and provocative lectures. Students will be required to undertake article reading, class discussions, debates, visits and group research projects. Students will be asked to consider questions regarding food culture, custom and cultural meaning, etc. In the process, students will learn how to justify their own feelings, cultural biases, interpretations and personal live experiences.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the issues about food including nutrition, taste and pleasure, religion and taboo, custom and cultural meaning, food politics, food safety, fair trade and right of consumer.
- CILO₂ Apply the knowledge in this course to design a healthy lifestyle and food choice nowadays in the Hong Kong context.
- CILO₃ Construct ethical and thoughtful responses to the issues of food safety, food politics, consumer right and cultural meaning of food in the globalised world.
- CILO₄ Reflect the issues of food with their life experiences and express their own ideas by developing perspectives from different subject.
- CILO₅ Develop a global awareness and perspective on food issues, and be mindful of the influence of industrialization and globalization on our food choice and lifestyle.



GEG1025

PERSPECTIVES ON THE BASIC LAW

EPL

This course examines fundamental issues of the Hong Kong Basic Law as it applies to the lives of the Hong Kong people. It aims at increasing students' constitutional consciousness of using the Basic Law to protect citizens' rights and interest. This course emphasizes some controversial cases such as the right of abode and flag desecration will be discussed. This course emphasis on critically analysis of the issues from legal perspective as well as political, economic, social and cultural perspectives.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ To acquire basic understanding of the provisions, interpretation and landmark judgments of the Basic Law.
- CILO₂ To connect relationship between the Basic Law and our daily lives.
- CILO₃ To cultivate a culture of respecting the Basic Law.
- CILO₄ To critically analyze the provisions, interpretation and implementation of the Constitution of Hong Kong from different perspectives and develop the student's own perspective.
- CILO₅ To critically analyze the debates of constitutional development and the implementation of "One Country, Two Systems" in Hong Kong and rethink different values and ideologies between the "Two Systems".

GEG1026

CRITICAL MEDIA LITERACY

IELL

This course provides a platform for the students to reflect on the kind of messages by which they are bombarded through various kinds of media. An overview of how the cultural industry operates in a capitalist society through examining certain selected media: namely, commercials (including banner ads, magazine ads etc), movies and pop songs, photos, and even news articles and textbooks in general, where the boundary of information and entertainment, and education and entertainment has been blurred resulting in the emergence of 'infotainment' and 'edutainment', will be conducted. With the above knowledge as the foundation, how consumers' behavior could be shaped by the ideologies constructed by the media will be studied. To achieve this, this course will employ a three-dimensional device informed by Norman Fairclough's three-level of analysis including textual, discursive, and social-practical and some basic theories of communication to have a critical study of how the cycle of consumption, distribution, and production reproduces the political, socio-cultural and economical phenomenon of a society with specific focus on identity construction in relation to the power structure of gender, class, and race.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand and analytically deconstruct using the theories and framework introduced in the course how a message is technically and more importantly ideologically constructed in various media format, e.g. commercials, movies, newspaper, and music in relation to its political, economical, and socio-cultural context.
- CILO₂ Recognize how the cultural industry sustains itself within a consumer society operated under the capitalistic marketing logic and reflect on its impact on us.
- CILO₃ Critically examine how identity stereotypes and power structure in relation to gender, race, and class are perpetuated and reproduced through the cycle of production, distribution, and consumption in the of political, economical, and socio-cultural arena.
- CILO₄ Beware that they are able to participate as citizens in shaping the community or environment to which they belong by reading, rereading, disseminating, and producing or even creating messages through the use of media.



GEG1027

HUMAN INTIMACY: FRIENDSHIP, DATING AND MARRIAGE

• SEC

This course focuses on investigating the topic of human intimate relationships which include friendship, dating, and marriage within the East meeting West context of Hong Kong. The course content includes gender differences in intimate relationships; models of love and relationship style; the process and core elements in developing human intimate relationships; intimacy in dating, falling in love and separation; ethical issues and thoughtful responses; selecting a life partner; building strong marriages and families; the challenge of communication, power and conflict in marriages. Theories and concepts on human intimacy such as system theory, symbolic interaction theory, conflict theory, exchange theory, attachment theory, Sternberg's triangular theory of love will be described and applied in managing human intimate relationships. The course will help participants to explore the historical and social context, meaning, nature and concerns of different types of intimate relationships. A multi-disciplinary approach from sociology, social psychology and history will be used to examine intimate relationships.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire critical understanding of theories and research of the context, meaning, and nature of different types of human intimate relationships.
- CILO₂ Apply the concepts and theories in critical analysis of cases of human intimacy in Hong Kong context and abroad.
- CILO₃ Synthesize how the theories can be applied in managing human intimate relationships.
- CILO₄ Reflect and design personal plans to enhance one's intimate relationship with others.

GEG1029

IDEAS, BEHAVIOR AND IDENTITIES: INTERCULTURAL COMPARISON

C&I

This course aims at arousing students' awareness of cultural similarities and differences and at equipping them with concepts to understand diverse ideas and behavior among countries and issues in and across national cultures. Instead of providing details of different cultures, the course will focus both on the characteristics of cultures and on the approach to identify them. The course will first address the basic questions of culture, and then examine closely Hofstede's five dimensions of national cultures, power distance, individualism and collectivism, masculinity and femininity, the avoidance of uncertainty, and long-short term orientation. Cases of human ideas and behavior in the family, at school, and in the workplace will be selected to compare the culture in different nations, and the criterion of the selection is diverseness. Practical issues of intercultural communication will be addressed briefly, and at the end, students will have a critical analysis of the Hofstede's model and better reflection of Chinese and Hong Kong people's ideas, behavior and their national identities.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify similarities and differences among diverse national cultures.
- CILO₂ Use the five dimensions of national cultures to analyze intercultural issues in their life.
- CILO₃ Demonstrate reflection on the Chinese culture in general and Hong Kong culture in specific and upon their national identities.
- CILO₄ Display the awareness of diversity and complexity of ideas and behavior among different cultures.



GEG1030

WORLD CULTURAL HERITAGE IN CHINA AND CHINESE CULTURE

從中國的世界文化遺產看中國文化

• C&I

本科目通過對中國境內的世界文化遺產、雙重遺產及非物質文化遺產的選講，探討其文化意涵及作為人類文明的歷史價值。中國自1985年加入《保護世界文化和自然遺產公約》以來，已成為遺產被列入《世界遺產名錄》最多的幾個國家之一。其中的文化遺產或代表獨特的藝術成就與創造性的傑作，或在某個歷史時期內產生重大影響，或作為已消逝文明的見證。這些作為歷史存在的文化遺產既有助我們認識某些時代的政治思想、生活習俗、宗教藝術等中國文化現象，更可從中一見“以儒學重德精神為主流，以道家超越精神的各種變形為旁支的中國文化精神”。學生將通過了解中國的世界文化遺產地的形成背景、文化意義、歷史價值、及保護方法，認識中國文化的基本精神及一些文化現象，反省個人生活與歷史的關聯，形成保護人類共有遺產的意識。

預期學習成果

完成本科目後，你能夠：

成果一：認識中國境內的世界文化遺產的形成、特點及價值。

成果二：理解這些遺產反映的中國文化意涵及作為人類文明的歷史價值。

成果三：反思保護世界遺產的重要性。

成果四：反省個人作為文化傳承者的文化價值觀、態度與責任。



GEG1031

ECOLOGY OF MASS COMMUNICATION IN HONG KONG

香港媒體生態

EPL

本單元針對不同力量之間的互動及連扣如何影響大眾傳媒，及考察這些力量如何及在何程度上影響個人、文化及社會。針對本土印刷（例如報章、雜誌）、電子（例如電視、收音機）及互聯網媒體，本單元透過功能、政治及象徵角度來探討媒體發揮哪些功能及從他們身上帶出哪些訊息。修畢本單元後，期望學員能站在個人、社會文化及政治的情景內，以批判及整全的角度理解及探討大眾傳媒所發揮的力量及其侷限。

預期學習成果

完成本科目後，你能夠：

- 成果一：理解不同領域的知識與探究方式，及其在現實生活中的應用問題。
- 成果二：具備廣博的學術素養與思考能力，運用不同形式的思考與溝通方式，解決學術與實際問題。
- 成果三：以明智及理性的價值與標準，對重要的社會事件作出良好的判斷。
- 成果四：清晰自信地表達觀點，並以不同的學科範疇為基礎去申述自己的立場。
- 成果五：對本地的、地區性和全球的問題具有適切的體會，並作出深思熟慮的回應與承擔。



GEG1032

UNDERSTANDING JUVENILE DELINQUENCY

EPL

This course intends to explore how young people and crime has been understood. Students will be introduced to the nature and different context of juvenile delinquency, specifically in the areas of why and how delinquent behaviour occurred and how various social agencies, including school and the Youth Justice System, have responded to it. Students will be encouraged to consider as well as to assess the wider roles of the family, the media and the community in creating and preventing juvenile delinquency.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Evaluate various theories and history of juvenile delinquency.
- CILO₂ Appreciate how different societies construct the youth and crime problem and its solutions.
- CILO₃ Critically assess recent policy development and intervention strategies in this area, in particular, the Youth Justice System.
- CILO₄ Explain the problem in specific relation to Hong Kong social context.
- CILO₅ Examine the effectiveness of various intervention and prevention strategies of the problem.



GEG1033

SOCIAL JUSTICE AND DISCRIMINATION

EPL

This course first introduces theories and concepts of discrimination, equality and social justice. It relies on a comparative approach to examine discriminatory practices and their social, economic, political and historical origins. It analyzes case studies of discrimination on the grounds of sex, sexual orientation, race, age, disability, family status, social origin and other status. Further, the course encourages students to share their personal experiences and discuss various effective ways (social, political, and legal) of tackling discrimination. Overall, the course aims to raise awareness of the cultural diversity, tolerance, and broadmindedness that lie at the heart of a democratic society.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire critical understanding of underlying causes, theories, concepts and laws of discrimination, equality and social justice and their relationship.
- CILO₂ Be sensitized to discrimination issues and able to identify and distinguish various kinds of discrimination.
- CILO₃ Appreciate diversity of different cultures, values and beliefs as well as the values of equality and social justice.
- CILO₄ Apply theoretical knowledge and concepts of discrimination to analyze discrimination problems in daily lives.
- CILO₅ Reflect on ways to combat discrimination and facilitate an inclusive environment and culture and to identify areas for law reform.



GEG1035

SOCIETY AND POLITICS IN CONTEMPORARY TAIWAN

SSC

In Greater China, Taiwan is one of the most important partners of Hong Kong in economy and socio-cultural exchange. Political news always seeks the greatest attention of mass media and people's interest in Hong Kong. This course aims at developing a critical understanding of contemporary Taiwan in multiple and comparative perspectives. Acquiring wide range knowledge of this advanced yet dynamical society, simultaneously infused with rich Chinese traditions, is also highly valuable for doing comparative study with Hong Kong in various relevant issues. Themes and issues in this course include concise historical account of contemporary Taiwan since 1945, ethnic conflicts and the raise of Taiwanese 'nationalism', difficulties and possibilities of cross-straits relations, democracy consolidation and partisan politics, political economy of a trapped entity, change and continuity of mass and pop culture, life style and social value during post-materialistic and post-modern age, educational reform in globalization, and challenges from social movement and disadvantaged groups.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire critical understanding of the political dynamics and socio-cultural change of Taiwan after 1945.
- CILO₂ Become acquainted with the analysis of major trends in political and socio-cultural life in contemporary Taiwan.
- CILO₃ Develop intellectual sense and sensitivity of comparative study between contemporary Taiwan and Hong Kong in multi-perspectives and various relevant issues.

GEG1036

GLOBAL FOOD SECURITY CRISIS AND HEALTH

HPE

This course allows participants to critically engage with academic and popular discourses regarding social and ecological sustainability in the prevailing food systems, and the future food crisis. It enables participants to understand factors underpinning the selection of food; to explore the local and global food supply and diets; and to realize the present inadequacy in the global food supply system by examining the relative impacts of socio-cultural trends, technological changes, global economic and political activities. Students will evaluate various food issues that intimidate food security and health from a global perspective, and reflect critically about the relationship between food supply and health and inequity in food distribution, with a view to explore solutions to address current food problems, to consider an alternative way of feeding ourselves for better health and sustainability, and to advocate appropriate education strategies in resolving Global Food Security Crisis and enhancing the wellbeing of the weak and vulnerable.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine the local and global food supply and diets from different perspectives: social, cultural and ecological.
- CILO₂ Evaluate the impact of global economic and political activities on food distribution and consumption.
- CILO₃ Critically analyze the nutritional and health implications brought about by the global food security crisis.
- CILO₄ Obtain a global overview of the diet consumption pattern and the evolution of agriculture for food with a view to secure food supply.
- CILO₅ Suggest solutions to problems in relation to food security and health.

GEG1037

DECONSTRUCTING SEXUAL VIOLENCE IN HONG KONG

SSC

Sexual violence is also understood as a gender-based violence. This course will equip participants with concepts and theories to critically examine the subject of sexual violence in Hong Kong. It will explore the nature, extent, forms, and impacts of this particular kind of coercion and how these can be related to the prevalence of gender stereotypes, sexism, homophobia and racism in society. It will discuss how misconceptions about victims (women in particular), have been constantly reinforced by media representations. It will also critically examine the biases and discriminatory practices of current legal, medical and social systems in dealing with sexual violence and how these may render the prosecution of sexual offenders difficult, affect the provision of care services for victims, and negate the experiences of the latter. Students will come to know more about different types of gender-based violence in different domains. Through the opportunities of visiting NGOs, they will come to learn more about the services available in Hong Kong and the constraints and limitations that the latter experience. The course will also discuss the effectiveness of various strategies that are or can be used to combat sexual violence and promote gender and sexual equality in Hong Kong.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify the nature, extent, forms, impacts and causes of sexual violence.
- CILO₂ Acquire concepts and theories in understanding sexual violence.
- CILO₃ Critically examine the discrimination and bias prevailing in mass media, legal, medical, and social systems towards sexual violence and its victims, and their implications.
- CILO₄ Critically examine the similarities of and differences between various types of gender-based violence in both private and public domains.
- CILO₅ Understand better the resources and services available in Hong Kong in helping victims of sexual violence and in combating sexual violence and their constraints.
- CILO₆ Acquire knowledge and skills to develop effective strategies in promoting gender and sexual equity.

GEG1039

HISTORY OF SINO-INDIAN CULTURAL EXCHANGE IN ANCIENT TIMES

古代中印文化交流史

• CHL

本單元旨在讓學生瞭解古代中國與印度兩大文明交往的歷史史實，以及這種交往對中國古代文化發展起到的重要作用，加深學生對中華文明延續數千年之久，具有強大生命力是由於多元文化共同構建之本質特徵的認知。

單元內容包括宏觀視角的總體介紹和微觀視角的具體研究。亦運用第一手圖像資料，增加科目的趣味性。

單元有助於學生深入瞭解本民族文化的歷史，增強文化認同感；有助於學生建立正確的歷史發展觀；有助於學生養成國際文化視野，懂得欣賞其他文明，尤其是現代經濟相對落後的文明對人類文明的貢獻，尊重不同文化。同時亦有助於學生了解人文學科的學術範式、特點與方法。

預期學習成果

完成本科目後，你能夠：

成果一：初步認識印度古代文明的輝煌成就（以文學和語言學為例）。

成果二：認識古代中印兩大文明交往的歷史過程（以佛教的傳入為中心）。

成果三：了解中國漢唐文化的發展（以文學和語言為例）。

成果四：分析中國文學變化的原因（以詩歌和白話文學為例）。

成果五：分析漢語變化的原因（以詞彙雙音化和複數標記為例）。

成果六：瞭解文明與文化間的接觸和交往，是人類歷史發展的基本動力；瞭解相容並包是中國文化發展的重要原因。



GEG1042

THE PHENOMENA OF INTERNET AND DIGITAL CULTURES

MIT

This course sets out to examine both the theoretical and practical dimensions of how people, in particular teenagers and adolescents, interact with the Internet and digital technology in its complex forms of manifestation as well as in its multi-layered relations to other notions such as youth culture, social time displacement and socio-cultural environments. Students will be introduced to the ever-increasing global issues concerning use or misuse of the Internet and digital technology, the nature of gaming, and the impact of these on youth culture in particular and society in general.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Research and analyse the rationale and cause of the development of the latest Internet cultural forms and practices resulting from the emergence of the Internet and digital technologies.
- CILO₂ Research and analyse the rationale and cause of the formation of identity, cultures and communities in cyberspace.
- CILO₃ Develop critical thinking skills in determining personal ideas in regard to perspectives on gender and race in an Internet society.
- CILO₄ Construct ethical and thoughtful responses to the debates surrounding the impact of the Internet and digital technologies on society.



GEG1043

MOBILE TECHNOLOGY AND SOCIETY

MIT

Mobile technologies refer to the technologies related to the use of wireless connected mobile devices. This course sets out to examine theoretically and practically on the social implications of the wide spread use of mobile technologies. Learners are introduced to the development of a range of computational artefacts such as swarm supercomputers, and new patterns of human interaction behaviours such as new levels of cooperation possibilities derived from the mobile technologies. The interplay between the mobile artefacts and people who use them engenders a variety of new trends in using computing and communication capabilities, which is reshaping the culture of the society. This interplay and a wide spectrum of collective actions stem from myriads of mobile technologies would be explored in this course.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand fundamental concepts and applications of mobile technologies.
- CILO₂ Explore the social implications of the widespread use of mobile technologies.
- CILO₃ Research and critically analyse the impact of mobile technologies on society.



GEG1044

DIGITAL CITIZENSHIP

MIT

Digital citizenship refers to the norms of behavior with regard to technology use. The emergence of digital culture since the late twentieth century reshapes the culture of the society, economy, politics and education in the twenty-first century. It is an integral part of the everyday life of citizens in the twenty-first century to use information technology (IT) for personal, learning and professional pursuits. To enjoy the benefits inherent in the everyday use of IT, citizens under the digital culture should understand the human, cultural, and societal issues and practice legal and ethical behavior related to the use of IT. This course allows learners to examine theoretically and practically on the characteristics of digital citizenships and reflect critically on the implications of digital citizenship for the social, economic, political and educational development in the twenty-first century.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate appropriate levels of understanding in the relationship between digital culture and citizenship.
- CILO₂ Demonstrate the appropriate level of realizing the characteristics and importance of digital citizenship in the twenty-first century.
- CILO₃ Demonstrate the awareness and the implications of digital citizenship for the everyday life in the twenty-first century.
- CILO₄ Conduct research and critically analyse the impact of digital citizenship on society.



GEG1045

SOCCER POLITICS AND ADMINISTRATION

SSC

This course aims at studying the administrative and political issues surrounding the development of soccer in the world. Topics include the role of FIFA in governing the world soccer development; the rise of developing nations in the world soccer tournament; the relationships between match-fixing and corruption; the emergence of women soccer; soccer gambling and cross-border crime; the emergence of Asian states such as Japan and Korea; the rise and decline of soccer development in China; and the factors contributing to gradual decline of soccer performance in Hong Kong. The perspectives adopted in this course are multidisciplinary, including history, sociology, politics, administration and sports science. Guests will be invited from the Hong Kong Football Association to address some of the topics.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the history of soccer in the world, Asia, China and Hong Kong.
- CILO₂ Understand how the FIFA has been governing soccer development in the world.
- CILO₃ Evaluate soccer administration and development in Asia, China and Hong Kong.

GEG1051

CONTEMPORARY CONSUMER: HEALTH AND ENVIRONMENTAL SUSTAINABILITY

HPE

This course explores the consumer buying process and the role of consumer demand in the evolution of consumption; the contemporary consumerism and its impact on individual lifestyles and the environment. Relevant issues including consumer psychology and behaviors; contemporary marketing and advertising persuasion, carbon foot-printing; water depletion and food security; consumer education strategies and public policy will be addressed from the consumers' point of view. The relationship between production and consumption, social-economic consequences of marketing practices, as well as the adverse impact of contemporary consumer behavior on health and the environment will be critically evaluated. The need for ethical and sustainable agricultural, industrial and business practices will be discussed and the benefits of consumer oriented lifestyles and the price in terms of health and environmental sustainability will be analyzed with the objective of formulating appropriate and necessary consumer education strategies for individuals and society. The roles of business, government, Consumer Council and the consumer will be considered.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyse factors that influence and shape consumption patterns, adoption of lifestyles and health related behavior.
- CILO₂ Recognise persuasive and rational communication techniques employed in advertising and promotional communications, and evaluate the impact of economic status and consumption patterns on health and the environment.
- CILO₃ Critically evaluate individual, business, and government decisions and actions that affect the interests of consumers in the marketplace, as well as health and environmental sustainability.
- CILO₄ Assess the effectiveness of a range of local consumer education initiatives; and develop effective methods for establishing specific criteria and quality indicators in consumer education for individuals, families and society.

GEG1052

GOVERNMENT AND POLITICS OF CHINA AND HONG KONG

SSC

This course aims at adopting a comparative perspective to study the government, society and politics of both Mainland China and Hong Kong, focusing on their political institutions, the interactions between the government and the society, and the complex interrelationships between the central government in Beijing and the Hong Kong Special Administrative Region (HKSAR). Students who take this course will have the fundamental understanding of the governmental and political operations of both Mainland China and Hong Kong. Political institutions in the People's Republic of China (PRC) and the HKSAR will be studied, including the role of the chief executives; the think tanks of the two governments; the recruitment and performance of civil servants; the functions of legislatures (PRC National People's Congress and Hong Kong's Legislative Council); the influence of political parties (the PRC's Chinese Communist Party and the various political parties in the HKSAR); the role of mass media and public opinion; the growth of the civil society; the interpretations of the constitutions; the PRC institutions responsible for Hong Kong affairs; the role of the People's Liberation Army in both mainland China and Hong Kong; and finally the political, economic, identity and constitutional issues shaping Beijing's relations with the HKSAR since July 1, 1997.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze the basic institutions of the government and politics of Mainland China and Hong Kong.
- CILO₂ Examine the similarities and differences of governance between Mainland China and the HKSAR.
- CILO₃ Evaluate how political institutions in Mainland China and Hong Kong interact with their societies.
- CILO₄ Explore Beijing-Hong Kong relations from historical and political perspectives and examine their implications for Taiwan.

GEG1053

EXPLORING THE GLOBALISED WORLD

EPL

In a globalising and globalised world, it is essential for students to develop awareness and the necessary learning skills in understanding the rapid changes of this new era. This course examines the processes and influences of globalization through various learning activities, and explores the concepts of globalization and its key issues involving economic, political, cultural and technological factors. Within the course, students will be required to critically analyse the current debates over globalization such as technological changes, global production networks and political/institutional changes and movements, and to explore global perspectives in terms of the connectivity of economic aspects, citizenship for advancing social benefits and the place and role of technology. This course will enable students to formulate a learning plan to attain such perspectives and to apply the knowledge and awareness thus gained into their daily lives.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the concepts and processes of globalization.
- CILO₂ Examine and assess the influence of globalization in its economical, political, cultural and technological aspects.
- CILO₃ Critically analyse the current debates over globalization.
- CILO₄ Develop a learning plan to attain a global perspective.
- CILO₅ Demonstrate an awareness of the practical value of attaining a global perspective.



GEG1054

SERVICES FOR THE POOR AND THE NEEDY

C&I

Poverty is the root of many social problems such as the lack of medical services and schooling opportunities in both developing and developed countries. The intensity and complexity of poverty has become more evident as the impact of globalization has intensified. People need to have a deeper appreciation of what the causes of poverty are and to understand what hinders the effectiveness of services before genuine support can be provided to the needy. This course, through studying the relevant literature and having first hand service experience with the poor in Hong Kong, aims to help participants to develop a deeper understanding of the issues in relation to poverty in the contemporary world and to provide services to those people in need.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate a deep understanding of the nature of globalization and the potential problems of poverty in the contemporary world.
- CILO₂ Appreciate the difficulties in tackling poverty in international and local contexts.
- CILO₃ Consolidate first hand service experience to reflect on impacts to their personal beliefs about working with the poor.
- CILO₄ Enhance generic skills, especially problem solving skills, by providing community services for the needy.
- CILO₅ Evaluate different ways of providing services for the poor and lessons learnt from a critical perspective.



GEG1055

CHINESE CALLIGRAPHY

中國書法

CHL

本科目介紹中國書法的發展歷程和理論概要，培養學生對各種書體的基本鑒賞能力，進而以歷史和時代的眼光解讀法書名跡，感受歷代名士的人文情懷，探究中華民族文化的深層意涵。同時啟蒙學生書寫技能，實踐理論，學以致用，全面提升人文素養。

預期學習成果

完成本科目後，你能夠：

成果一：闡述中國書法的發展歷程：書體演變、歷代書風、書學理論、名家名作。

成果二：通過臨摹表現各種書體的主要特徵。

成果三：以書學理論為基本標準，分析、評論書法作品。

成果四：運用文獻資料及研習方法，從文化角度個性化、人性化地解讀書法的意涵。



GEG1056

LANGUAGE AND CULTURE

語言與文化

CHL

本科目主要引導學生透過語言現象探究語言背後的文化意涵，認識語言與文化的關係。藉由對本族羣語言和其他語言文化現象的體認，擴展國際視野，發展多元文化價值觀，激發人文關懷，培養跨文化交際能力和團隊協作精神。

預期學習成果

完成本科目後，你能夠：

成果一：闡述語言與文化的關係。

成果二：運用研究方法，分析語言現象背後的深層文化意涵。

成果三：以兩文三語（即漢語標準語、粵方言和英語）為例，比較語言的文化差異。

成果四：分析跨文化交際現象，實踐有效溝通。



GEG1057

THE CULTURE OF DAILY LIFE IN CHINA

生活文化在中國

LCS

中華民族源遠流長，除可以從治亂興衰史來認識中國外，還能夠從社會文化史的角度來認識古今中國人和事。本課程主要透過運用各種材料如文獻資料、照片圖像、札記感想等，討論中國社會發展和生活變化的密切關係，藉此呈現從上層社會到民間活動的不同生活面貌。社會文化史是一門社會史和文化史互相結合的跨學科研究，結合文獻的運用和個案的研究來說明中國生活的各種風尚。本課程亦將運用不同的專題，例如飲食文化、服飾文化、遊樂文化等，藉此激發學生的思維和興趣學習，從中發掘：

(1) 文化活動的產生及其影響；(2) 社會變遷與日常生活的關係；(3) 精英階層與大眾文化的互動情況，進一步讓學生了解與探究古今中國日常生活的文化內涵。

預期學習成果

完成本科目後，你能夠：

成果一：扼要敘述學界對「社會文化史」的研究情況及趨勢。

成果二：應用原始資料和二手材料來分析中國的日常生活類型和特色。

成果三：分析中國文化在不同時代裡，其生活特質有甚麼轉變。

成果四：探究現時中國的生活意涵，進一步檢視傳統中國文化的現代意義。



GEG1059

TURMOIL IN HONG KONG: LIFE AND EXPERIENCE

動盪中的香港：生活與體驗

• LCS

從1842年開埠為英國殖民地到1997年成為特別行政區這段時期，香港經歷多次大大小小的動盪，例如面對日軍的統治、暴動的衝擊、疫症的蔓延等。本課程主要追尋香港由開埠到回歸以來的一些重要事件，讓學生從政治、社會、經濟和文化的不同視野來認識香港人和事以及時代精神。本課程更會廣泛運用各種材料如報刊雜誌、政府檔案、日記信札、照片傳記等來激發學生的思維和學習。

預期學習成果

完成本科目後，你能夠：

成果一：扼要敘述現時學界對「香港學」的研究趨勢及意義。

成果二：運用原始資料和二手材料來進行課堂或課後研習工作。

成果三：闡明在香港發生的一些動盪事件之成因及其影響，並說明香港政府在危機應變上的措置和手法以及社會的回應。

成果四：闡述香港的一些時事問題，藉此回應香港社會的發展狀況以及評價當時的社會效應。



GEG1060

KOREAN POPULAR CULTURE IN HONG KONG

LCS

This course will examine the influence of Korean Culture in Hong Kong. After undergoing 150 years of colonial governance, Hong Kong is a product of cultural exchange between the East and the West. But since the turn of the century, Korean Popular Culture has been arguably the most impactful imported culture in Hong Kong not only in terms of its speed of dominance, but more importantly its depth and width of penetration — influencing Hong Kong’s pop culture, consumer culture, food culture, and beauty culture. By experiencing, observing, and analyzing the influence of Korean Popular Culture on post-colonial Hong Kong, this course will help students to develop a better understanding of the uniqueness of Hong Kong popular culture, and to reflect on the cultural identity of Hong Kong within Chinese society.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Define and explain the connotation of popular culture.
- CILO₂ Describe the popularization of Korean culture in Hong Kong; infer the meaning of such process in the context of Hong Kong.
- CILO₃ Identify the similarity and the difference of East Asian cultures; explore the changing role of each East Asian culture, and expound the uniqueness of Hong Kong culture.
- CILO₄ Through comparing the influence of Korean culture on Greater China (China, Taiwan, Hong Kong), critically analyze the cultural identity of Hong Kong.

GEG1061

DISNEY STUDIES: ENTERTAINMENT, ARCHITECTURE, IDEOLOGY

LCS

The entertainment empire founded by Walt Disney exercises considerable dominance over the media landscape of the United States, and, increasingly, the globe. In the last twenty years, a significant body of film studies, cultural studies, and urban studies scholarship has grown up around Disney entertainment, representing Disney's successes from a number of analytical and critical perspectives.

Leveraging scholarship in all of these areas, students will assess the Disney empire in four different stages: 1) Walt Disney, the man; 2) Disney film and television; 3) Disney theme parks; 4) the Disney corporation. Ultimately, students will be encouraged to examine their own engagement with popular entertainment and built environments, focusing particularly, but not only, on the Disney conglomerate and will conclude with a final project emphasizing students' own entertainment decisions.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Explain the history, features, and distinctiveness of the Walt Disney entertainment empire.
- CILO₂ Understand, and conduct, arguments about the political and cultural meanings of Walt Disney projects and products.
- CILO₃ Write critically about how race, gender, class, and nation are represented in entertainment, particularly film.
- CILO₄ Write critically about architecture, urbanism, and the built environment.
- CILO₅ Evaluate their own entertainment consumption using critical and analytical frameworks.



GEG1063

RECITATION AND COMMUNICATION

朗誦與傳意

• CHL

本課程旨在探討朗誦的原理和實踐，並探究其傳意的功用。日常生活中，我們經常會表達意見，參與討論，有時更會演講和辯論。朗誦是訴諸聲音和情感的傳意過程和語言表達藝術，它可以提高我們說話時的重音、停連、節奏、語調等表達技巧，加強溝通能力。通過朗誦實踐，我們可提升口語和書面語的表達能力，深化閱讀理解能力，發展形象思維能力，加強傳意能力，並可提升人文素質。

預期學習成果

完成本科目後，你能夠：

成果一：了解朗誦的原理、要素、分類、方法和發展歷程。

成果二：通過實踐，掌握重音和輕音、停頓和相連、速度和節奏、語氣和語調等方法，配合眼神、表情和動作，達到有效溝通和傳意的目的，並了解朗誦的傳意功能。

成果三：以朗誦學理論為基本標準，分析、欣賞、評論朗誦表現和朗誦藝術。

成果四：運用文獻資料及研習方法，從文學和文化的角度個性化、人性化地解讀誦材的意涵。

GEG2046

GLOBAL CITIZENSHIP FROM A CROSS-CULTURAL PERSPECTIVE

CRSE

This course gives an overview to the larger cultural and historical forces that have given rise to the notion of global citizenship in the contemporary age of Globalization. Specific references will be made to the developments since the Industrial Revolution which led to increasing and deepening cross-cultural boundary relationships on a global scale, involving regions and peoples of distinctive traditions. Attention will be paid to the emergence of global problems, and to the major threats and the desires for closer international cooperation within this “global village” of the twenty-first century. On the other hand, whether the nation as a socio-political institution is becoming obsolete, and will be disappearing, will also be examined. Learners will also be caused to think about the diverse spiritual and cultural prospects of the world even though the notion of global citizenship is gaining increasing currency. What considerations might, for instance, be limiting its effectual impacts? Can these be demonstrated in case studies of current international issues? In the end, learners should be able to formulate their own educated appreciation and reasoning about this very notion of Global Citizenship.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine the basic concepts of globalization and global citizenship.
- CILO₂ Develop an understanding of the discipline of cross-cultural studies, current trend of inter-cultural and inter-faith dialogue.
- CILO₃ Demonstrate the competence in analyzing and comparing different cultural and spiritual traditions.
- CILO₄ Evaluate the challenges and opportunities of the digital age to cultivating global citizenship especially in the local context.
- CILO₅ Be more aware of his or her own way of becoming a global-local citizen.



GEG2047

SPIRITUALITY, HEALTH AND WELL-BEING IN THE MODERN WORLD

CRSE

Nowadays more people identify themselves as spiritual instead of religious. Moreover, the significance of spirituality has been rediscovered and involved in health, healing and education profession in the past decades. In other words, apart from technical aspects of medicine and surgery, spirituality is considered as a key role played in enhancing quality of life, health and well-being in different cultural contexts. In this course, theories of spirituality in health care contexts, and relationships between body, mind and spirit will be reviewed. Different dimensions of wellness in spiritual approaches such as mindfulness practice will also be explored. Apart from lectures, sharing from guests and practitioners, visits will be arranged for a comprehensive understanding of the topics. Students will be enabled to adopt a healthy lifestyle, construct ethical and thoughtful responses to issues between body, mind and spirit in today's globalised world, and bring a global awareness of and perspective on issues of quality of life, mental health, fitness and stress-reduction.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the issues about spiritualities in the context of health and well-being.
- CILO₂ Apply the knowledge in this course to design a healthy lifestyle nowadays in the Hong Kong context as well as a globalised world.
- CILO₃ Construct ethical and thoughtful responses to the issues between body, mind and spirit in the globalised world.
- CILO₄ Reflect on issues of spiritualities with their life experiences and express their own ideas by developing perspectives on lifestyle in the globalised world.
- CILO₅ Develop a global awareness and perspective on wellness and spirituality practices as well as effectiveness including quality of life, mental health, fitness and stress-reduction in the globalised world.

GEG2048

MENTAL HEALTH ISSUES IN THE CONTEMPORARY SOCIETY

PS

The World Health Organization estimated that, by 2020, depression would be the most prevalent cause of disability in both developed and developing countries. This says very much about how common mental health problems are in our societies, and their increasing threats to our lives. In Hong Kong, it is estimated that about 10-15% of adults and children have diagnosable mental disorders. It is therefore important for students, and the society's future teachers of youngsters, to be equipped with the basic knowledge of common mental disorders. Because mental disorders are common, meaning that many people around us have them, it is important that we are able to recognize their particular characteristics, and to use our knowledge about these illnesses to guide the way we relate to them. Such is fundamental to a harmonious and inclusive society.

This course aims to provide students with an overview of contemporary mental health issues from childhood to late adulthood. It covers (a) how views of abnormality have changed over time in East and West, using a historical perspective, (b) the defining characteristics of major childhood, adolescent, and adult mental disorders in contemporary society, (c) current approach to classifying mental disorders, and (d) personal (genetic, physiological, personality, etc.) as well as social structural factors that contribute to mental disorders. In doing so, we will review relevant research evidence as well as major theories for explaining the disorders. We will use lectures to cover the most essential facts about the disorders, and audiovisual aids to illustrate the most interesting disorders. Occasionally, case studies will be used to give students a deeper sense of the lives and conditions of people with mental disorders.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Increase the knowledge and awareness of mental problems.
- CILO₂ Identify the characteristics of major mental problems, and distinguish between the symptoms of different mental problems.
- CILO₃ Apply the knowledge of the major mental problems to understand the current local situation.



GEG2049

TREAT OR CHEAT? THE HIDDEN FORCES BEHIND THE BUYING SCENES

PS

Hong Kong is a shopping paradise, people engage in uncountable numbers of big and small money transactions almost every day. At the time we make purchases, the money-to-product exchanges usually happen so quickly that generating a second thought is rare. Therefore, consumers are likely to regret the purchases they have made. To maximize the consequence of making unwise purchases, we consume not only for ourselves but also on behalf of the schools or companies that we work for. Therefore, the decision-making processes involved in consumption are critical and should not be overlooked. In this course, we provide students with a platform to review their consumer behaviors and equip them with the knowledge and skills to be a sensible buyer. We will discuss how sellers market their products with apparently empirical proofs of quality and attractive packaging. We will also discuss factors such as personality, mood, social pressure and cognitive biases that prompt a buyer to pay without hesitation. At the end of this course, students will understand the reasons why some sales phenomena are that 'Phenomenal'!

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the nature of decision making and the impacts of good and bad decision making.
- CILO₂ Identify the internal and external factors that influence decision making processes and individual style of decision making.
- CILO₃ Be able to critically evaluate the proofs of quality or effectiveness presented with consumer products so as to purchase wisely.
- CILO₄ Obtain knowledge of the psychosocial factors that influence consumer behaviors.



GEG2058

TRAUMAS AND MEMORIES IN MODERN CHINA

現代中國的災難與回憶

• LCS

本科探討現代中國所經歷的災難。通過觀看紀錄片和閱讀第一手資料，依時間順序逐一回顧近七十年來在中國所發生的八個人為或自然災難。學員將從宏觀的角度觀察中國的過去，探索中國的過去與現狀的關係，並解析香港在現代中國所扮演的角色，從而對現代中國歷史有更深切的瞭解。

預期學習成果

完成本科目後，你能夠：

成果一：扼要敘述中國現代所發生的災難事件的背景和內容。

成果二：批判式分析災難發生的原因、發掘事件對中國和香港帶來的即時和長遠的影響與其中的教訓。

成果三：建立適切審視歷史的角度、掌握紀錄事件過程的方法。

成果四：建構處理「敏感話題」的態度與方法。

What is sexual diversity? How does the social cultural experience of our personal sexuality shape our attitudes about those people who do not express their sexuality in the same ways as we do? Empirical studies showed that prejudiced attitudes (associated with social cultural values, such as religious and gender role values) and inaccessibility of sexuality knowledge among members of a society lead to prejudice towards sexual minority community members, who express their sexuality in a socially “non-conforming” ways. Studies derived from contact theory indicated that knowledge enhancement and contact between groups (e.g. students and minority groups) contribute to prejudice reduction. Based on contact theory and theories in sexuality, this course aims to utilize teaching and learning activities in promoting knowledge enhancement and intergroup contacts to foster participants’ appreciation of sexual diversities.

The course will cover three dimensions: awareness, knowledge, and integration. The awareness dimension includes participants’ critical awareness of how sexualities and their attitudes to sexualities are shaped by social cultural values. The knowledge dimension covers concepts/theories of sexuality and current social issues related to sexuality debates. Regarding concepts and theories, we will discuss definitions of sex, gender, sexual desires, sexual identities, and sexual behaviors. We will examine essentialist and social constructionist debates, feminist and queer theories. Concerning social issues, participants will discuss how sexualities intersect with other social categories, such as gender, sexual orientation, disability etc. in producing barriers to equal opportunities of members from sexual minority communities. The integration part offers a space for participants to appreciate sexual diversity in daily experiences in a diverse world through integration of what they have learned in the course.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Aware of how sexualities and participants’ attitudes towards sexualities are shaped by socio-cultural forces.
- CILO₂ Understand the diversity and holistic concept of sexualities.
- CILO₃ Understand that sexualities can be analyzed from different theoretical perspectives.
- CILO₄ Examine current social issues related to sexuality debates, in understanding how sexualities intersect with social categories, such as gender, sexual orientation, disability etc., in producing inequalities.
- CILO₅ Integrate class learning to appreciate sexual diversity through synthesizes sexuality concepts/theories with participants’ daily life experiences.

GEG2064

FOOD IN THE SOCIAL CONTEXT: WE ARE WHAT WE EAT

HPE

This course provides an overview of the sociological perspective as applies to the study of food and nutrition. It enables the participants to conceptualize the relationship between food culture, food habits and the wider social context to explore why people eat the way they do in Hong Kong and in other cultures. Participants will interpret contemporary trends of food consumption through examination of the historical, social, religious, aesthetic and cultural roles of food, and will realize changes to traditional food cultures as societies are influenced by advancement in food technology, modern food marketing, different lifestyles and dietary habits. Through evaluation of a range of current issues in dietary habits and health, participants will reflect critically on the impacts of contemporary diets and food culture for health and well-being and the environment, with a view to explore solutions to address food and diet problems relevant to human health and environmental sustainability.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Develop an understanding of the various factors influencing food choices.
- CILO₂ Examine the historical development of specific food culture in different societies from the social and cultural perspectives.
- CILO₃ Aware and analyze the impact of the social context, economical influence and modern lifestyles on food culture and dietary habits.
- CILO₄ Critically evaluate the concurrent food issues in the local and global eating trends and reflect on the implications for health and the environment.
- CILO₅ Suggest solutions to problems in relation to the contemporary eating culture with a view to develop life-long positive attitudes in food consumptions.



GEG3050

BUSINESS ETHICS AND SOCIAL JUSTICE

IELL

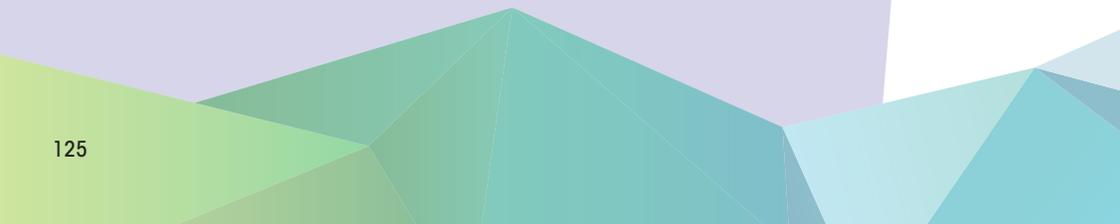
In recent years, people have generally believed that business organizations – like human agents – are ethically accountable for what they do to society. The emergence of this awareness has contributed to a widespread demand for corporations and companies to modify their behavior: Their actions will no longer be justified merely on the grounds of its tendency to maximize profits for stockholders. They should also be justified to other stakeholders, who will include ordinary members of the community, people who will live in the future generations, other species in the natural environment, as well as the cheap labors in developing countries, etc.

In this course, we will lay out the theoretical grounds of the debates in business ethics, and most important, connect students to the conflicts and dilemmas that emerge in Hong Kong when, e.g., valuable communities are demolished and destructed in the name of “social progress” and “development,” or when companies and franchised corporations charge the public a higher price for their products whenever it is legally unobjectionable to do so. In short, the students who have taken this course will obtain a broader horizon to investigate into the questions concerning the compatibility of profit and ethics in the present state of the world.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Analyze the basic features of stakeholders theory.
- CILO₂ Illustrate the ethical dimension in common business practices.
- CILO₃ Examine the role of globalization in economy and its impact in ethical considerations.
- CILO₄ Apply the tools of ethical reasoning to complex cases of business decisions in real life.



STRAND 3:

**NATURE,
SCIENCE,
TECHNOLOGY**

GEH1002

CRITICAL THINKING FOR EVERYDAY LIFE: EXPLORING THE EVIDENCE

ELE

This course examines the deeper meaning and significance of many aspects of everyday life by uncovering common misunderstandings due to flawed thinking and lack of logic. Using a thematic approach, students will be exposed to various common aspects of life which are then logically deconstructed. With a focus on common misunderstandings, students will be taught how to approach and critically assess familiar issues in a logical and systematic manner so as to reach conclusions based on evidence. Although each class will focus on a particular theme, the main goal will be to help students develop methods of thinking for critically examining all issues that they may confront.

Each theme has been specially chosen for its capacity to highlight deeper meanings and implications which are often overlooked by the general public. By choosing themes from a variety of sources, the course exposes students to learning about evidential inquiry across disciplines while remaining connected to issues from everyday life. Some of the themes discussed will include:

- Advertising
- Religion
- Food and health
- Male and female behavior
- Fortune tellers

And faults in human thinking based on the following concepts will be applied:

- Randomness
- Correlation and causation
- The anchoring effect
- Framing
- Defaults
- Regression to the mean
- Representativeness
- Base rate

Upon completion, students should be able to understand common issues from a broader critical perspective that will help their future decision making ability.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Heighten awareness of the need to question common assumptions and popular beliefs about everyday issues.
- CILO₂ Achieve an ability to use methods of evidentiary inquiry to go beyond surface appearances in order to better understand the forces behind current beliefs.
- CILO₃ Develop an inquiring and critical mindset.
- CILO₄ Develop skills for critical deconstruction.



GEH1003

WORLD ETHICS AND CLIMATE CHANGE

SSC

This course explores ethical and political aspects of climate change, with focus on questions of global justice. Governments and the international community have failed to bring about robust action to limit greenhouse gas pollution causing global warming and climate change. This tragedy presents profound questions of both governance—including politics and policy within and among countries—and morality, particularly the way that global environmental change has potentially transformed the spheres of ethics and justice. In this course students will explore their roles, as well as those of governments and other actors, in causing climate change and possibly mitigating it. They will study its impacts on other people, particularly the world's poor, and debate the ethical and personal implications of these impacts. Students will critically evaluate what is right and just for present and future generations in this context. In so doing, students will learn how ethics and social justice are important variables in the world's responses to major environmental problems. The course will be structured around questions. Students will be asked to draw upon expert knowledge, ethical arguments and their own analyses, in collaboration with fellow students, to better understand global environmental change and our role in it.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the ethical and political dimensions of global warming and climate change.
- CILO₂ Assess the importance of ethics and justice in international, domestic and individual efforts to address climate change.
- CILO₃ Critically analyze, from major ethical perspectives, the official statements and actions of governments and international organizations related to climate change.
- CILO₄ Participate in discussions about the ethics and justice of climate change in an informed and articulate way.
- CILO₅ Critically reflect on one's individual rights and responsibilities as global citizen in this context.



GEH1004

MATHEMATICS IN SOCIETY

MIT

This course is concerned with mathematical approaches that can help resolve conflicts, make decisions under adverse or uncertain conditions, or extract social choices from the preferences of individuals. The role of the mathematical sciences in information technology is also introduced.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe some application areas of mathematics such as voting system, search engine and game theory.
- CILO₂ Expand personal perspectives on the role of mathematics in society.
- CILO₃ Develop an appreciation of the mathematics concepts behind the technology.



GEH1005

MATHEMATICS ACROSS CULTURES AND TIME

MIT

This course provides opportunities for students to cultivate perspectives on the historical, philosophical and sociological dimensions of mathematics, and on the impact of mathematics on human cultures. Students taking this course are not assumed to have any pre-requisite background knowledge of mathematics.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Explore the origins of mathematics concepts and ideas in ancient civilizations from a historical point of view.
- CILO₂ Understand the philosophical aspects of mathematics in different cultures, such as ancient Greece and China.
- CILO₃ Realize the different roles of mathematics in science, technology and modern societies and their influence to our societies.



GEH1006

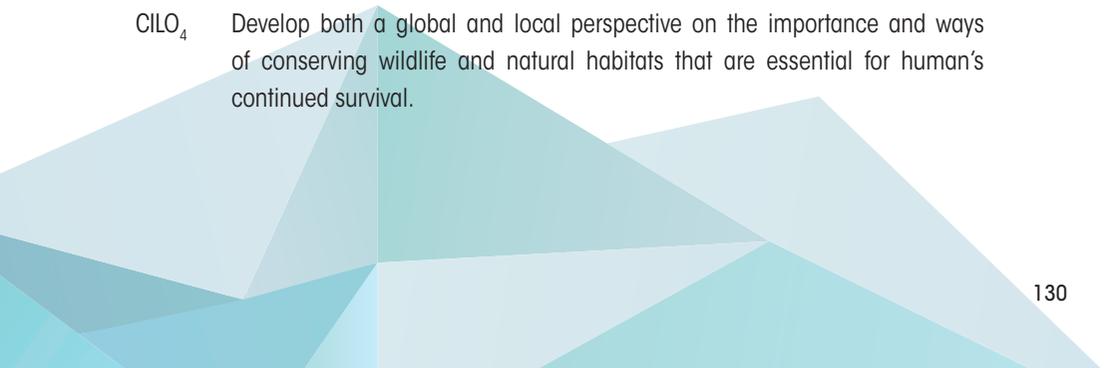
HUMAN BEINGS AND THE LIVING WORLD

SES

This course is intended to broaden students' understanding of the diversity of life and the relationships between human beings and other living organisms. It examines current views of the origin of life and species including Darwinism and Neo-Darwinism, and discusses the unique characteristics of different life forms and how they interact to effect a stable living environment from an ecological perspective. The module traces the history of human's place in the living world and explores the roles of other life forms in human society and culture. Discussion will be focused on how human beings could co-exist with other inhabitants of the natural world in a mutually sustainable way. Learning of the module will be enriched by field visits and case studies of selected natural or man-made ecosystems to illustrate how the balance of nature can be maintained through concerted efforts of various community sectors, and the major challenges ahead.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the diversity of life and the inter-relationships of living organisms.
 - CILO₂ Make meaningful connections between human's place in the living world and the place of plants and animals in human culture.
 - CILO₃ Construct ethical and thoughtful responses to the challenges arising from the impact of humans on the balance of nature.
 - CILO₄ Develop both a global and local perspective on the importance and ways of conserving wildlife and natural habitats that are essential for human's continued survival.
- 



GEH1007

LIVING HEALTHILY IN THE 21ST CENTURY

SES

The course provides students with a platform for learning up-to-date knowledge in biological and health science crucial to the promotion of personal and community health in the contemporary world. Students may explore underlying causes and mechanisms of common health disorders in the course. It also develops students' understanding of the principles of prevention and control of health risks, and their implications for personal wellness. Case study and group discussion of current issues or research papers can promote students' ability of data analysis and critical thinking in tackling modern-day health problems. Finally, students are expected to develop a positive attitude and act healthily toward the pursuit of a healthy living in the 21st Century.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Apply updated scientific and health knowledge to describe and explain the causes and mechanisms of common health problems.
- CILO₂ Develop appropriate strategies to promote the personal and community health under the principles of prevention and control of health risks.
- CILO₃ Critically analyze data and evaluate information collected from the contemporary health studies.
- CILO₄ Express a proper attitude and act positively toward the pursuit of a healthy living.



GEH1008

SCIENCE THINKING AND SCIENCE PROCESSES

SES

The course starts with an analysis of children's understanding of how the world works and help participants realize the existences of alternative science conceptions through reviewing scientific literature. The course then provides an authentic experience such as conducting investigation in field site so that participants can apply the science process skills learned through cooperative learning. Participants are required to design and perform an investigative experiment in group so that scientific knowledge can be constructed and scientific problems can be solved. Through various activities and practical experiences, participants are able to develop scientific reasoning such as deductive and inductive reasoning; science process skills to perform scientific investigation; analytical skills such as review the current socio-scientific issue critically. This course can equip the participants to make informed decisions on various socio-scientific issue or daily life problems using scientific reasoning and process skills.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify the existence of alternative science conceptions.
- CILO₂ Develop science thinking to construct scientific understanding.
- CILO₃ Perform science processes in scientific investigations.
- CILO₄ Develop the ability to make informed decisions on science issues.

GEH1009

UNDERSTANDING SCIENCE AND HUMAN CREATION THROUGH TOYS

SES

Toy is a significant part of our cultural heritage. Toy has a very long history of development, especially in China. Many toys are sophisticated products of scientific knowledge, creativity and culture of their age. This course aims at enhancing understanding in science and human creation, through thematic study on toy. It covers 3 main aspects – scientific phenomena and theories behind toys, creativity in the invention and uses of toys, an historical and cultural development of toys. These 3 aspects are integrated into about 8 toy topics, from ancient kites, spinning and musical toys, to modern electrical, robots and scientifically advanced toys. The course offers abundant opportunities for students to have hands-on explorations on these science-related toys, to discuss the working principles behind them, to appreciate the many creative designs of toys, to imagine their creating and development processes, to invent and make toys with everyday materials, and to solve problems around toys. In this module, students will learn science in an interesting way, enhance their own creative thinking skills and develop a new perspective on human creation. From folk/street creativity in olden days to professional creativity of today toy designers, this study would review the change in toy culture, and its impact on children growth, environmental and cultural sustainability. Throughout the course, students are encouraged to transfer their creative learning from toys to their daily-life and other domains, in self-initiated way. Though this course studies toys, yet, its' ultimate aim is not confined to toys, but to elicit creative mind and abilities in a general sense.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Discover, explain and apply the science phenomena and theories behind some common toys.
- CILO₂ Develop creative thinking skills and attitudes through/in toy analysis, invention and playing.
- CILO₃ Reflect critically on human creation and its relationships with society, culture, science, technology and creativity, through studies of toys.
- CILO₄ Transfer or generalize their inspirations from toys to their everyday domains, so as to develop their creative mind in a general sense.

GEH1010

EXPLORING THE UNIVERSE

SES

The origin, the evolution and the fate of the Universe are the basic questions that humans have pursued for centuries. This course goes through the historical development of human understanding of the Universe, from the ancient views of the Universe to current understanding of the Universe. Participants will learn about the motions of the objects in the celestial sphere as seen on earth and the basic techniques to observe these motions using telescope and naked eyes. Participants will apply basic science principles and scientific reasoning skills to critically examine the observational evidences that lead to current understanding of the structure and evolution of the Universe. The course also addresses the questions of life existing elsewhere in the Universe and the future of life on Earth as the Universe evolves. Timely information on the night sky and upcoming astronomical events will be discussed to allow participants to appreciate the wonders of the universe. Special sessions may be scheduled in the evening for observational activities.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ To formulate an understanding of the structure and evolution of the Universe and make connection of existence of life in the Universe.
- CILO₂ To apply the skills and processes of science to critically evaluate the evidences that our current understanding of the Universe is based upon.
- CILO₃ To design observation plans and make observations of the celestial objects so that the students can appreciate the elegance and beauty of the Universe.



GEH1011

UNDERSTANDING DIGITAL GAMES

MIT

This course aims to provide a holistic understanding of digital games in our society. It offers opportunities for students to examine the history, technology and taxonomy of interactive digital games. The theory and practice of digital game design will be studied. Through hands-on game playing, students will explore the rules, culture, ethics, personal and social issues associated with commercial games. Their personal experiences can then initiate the kinds of learning entailed in playing educational games and to promote playful teaching and learning environments.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Construct your own gaming experience (if any) in relation to the historical and technological development of the game industry.
- CILO₂ Correlate the theory and practice of digital game design.
- CILO₃ Analyse the essential elements of game play and what contribute a great game to you.
- CILO₄ Construct the ethical and thoughtful response to the personal, social, cultural and health issues of game play in the society.
- CILO₅ Develop the perspective of how games can be used in education or learning.



GEH1012

HONG KONG MARINE ODYSSEY

SES

In an era when the various environments around us, including tropical rainforest, mountain, deserts and even the arctic land, have been affected by human sprawl and utilization, the ocean becomes one of the last frontiers which we want to learn more and safeguard it from human uncontrolled expansion. The ocean, the cradle of life on the planet, supports our living. It provides us not only the natural capitals and food resources we physically need, but also the source of artistic aspirations and cultural development, and the platform for economic and political wrestle. However, the marine environment and our life cradle are being destroyed by us. This course aims to extend students' horizon beyond simple views of ecological interactions among different components and functional aspects of the marine environment as a resource reserve for mankind, and expand their mental capabilities towards how we live in harmony with the nature for achieving the well-beings of both marine ecology and human communities. Students will be introduced the concepts of marine and landscape ecology, geological change, as well as economical and political impacts to address marine-environmental issues at local and regional scales. Students are expected to acquire a higher level of environmental literacy for promoting sustainable living with our beautiful ocean.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Recognize and evaluate the impact of humans-activities on the balance of a marine environment by performing science inquiry processes.
- CILO₂ Evaluate claims in the popular press and seek out information in order to make informed judgment about issues of Hong Kong and/or regional marine environment.
- CILO₃ Synthesize a personal view and value of the quality of Hong Kong and global marine environment, supported by evidences from multiple perspectives.



GEH1013

MYTHS AND REALITIES OF FITNESS AND EXERCISE

HPE

This course provides an introduction to the general principles of health, physical activity and exercise as part of a healthy lifestyle. The course focuses on understanding how the body moves and responds to exercise, how performance can be measured, and how fitness can be developed and maintained to optimise health. Students will explore several topics related to these principles, gaining knowledge about the concepts and principles behind them and be engaged in discussions about the evaluation of commonly-held ideas about exercise and fitness. The course offers sound, evidence-based advices on the benefits of appropriate physical activity as part of healthy lifestyle.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Students will be able to explain how popular ideas about health, exercise and fitness developed and the impact of these ideas on patterns of exercise in the general population.
- CILO₂ Students will further develop and demonstrate their skills in critical thinking by evaluating the scientific evidence related to popular ideas about health, exercise and fitness and making decisions on whether the evidence supports or refutes these ideas.
- CILO₃ Students will increase their communication skills by engaging in small group debates and discussions related to topics presented in mass lectures.



GEH1014

DOMESTIC CHEMISTRY

• SES

This course provides participants with a basic understanding of interesting chemical reactions and their connection with daily living via different themes such as clothing, foods, beverage and household products. Selected current socio-scientific issues will be critically examined and discussed by applying scientific knowledge and inquiry skills. Participants are also required to make informed decisions in choosing daily life products by evaluating their impacts on personal health, society and environment.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Explain the physical and chemical properties of selected materials in our daily life (e.g. of clothing, food and beverage, and household products).
- CILO₂ Apply scientific techniques and inquiry skills to prepare and test different foods and household materials.
- CILO₃ Critically analyze information with scientific knowledge and skills about selected current socio-scientific issues.
- CILO₄ Judge the appropriateness of selected domestic products by evaluating their influences on personal health, society and environment.

GEH1015

ANIMAL RIGHTS: SCIENCE, SENTIENCE AND SPECIESISM

SSC

The primary aim of this course is to examine on the proper relationship between human beings and non-human animals. Through presentation of scientific facts and introduction of ethical ideas and principles, instructor of the course will guide students to reflect on the usual ways and manner by which they treat and deal with animals. Students will be invited to look carefully into the differences and similarities between humans and animals; to rethink the superiority, if any, of humans over animals; and to rethink the implications of the superiority (or the lack of it) of humans. Concrete cases to be examined in the course include factory-farming (i.e. mass production of meat for human consumption), banning of shark-fins, animal experimentation, pets keeping, animals kept in theme park (e.g. Ocean Park), and protection of Chinese White Dolphin etc. Film, documentaries, and web-resources will be used as much as possible to illustrate the issues and cases mentioned above. If weather permits, field trip to Lantau (by boat) will be arranged to visit the habitat of Chinese White Dolphin and to have a closer look at the dangers they are facing.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand fundamental concepts and findings in the fields of animal science, rights and policy.
- CILO₂ Make meaningful connections between animal science, sentience and the place of animals in society, on one hand, and the cultural and social milieu that often determines our relationships with animals, on the other, using systematic inquiry and analysis.
- CILO₃ Construct ethical and thoughtful responses, and to know how to adjust behaviors if necessary, when confronted with scientific challenges to individual and societal treatment of animals.
- CILO₄ Develop a global perspective on animals, being mindful of the globalization of animal rights while being sensitive to other people and cultures.

GEH1017

MANAGING GRADUATION, MARRIAGE, PARENTING AND RETIREMENT

SSC

It is common to recognize that a life consists of several important phases. Among others, four distinct phases – graduation, marriage, parenting and retirement – are regarded as the “golden” phases that constitute a meaningful well-being life for everyone. In order to maximize their benefits to one’s life, these phases should be managed properly. In this course, we introduce the use of a scientific approach to dealing with the four distinct phases of one’s life. We attempt to (1) use the project system approach to identifying life management needs and skills for each of the four key phases, including goal setting, health management, time management, the unique financial and career planning, and (2) apply the decision models and information systems (or technologies) appropriate to solve the problems during the life process. The course uses an innovative approach to link the key concepts and skills in various disciplinary areas to help manage the different phases of one’s life. This course integrates four important areas – project system, life management, technology, and decision science – to offer both technical and non-technical knowledge and skills to students who are eager to have an enhanced management over their life.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe the four distinct phases in life and explain why they should be responsible for their life.
- CILO₂ Apply the project system approach to identifying important strategies and resources for maximizing the positive influence for the four important phases in life.
- CILO₃ Demonstrate their understanding of the concepts of personal finance and career development, and recognize the significance to interact these concepts with life.
- CILO₄ Develop an individual’s financial and career plan for each of the four important phases in life after addressing both national and international issues.
- CILO₅ Make sound judgment and decisions by use of proper decision models when developing their personal plans for the four life phases.



GEH1018

PEOPLE ON THE MOVE: OPPORTUNITIES AND CHALLENGES

SSC

New transport technologies have brought improvements in quality of life, increasing interactions from local to global scales, opening of new development opportunities, as well as new challenges to environmental protection and social sustainability. This course aims at introducing students the concepts, issues and debates related to effects of improving transport technologies and increasing physical mobility on economic, social and environmental dimensions. The course is divided into three main components: 1) the effects of transport technologies on facilitating development, 2) case studies on harmony and conflict with nature and society, and 3) future prospects of a mobile world. Various perspectives of studying transport technologies and mobility issues will help students to gain multidisciplinary understanding of the topics. These perspectives include views from transport geography, sociology, urban planning, economics as well as popular culture. Students' real-life experience of daily travel, tourism and online communication will be incorporated to their learning and course assignment.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire understanding of positive and negative effects of transport technologies on nature, development and personal life.
- CILO₂ Demonstrate skills to critically analyze contemporary issues caused by transport technologies in a mobile world.
- CILO₃ Identify problems and apply intellectual skills to propose creative and practical solutions to real-life travel and tourism issues.
- CILO₄ Comprehend abilities to evaluate travel and mobility issues through interdisciplinary perspectives.



GEH1019

UNDERSTANDING CITIES

SSC

Nowadays more than half of the world population live in urbanized areas. Studies of cities from different perspectives, such as treating the city as a geographical place, a growth engine, a way of life, a political landscape with conflicts, or a cultural/artistic representation, are essential for better understanding of cities we live in. This helps students become caring citizens of their own cities. This course will cover contemporary thinking and ideas of “cities”, with foci on their morphology and functions. The course is structured with different theorizations of cities, including but not limited to “garden cities”, “colonial cities”, “socialist cities”, “port cities”, “polycentric cities”, “sprawl cities”, “edge cities”, “metropolis”, “global cities” and “networked cities”. Though the course emphasizes the outlooks, structural and functional characteristics of cities for easy comprehension by students from different disciplines, it attempts to introduce students the ideas of eminent urban scholars (such as Ernest Burgess, Manuel Castells, Joel Garreau, Peter Hall, David Harvey, Ebenezer Howard, Jane Jacobs, Henri Lefebvre, Terry McGee, Saskia Sassen, Allen J. Scott, Edward Soja and Louis Wirth) on how to analyze key issues found in cities related to urban growth, urban planning and governance, industrialization, globalization and social organization.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Acquire understanding of theories and concepts related to urban studies and the dynamics of urbanization and urbanism.
- CILO₂ Be aware of past and present urban issues in Hong Kong and other big cities and to apply theoretical knowledge and concepts to analyze contemporary urban problems.
- CILO₃ Formulate ways to combat urban problems to live in harmony with nature and other people of the society.
- CILO₄ Appreciate the different values and cultures found in cities.

GEH1021

NATURAL HAZARDS AND POST-DISASTER RECOVERY

C&I

This course addresses the issue of the interaction and relation between society and nature through examining the physical and human dimensions of natural hazards. It covers: 1) categories and causes of natural hazards, such as geological, meteorological, and hydrological hazards; 2) their impacts on human society; 3) how do individual, groups and governments respond to disasters; and 4) mitigation efforts, including psychological recovery, community reconstruction, existing and emerging public policy issues, policies in emergency management, and technology developed to forecast, prevent, and mitigate impacts. Multiple teaching strategies will be used, such as guest lecture, debate, group project presentation, issue-based learning, case studies, etc. to engage students in deep dialogue. At the end, students are expected to demonstrate their learning outcomes including a good understanding of basic concepts, analyzing recovery and mitigation issues adequately, critically evaluating the effectiveness of mitigation strategies, and examining his/her personal roles and responsibilities as a local and global citizen.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Examine the concepts, causes, and impacts of natural hazards and develop an understanding of how do human being respond to natural hazards and take recovery actions at different levels.
- CILO₂ Demonstrate the competence in analyzing and systematically inquiring response and recovery issues of natural disasters.
- CILO₃ Evaluate the effectiveness of reconstruction strategies and propose possible mitigation plans for local communities.
- CILO₄ Be more aware of the personal responsibilities as a local and global citizen and appreciate the efforts people have made during reconstruction.
- CILO₅ Reflect on the relationship between human and nature critically, e.g. from the perspective of politics, psychology, and technology.



GEH1022

BASIC ENVIRONMENTAL SCIENCES

SES

This course is to provide basic knowledge about the main components of the natural environment, and causes, impact and control of environmental pollution. There are 5 main parts in the syllabus of the course: the earth system, the living environment, Energy conservation, pollution, global environmental problems. Upon completion of the subject, students will be able to a) to learn the scientific principles, concepts, and basic methodologies required to understand the environment; b) to identify and analyze environmental problems of both natural and human-made ecosystem; c) to evaluate the relative risks associated with environmental problems; and d) to examine solutions to solve the problems.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ To learn the scientific principles, concepts, and basic methodologies required to understand the environment.
- CILO₂ To identify and analyze environmental problems of both natural and human-made ecosystem.
- CILO₃ To evaluate the relative risks associated with environmental problems.
- CILO₄ To examine solutions to solve the problems.



GEH1023

WEATHER AND SOCIETY

SES

Weather is an important component of our environment. It affects the way we live and even threatens our survival. The course examines the relation between weather and society from multidisciplinary perspectives (scientific, historic, economic, social, and political). To enable participants to have the proper background for meaningful discussion of the relation between weather and society, participants will learn about the atmosphere, the driving force behind the weather phenomena, and the basic scientific principles which explain the weather phenomena. Participants then proceed to investigate how weather affects our society and the modifications of the weather by human activities. Participants will critically review the arguments discussed in societal issues related to weather and climate change, and reflect their role and responsibility in these issues of global concerns. Upon completion of the course, participants can apply the understanding of the weather phenomena and information to satisfy their personal needs and plan their daily routine.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate an understanding of the scientific backgrounds of the weather phenomena, its observation and forecasts.
- CILO₂ Apply the understanding of the weather phenomena and information to satisfy their personal needs.
- CILO₃ Aware the societal issues arising from effects of weather on human activities.
- CILO₄ Formulate their own views on the arguments on weather related societal issues of global concerns.



GEH1024

EXPLORING THE NATURAL AND URBAN LANDSCAPES IN HONG KONG

SES

This course introduces various landscapes of Hong Kong, along with the built-environment that relies upon the natural environment. Threats and conservation status of these invaluable resources in Hong Kong will also be outlined. The course will involve extensive field-based learning experiences. Through which students can gain first-hand experiences on the landscape itself. Moreover, it enables the students to develop skills in identification of local natural and urban landscapes and the common native and non-native species. This course is divided into five themes: biological assets, geological assets, cultural assets, conservation policy and human impacts on resources. The course nurtures student's awareness of the environment and landscape as a natural resource which provides various ecological and economic services to human beings. It can also help students to understand the issues involved which is essential to the evaluation of the existing conservation strategies adopted by the Government. This course is designed for the students in various disciplines.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify the biological, geological and cultural resources in Hong Kong.
- CILO₂ Distinguish various organisms, geology, land forms, historic and cultural heritages.
- CILO₃ Analyse the impacts of human activities on the heritage sites.
- CILO₄ Evaluate the effectiveness of conservation practices.

GEH1025

FUTURES THINKING AND CREATIVITY FOR SUSTAINABILITY

SES

For a decade, UNESCO (2009, 2010a, 2010b, 2011) has been promoting “futures thinking” as a pivotal component to education for sustainability. “Futures thinking is a process which is transforming the way people relate to their future, helping to cultivate dreams, inspire hope and lead to action plans for a more sustainable future.” (UNESCO, 2011, p.33). Its mission is to develop the abilities of young people to design and promote positive futures, using creative and critical thinking. In recent years, Taiwan, UK, Australia, New Zealand, Ireland, Canada and many other countries have significant moves in education of futures thinking. However, this area of study is long-overdue in education of Hong Kong. This course would focus on futures thinking and its related creativity in the context of environmental sustainability and science-related issues. Through this course, participants would be able to develop some basic thinking skills, attitudes, perspectives and habits for shaping their personal and global sustainable futures. Life-wide learning mode, which includes thinking workshops, scenario analyses, field-trip(s)/ visit(s), partnership with external institute(s) and action projects, would be adopted. (Note. UNESCO is United Nations Educational, Scientific and Cultural Organization)

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Perform “futures thinking”, which includes analyzing future, envisioning future, choosing future and actualizing future.
- CILO₂ Develop some basic thinking skills and perspectives for “futures thinking”, including imaginative and creative thinking, critical/reflective thinking, problem solving, systems thinking, and risk and change managements.
- CILO₃ Identify and solve some selected problems for realizing personal, regional and global sustainable development (including creating simple scientific and technological method/ inventions for sustainable purposes).
- CILO₄ Explore the dialectic between tradition and innovation; and cultivate an ethical and sustainable attitude in future pursuits.



GEH1026

NANOTECHNOLOGY: UNFOLDING ITS PUZZLES AND APPLICATIONS

SES

Nanotechnology is recognized to be one of the three most important technologies in the 21st century. Students from education, social sciences and humanities need the relevant basic knowledge to critically discuss and analyze decisions about the scientific, technological and ethical issues of nanotechnology. This course provides students with an understanding of the scientific principles of nanotechnology, and a wide variety of its applications in our daily-life as well as a critical awareness of its socioeconomic impacts.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe and explain the scientific concepts and principles of nanotechnology and its applications in various domains.
- CILO₂ Illustrate an awareness of socioeconomic and environmental issues related to nanotechnology and make informed-decision.
- CILO₃ Make clear and meaningful connections among different topics and disciplinary perspectives.
- CILO₄ Make clear and meaningful connections between topics covered in the course and specific aspects of their own lives and experiences outside the classroom.



GEH1027

UNDERSTANDING PROJECT MANAGEMENT

SSC

This course aims at providing students with the basic knowledge and skills in project management. Nowadays, almost all kinds of organizations, including schools, are required to undertake projects for various purposes. Due to constraints of resources, projects must be managed in a proper way to achieve expected outcomes. In this regard, project management emerges as one of the key determinants of the performance of organisations. The course uses the concept of project life cycle to cover theories and practices regarding project initiation, project planning, project implementation, project termination, and risk management.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Define the project from the organizational perspective.
- CILO₂ Consider the nature of the organization that can meet the project environment.
- CILO₃ Understand the project design based on the capabilities, constraints, and risks of the organization.
- CILO₄ Solve simple time or resource problems in project implementation.
- CILO₅ Apply relevant project management software, such as Microsoft Project, for developing a project plan.



GEH1028

DESIGN, TECHNOLOGY AND INNOVATION

EPL

Human design is often taken for granted because it exists all around us in the material world. Technology is used to realize design thinking through tangible and intangible innovative objects, organizations or systems for various purposes. This course aims to introduce students to the salience of design thinking and its processes in relation to the use of technology to bring about innovation. It is imperative for students to recognize the importance of how innovative objects/organizations/systems involving technology have changed our everyday lives. Students on this course will collaborate to comprehend and evaluate these objects/organizations/systems in relation to design thinking knowledge, and through analysis of best practice will learn to appreciate how design thinking leads to innovation through technology. Results of the analysis will be presented in class. Individually, students will apply design thinking to address a specific problem through which process they can: discover new understanding of a problem case; address the particular problems; generate creative ideas; experiment to attain the most appropriate solutions; and justify the innovations that emerge. Prototypes of the innovative solutions will also be delineated. By giving full attention to the innovative culture and influence of human design involving technology in shaping the material world, this course will broaden the student's mind in the innovative process of design thinking and practice.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the relationship between design, technology and innovation that continually shapes the material world.
- CILO₂ Recognise how design can innovatively create objects for various purposes of problem solving.
- CILO₃ Analyse innovative objects with a deeper knowledge of the design thinking and technology processes that created them.
- CILO₄ Appreciate human innovation in design and technology.
- CILO₅ Develop innovative solutions to everyday-life problems.



GEH1029

LANGUAGE AND COGNITION

LML

It is often said that language is one of the major factors leading to human civilization: with language, we can cooperate with other people, pass our knowledge and experience onto the next generation, resolve disputes without violence, and comfort (and be comforted by) other people. Animals, on the other hand, are unable to do most of these things. What makes language (and thus us, as opposed to other animals) so powerful? This course will provide an introduction to the scientific inquiry into human language system from the perspective of cognitive science. We will be concerned with how meaning is encoded, transmitted and decoded via linguistic symbols. The systematic structure of language, its relation to thought and how it can be acquired by children are also among our concerns. Together, these topics will offer glimpses into aspects of the human mind that cannot otherwise be understood, in particular in the era of information.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand the cognitive principles in human communication and language acquisition.
- CILO₂ Identify the components of the language system and the uniqueness of human language.
- CILO₃ Analyze the encoding, decoding and transmission of linguistic symbols.
- CILO₄ Solve simple time or resource problems in project implementation.



GEH1030

LANGUAGE TECHNOLOGY AND SOCIETY

LML

This course helps students to appreciate human language functioning as a symbolic system for communication with special reference to English and Chinese in the context of Hong Kong. The characteristics of the two languages will be explored both in quantitative and qualitative terms, with an aim to understand how different languages are manifested to fulfill the goals of human communication. The course also introduces to students how computer technology can be applied to facilitate human communication in the areas of information processing and translation. The question of the formalization of language will be addressed and put in perspective with the various challenges faced by natural language processing (NLP). Relevant software and libraries will be introduced to deal with a variety of tasks in natural language processing: speech technology, machine translation, corpus analysis, information retrieval, sentiment and opinion analysis, text summarization, etc. Students will have hands-on practice on these applications and learn how to evaluate their functions and quality.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate an understanding of some key concepts relating to language functioning as a symbolic system for communication.
- CILO₂ Demonstrate an understanding of the quantitative basis of the qualitative differences between Chinese and English as tools for communication.
- CILO₃ Demonstrate an understanding of the background development and the use of computers in language processing and apply it to enhance the language skills and linguistic knowledge.
- CILO₄ Make use of available software for Chinese and English natural language processing.



GEH1031

TECHNOLOGY, ENTERTAINMENT AND MATHEMATICS

MIT

Mathematics is an integral part of our daily lives for centuries. Yet, it is often a hidden secret of how mathematics has always been integrated seamlessly into our daily lives. For example, modern technology innovations such as the cloud computing technology, Global Position System (GPS), digital image processing, and smart phones used for various purposes are all grounded on solid mathematical foundations. This course aims to uncover the hidden secret of mathematics in the context of modern technology and entertaining encounters around us every day. Students will learn and recognize the rich applications of mathematics in different disciplines to solve numerous problems and enhance our quality of life, spanning from natural science and information technology, to business and arts. Through exploring the everyday encounters, students will be able to strengthen their understanding of numbers and mathematical concepts in a practical approach.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify the importance and impacts of mathematics applications in our accessible technology, natural science, and other entertaining encounters.
- CILO₂ Examine the historical and contemporary aspects of applied mathematics in the science and technology.
- CILO₃ Describe and explain the design of technology behind our information world with mathematical concepts and theory.
- CILO₄ Investigate and explore the entertaining encounters with everyday mathematics.



GEH1033

INTRODUCTION TO CRYPTOGRAPHY AND ITS ROLE IN OUR SOCIETY

MIT

Cryptography, a study of information security and secrecy preservation, has been in the fabric of human history for thousands of years. It is largely hidden from the public and shrouded in secrecy by governments and militaries alike. Due to the ubiquitous use of the internet in recent years, it becomes a household name in network security. In this course, we will start with a brief history of Cryptography from the ancient Egyptians to the modern internet age. We will review elementary Mathematical results that are needed for the course. We will then learn Cryptography from practical examples and focus on several cryptographic systems (crypto-systems). All necessary Mathematics will be introduced and taught and no advanced mathematical knowledge is required for the course.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe basic terms and concepts of Cryptography and their relationship to Mathematics.
- CILO₂ Explain the processes and key aspects of well-known crypto-systems.
- CILO₃ Recognize the relationship between various software components of the internet and Cryptography.
- CILO₄ Articulate an appreciation of how Cryptography connects Mathematics to our daily lives.



GEH1034

INTRODUCTION TO THE MATHEMATICS OF FINANCIAL MARKETS

MIT

Stock markets and financial markets in general have grown enormously over the last thirty years in the developed world. This growth was led in part by innovations in products referred to as financial derivatives, such as options and warrants, which are essentially insurance contracts that protect against associated risks of investments, such as holding a stock. To create and price such contracts, a great deal of mathematical sophistication and ingenuity are required. In this course, we shall study the key underlying mathematical ideas used to create and price such contracts. Also, key financial terms, such as risks, arbitrage, hedge and volatility, that are used in the pricing process will be introduced and discussed in detail. We will then take an exploratory approach to construct a simple mathematical model for derivative pricing and discuss the roles of derivatives in today's financial world. This is a self-contained course, no prior knowledge of finance or advanced Mathematics is required.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe basic financial terms and concepts and their relationship to Mathematics.
- CILO₂ Develop an understanding of the roles played by derivatives in the financial markets and to the world economy.
- CILO₃ Explain the process and key aspects of a derivatives pricing model and estimate the value of a simple financial derivative, such as an option or a warrant in real life.
- CILO₄ Articulate an appreciation of how Mathematics is applied to Finance and apply Mathematical thinking to financial issues.



GEH1035

MAKING LIFE EASIER WITH SIMPLE MATHEMATICAL SKILLS

MIT

How do you use mathematics in your daily life? Most of us go through our daily lives using various mathematical concepts without even knowing it, for examples, when we cook, shop, travel around and plan our personal schedules. It seems that each of these issues does not cost us much if it is not settled well. However, every penny counts, and our life could be adversely affected when these costs accumulate. Mathematics trains our numerical and logical thinking, which are tools that help us deal with these problems effectively. This course aims at introducing students to the ideas of connecting real-life issues with mathematics, and helping students build up the concept of using mathematical ideas to tackle problems logically. Daily life problems to be discussed include finding the shortest way from one place to another, minimizing the cost of connecting people, optimizing a work schedule, etc. The course emphasizes hands-on cookbook-procedures in graph and optimization theory as well as the reasoning behind, so that students will not only be able to get the best or nearly best solutions practically, but also extend the use of these techniques to other scenarios. Students would find their lives become easier once they are equipped with these basic thoughts and skills.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand and identify the use of techniques of optimization involved in different daily-life situations.
- CILO₂ Apply suitable algorithms and skills in discrete mathematics to solve problems in everyday issues.
- CILO₃ Make wise decisions with the optimization methodology.
- CILO₄ Realize the role of mathematics in enhancing the efficiency of their daily tasks.



GEH1036

SIMPLE MATHEMATICS FOR FINANCIAL ANALYSIS

MIT

This course will provide students with a comprehensive coverage of the analysis of the fundamental construction of daily financial instruments, such as, credit cards loans, mortgages and life insurance policies. Instead of using sophisticated mathematics, it will introduce building mathematical models from the perspective of non-math students. Students will learn the basic theories underlying popular financial products, and ways to model and solve related problems using EXCEL spreadsheets. Risk management is another emphasis of this course. Students will understand more about the factors in making financial planning and realize the importance of balancing risk and return in an investment portfolio.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand and analyze interest rates for local, regional and international financial instruments.
- CILO₂ Estimate values and risks of financial products.
- CILO₃ Introduce the brief mathematical theory for the aforementioned financial analysis.
- CILO₄ Use EXCEL spreadsheets to solve related financial problems and to illustrate the mathematical calculation.



GEH1039

PERSONAL WEALTH MANAGEMENT

SSC

This course provides opportunity for students to explore the significance of managing personal wealth and possess proper knowledge, skills and attitude towards individuals' decision-making on wealth management in life. Fundamental concepts, theories and practices of financial literacy for wellbeing will be offered in the course.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Describe the importance of personal wealth management and recognize its significance in life.
- CILO₂ Demonstrate knowledge and skills of managing personal wealth in current and future life.
- CILO₃ Apply relevant strategies and resources for optimizing earnings, consumptions, savings and investments with positive influence in life.
- CILO₄ Identify and prevent possible risk and understand strategies in managing risk.
- CILO₅ Develop a personal wealth management plan for current and future life with sound justifications.



GEH1041

RETHINKING THE BRAIN

PS

“Rethinking the Brain” is a foundation course tailored for freshmen and sophomores, covering rudiments of educational neuroscience including brain anatomy, biological facts, and neuropsychological theories. Facts and myths regarding the human brain will be discussed in depth. The heuristic value of studying neuropsychological theories is to inspire students to rethink the potentials and limitations of the human brain at work. Such knowledge is essential to all professions, particularly for those that emphasize on effective learning.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Be acquainted with basic brain anatomy: the brain parts and their specializations.
- CILO₂ Understand how the human brain works in concert.
- CILO₃ Know how the human brain develops and how it changes overtime.
- CILO₄ Understand the potentials and limitations of the human brain.



GEH1042

BRAIN-BASED LEARNER

PS

“Brain-Compatible Learner” aims at heightening the awareness of learners about their own learning habits and whether these habits are compatible to bio-cognitive cycles of the human brain. Based on behavioral science research and neuropsychological theories, students are encouraged to review their learning habits. Through this course, students are systematically introduced to ways that can help them develop more effective learning habits in a brain-friendly environment. They will also examine the use of psychological tools to enhance their capacity to learn in everyday life, e.g. scheduling rest and work in a day, or memorizing a to-do list. The course will also provide hints to restore intrinsic motivation in distressed learners, and ways to foster self-directed learning.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Understand physical mechanisms of the human brain.
- CILO₂ Know the strengths and weaknesses of their existing learning habits.
- CILO₃ Develop effective learning behaviors that are compatible to the developing brain.
- CILO₄ Maintain motivated and self-directive in their learning.

GEH2020

BRAIN SCIENCE AND THE ETHICS OF LIFE AND DEATH

IELL

Contemporary understanding of the science of the brain has enabled philosophers, medical practitioners, and ethicists to arrive at a more precise and consistent position regarding the debates of abortion, euthanasia and animal ethics, etc. It is clear to all sides of the debates that the nature of persons consists in their being able to engage in rational thinking, self-awareness and autonomous decisions, etc. Persons will not be able to exercise these abilities if they do not have a well-developed upper brain, or cerebral cortex. Thus, if some beings (such as early fetuses or some PVS patients) do not have a well-developed upper brain, they cannot claim to have an important moral status; at the same time, some beings, like the chimpanzees, we can understand why they should deserve a higher moral status than they have now.

This course is not merely about the biology of the brains, but more important ethics and the reasons of why certain living organisms matter. Personal identity, brain science and bioethics are interrelated subjects. Students who take this course will learn about the functions and basic constitution of the human brains, and will apply these thoughts and distinctions to patients of euthanasia, assessing the moral importance of embryos, and fetuses of various stages, etc. At the end of the course, students will apprehend the biological grounds of the special moral statues of persons, and why the survival of certain organisms may mean less than that of others.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Evaluate and relate medical, philosophical, and moral aspects of bioethical questions.
- CILO₂ Analyze complex, incomplete or apparently contradictory areas of ethical positions.
- CILO₃ Formulate meaningful positions on matters of bioethics and enter into respectful dialogues with those who possess another point of view.
- CILO₄ Identify and understand key issues, ethical principles, and contemporary schools of bioethics.

GEH2037

SOLID WASTE MANAGEMENT IN CITIES

SES

Municipal solid waste has been recognized as an eyesore, a potential hazard, a long-term concern for urban managers and environmentalists. Sustainable management of municipal waste has been a multi-faceted arena requiring knowledge not only in engineering and science, but also social sciences, e.g. urban management, environmental economic and consumer behavior. This course provides an introduction to municipal solid waste management with particular reference to a multidisciplinary perspective. Stresses will be given to help students to better understand key issues in the solid waste management, especially in a global city as Hong Kong, in both local and international context, and also the significance of public engagement for the successful reduction of solid waste, by applying socio-economic and scientific knowledge and inquiry skills. Apart from lectures and case studies, learning activities (visits and scientific investigations) blended with discussion will help students to acquire necessary daily skills and knowledge for reducing, reusing, recycling and upcycling of various kinds of solid wastes (food, paper, can, plastics, glass and e-waste) will be covered.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Demonstrate an understanding of the concepts and knowledge required to interpret and comment on the issues on solid waste management from an integrated and holistic perspective, as well as in the local and international context.
- CILO₂ Apply a range of skills necessary to investigate and comprehend solid waste management issues.
- CILO₃ Demonstrate an informed and responsible attitude relating to the care of the environment and resources conservation.



GEH2038

THE MYSTERIES OF THE HUMAN MIND

SEC

How the mind works? This is a question that has been asked by human being for centuries. In the past, philosophers argued whether our physical body can give rise to the soul, the entity that lets us experience pleasure, pain and love. The technological advancement in the recent years enables humans to examine the functions of the brain in more details and to simulate a number of mental processes with artificial intelligence in computers (e.g. reasoning, language comprehension and learning). However, we still don't know how (whether) the physical brain gives us the conscious experience of being ourselves. In this course, we will review some intriguing questions about the philosophy of mind and discuss how new technologies may give us a better understanding about the human mind. We will also explore the amazing capacity of the human brain and examine some neuromyths in the mass media (e.g. do we use only 10% of our "brain power"? Can we read the mind of other people?). Throughout the course, students are encouraged to explore their own answers about the origin of consciousness and to develop a better understanding of themselves through a more in-depth understanding about the mind. (This is not a biology course and does not require a background in science).

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Identify and understand the different perspectives and questions about the philosophy of mind.
- CILO₂ Review the latest research in examining the function of the brain.
- CILO₃ Discuss the interaction between brain research and the development of information technology.
- CILO₄ Integrate the arguments from the philosophical, brain and computer science research in formulating hypotheses about the question "How the mind works?"
- CILO₅ Appreciate the amazing abilities of the human mind.



GEH2043

DESIGNING LEARNING FOR VIRTUAL ENVIRONMENTS

EPL

The focus of this course is on the role of virtual learning environments in driving change in modern education. A brief introduction of learning theories, learning models, and the science of learning will inform pedagogy and best teaching practice in blended and distance learning environments. The course will touch on a broad range of interdisciplinary perspectives on learning in formal education and corporate training contexts. Through a series of hands-on workshops, this course will introduce a range of learning environments mediated by technology, and develop a practical understanding of how the learning affordances of technology can best support formative feedback and collaborative work in discursive education. Students will reflect on their potential role as leaders of change in education and how they can support others in adapting to the technology-driven revolution in education.

The course will focus on the development of a learning community by socially constructing artefacts, managing group activities, and evaluating learning outcomes in virtual environments. This course will be of interest to students who want to understand the pedagogy and practice of technology-mediated learning in organizations.

Learning Outcomes

Upon successful completion of this course, you should be able to:

- CILO₁ Synthesize and apply applicable literature on relevant learning theories, models, and teaching practice to evaluate the affordances and effectiveness of technology-mediated learning in virtual environments.
- CILO₂ Analyze, critically evaluate, and generate peer feedback on technology-mediated learning activities in virtual environments based on current pedagogy and best practice.
- CILO₃ Critically reflect upon theories, practice, content and concepts learned in this course.
- CILO₄ Design, implement, and manage learning activities within a virtual environment intended to address specific learning needs within a student-selected context, based on current theory and best practice.

GENERAL EDUCATION CONSOLIDATION COURSE

It is a 3-credit point “capstone” course which requires students approaching the end of their undergraduate studies both to reflect critically on their experience – within General Education, in their disciplinary, professional and co-curricular studies, and in their lives beyond the classroom – and to develop an integrated view of how and where they position themselves in relation to their future goals, plans, and aspirations. Students will prepare and submit an annotated e-portfolio based on their experiences, reflections and stored artifacts from their undergraduate studies. The course will enable students to synthesise their learning experiences, by reflecting critically on the value and significance of what they have learned, making connections to their lives, and imagining their own futures.



Course Intended Learning Outcomes (CILOs)

By the end of the General Education Consolidation Course, students will be able to:

CILO1	Communicate (orally and in writing) personally, reflectively and critically about their undergraduate experience (including, but not necessarily restricted to, General Education), utilizing both the Institute structures of the 4Cs Learning Framework and 7 Generic Intended Learning Outcomes, and the General Education Learning Outcomes and Criteria;
CILO2	Make, and reflect critically on, connections between what they have learned in their undergraduate studies and specific aspects of their own lives and experiences beyond the classroom;
CILO3	Articulate their own beliefs, values and goals in order to describe a personal description or vision for living a worthwhile life.



Course Structure and Assessment

The General Education Consolidation Course will comprise several class meetings and consultations, but will also involve students working independently and in small work teams. Students will attend 4-5 two-hour class meetings at the beginning of the course to acquire and practice skills for critical thinking and writing, and engage in interactive reflective sharing and discussion. Divided into 5x5-member peer study groups (with 25 students constituting a single class) students will then meet with their course supervisor and their fellow group-members (as *critical friends*) in consultation sessions for reflective writing and preparing their individual e-portfolio. Students will present and submit their e-portfolio at the end of the course, but their reflective entries, individual presentation and e-portfolio will all be assessed.

