This course provides a comprehensive introduction to the nature and functioning of a market economy. Concentrating on both private and public economics, the course attempts to equip students with fundamental microeconomic principles for the analysis of business and economic problems. Wherever appropriate the course relates economics to business in Hong Kong.

This course provides a comprehensive introduction to the nature and functioning of a market economy from a macro perspective. Problems and issues on transitional economy will also be introduced. The course attempts to equip students with fundamental macroeconomic knowledge for the analysis of business and economic problems. Wherever appropriate the course relates economic and business problems in Hong Kong and Mainland China.

This course is designed to introduce the principles that are essential in understanding the basic economic problems to non-business students in a straightforward and logical fashion. This one-semester survey course will cover both macroeconomics and microeconomics. It helps students to comprehend the principles essential for understanding specific economic issues and the policy alternatives.

This course introduces economic concepts and theories in a way which is understandable to students with no prior training in economics. Teaching will involve basically intuition and graphical illustrations. While general economic topics are included, those that are particularly relevant for analysing the Chinese economy will be given greater attention; and the real problems of China's economic development will be used as examples. Upon completion of the course, students should be able to appreciate how simple analytical tools in economics can help explain various economic phenomena around them, as well as the major events and trends in the Chinese economy.

To provide students basic understanding of general issues from an economics perspective. Through the introduction of micro and macro economic concepts, students are equipped with good economic reasoning in analysing social issues. At the micro level, the discussion of price strategies and the behavior of monopoly firms are presented. At the macro level, unemployment, inflation, economic growth, trade, pollution, poverty and discrimination are to be discussed in the lectures.

This course provides a comprehensive introduction to the nature and functioning of a market economy. Concentrating on both private and public economics, the course attempts to equip students with fundamental microeconomic principles for the analysis of business and economic problems. Wherever appropriate the course relates economics to business in Hong Kong.

This course provides a comprehensive introduction to the nature and functioning of a market economy from a macro perspective. Problems and issues on transitional economy will also be introduced. The course attempts to equip students with fundamental macroeconomic knowledge for the analysis of business and economic problems. Wherever appropriate the course relates economic and business problems in Hong Kong and Mainland China.

This course introduces economic concepts and theories in a way that are essential for understanding specific economic issues and the policy alternatives. This course is offered to non-BBA students only.

This course is designed to introduce the principles that are essential in understanding the basic economic problems to non-business students in a straightforward and logical fashion. This one-semester survey course will cover both macroeconomics and microeconomics. It helps students to comprehend the principles essential for understanding specific economic issues and the policy alternatives. This course is offered to non-BBA students only.

Prerequisite: ECON 1005 Principles of Economics I

Built on the foundation of the course "Principles of Microeconomics", this course provides a comprehensive treatment of microeconomics from the viewpoints of policy as well as theory. It aims at achieving, in a balanced manner, two equally important objectives: (1) serving as a satisfactory input to other more specialized courses within the major and (2) providing appropriate training to students taking the major, many of whom are expected to become executives in large enterprises and organizations, applied economic researchers, analysts and forecasters, business journalists and teachers, and who will therefore need a concrete understanding of as wide a range of theoretical and policy topics as possible. As the sequel to introductory microeconomics, this course will probe further into the rationality behind some standard theories and introduce recent development in economic theory.

This course introduces economic concepts and theories in a way that are essential for understanding specific economic issues and the policy alternatives. This course is offered to non-BBA students only.

Built on the foundation of the course "Principles of Macroeconomics", this course provides a comprehensive treatment of macroeconomics from the viewpoints of policy as well as theory. It aims at achieving, in a balanced manner, two equally important objectives: (1) serving as a satisfactory input to other more specialized courses within the option and (2) providing appropriate training to students taking the option, many of whom are expected to become executives in large enterprises and organizations, applied economic researchers, analysts and forecasters, business journalists and teachers, and who will therefore need a concrete understanding of as wide a range of theoretical and policy topics as possible. As the sequel to introductory macroeconomics, this course will probe further into the rationality behind some standard theories and introduce recent development in economic theory.
ECON 2007 Information Economy (3,3,0)
This course aims to introduce to students the economic concepts and tools for analyzing the operation of the information economy, which is characterized by the wide-spread application of personal computers and the internet. The features of information goods will be identified and new business strategies in the sector will be analysed. The impact of the information technology revolution on the economy as well as the challenges that have been brought to policy-makers will also be discussed. Emphasis will not be placed on formal mathematical modelling. Interested students from all faculties are expected to find no difficulty in understanding the course content.

ECON 2015 Economics of Hong Kong and the Pan-Pearl River Delta (3,3,0) (E)
This course aims to provide students with a systematic understanding of the post-war development of the HK economy and the economic relationship between Hong Kong and the Pan-Pearl River Delta (PPRD), especially after China adopted its open-door policy and economic reform since 1978. Macroeconomic environment and policy issues of Hong Kong will be examined. Economic characteristics of the PPRD, competition and complementarities between Hong Kong and the PPRD will be studied. The prospect and strategy of closer economic cooperation between Hong Kong and the PPRD will be examined. It is expected that after attending this course students will understand more Hong Kong’s macroeconomic environment and its economic relationship with the PPRD upon which informed decision could be made in business and other areas.

ECON 2016 Mathematics for Economists (3,3,0) (E)
This course introduces students to some elementary quantitative methods commonly encountered in the economic literature. Differential calculus, optimization and matrix algebra are the main interests. Other topics relevant to the learning of economics are also covered. Mathematical concepts are illustrated by problems found in economic analyses.

ECON 2017 Economics of Health and Medical Care (3,3,0) (E)
The primary purpose of the course is to apply basic economics concepts to the study of health and health care. In particular, emphasis would be placed on the application of microeconomic theory and statistical techniques to issues related to the production and distribution of medical services, and decision making in health care markets. Through this course, students should be able to understand the role of economic incentives, competition, and regulation on the functioning of the health care market. The exposure of analyses related to the economic evaluation of health care services provides students the knowledge of economic justification on resource allocation among different medical programs and health care services.

ECON 2025 Basic Statistical Methods (3,3,0) (E)
This course trains students to acquire the ability of analyzing human, social behaviour, and business decision by using statistical methods. The course emphasizes conceptual understanding of various statistical techniques and their accompanying limitations. Furthermore, students will learn how to apply the statistical theories to handle large quantities of data and solve statistical problems through readily available computer packages. This course will help students build up a solid basis for studying econometrics at a later stage.

ECON 2026 Comparative Economics (3,3,0) (E)
Prerequisite: ECON 1007 Basic Economic Principles or CHSE 1005 Essentials of Economics
This course aims to provide students with the basic conceptual tools for evaluating and comparing different economies of the world. A generally focus approach will be adopted to encourage student to have a general understanding of how economic systems work and how economic theory interacts with government policy, history, culture, social, political and philosophical factors to explain economic performance and evolution. A wide range of current issues confronting economic transition, structural change will also be emphasized. Country studies will include market capitalist countries (e.g. the U.S., Japan, France, Sweden, British and Germany), and the transforming former socialist economies (e.g. the Russian, Poland, Hungary and other East-European).

ECON 2027 Transition and Emerging Economies (3,3,0)
This course aims to provide a deeper understanding and insights into the backgrounds and characteristics of emerging economies (such as China, India, Mexico, Brazil, Russia, etc.) and the transition economies of Eastern Europe and Asia (such as Vietnam and the central Asia countries). Comparative analytical tools and techniques will be employed to investigate important aspects concerning the current economic growth and performance, business environment and opportunities across widely differing emerging and transition economies; and issues of economic attractiveness, difficulties and challenges will be discussed. This course will enable students to broaden their international understanding of the growing importance of the emerging and transition markets.

ECON 2035 Introduction to Technical Analysis (3,3,0) (E)
This course aims to analyse market data by using mainstream technical analysis techniques such as chart pattern analysis and moving average. Technical analysis involves the use of historical stock prices, volume, and other related data to forecast future price movements. Its objective is to identify trend changes at an early stage based on information available. In this course, we will introduce contemporary approaches to technical analysis. In particular, we will examine the performance of technical trading rules adopted by various market traders.

ECON 2036 Crisis Economics (3,3,0)
This course attempts to review the historical experiences of the four major financial crises that had happened around the World: The great depression in 1929-1931, the Japanese financial crisis in the 1990s, the Asian financial crisis in 1997 and the US financial meltdown in 2008. The central focuses are to understand why these crises occur and to evaluate effectiveness of the government policies that dealt with these crises. Lessons of the crises policies and proposals to reform the financial system will be discussed during the lectures.

ECON 2110 Intermediate Microeconomics (3,3,0) (E)
Prerequisite: ECON 1210 Principles of Microeconomics
Built on the foundation of the course “Principles of Microeconomics”, this course provides a comprehensive treatment of microeconomics from the viewpoints of policy as well as theory. It aims at achieving, in a balanced manner, two equally important objectives: (1) serving as a satisfactory input to other more specialized courses within the major; and (2) providing appropriate training to students taking the major, many of whom are expected to become executives in large enterprises and organizations, applied economic researchers, analysts and forecasters, business journalists and teachers, and who will therefore need a concrete understanding of as wide a range of theoretical and policy topics as possible. As the sequel to ECON 1210, this course will probe further into the rationality behind some standard theories and introduce recent development in economic theory.

ECON 2120 Intermediate Macroeconomics (3,3,0)
Prerequisite: ECON 1220 Principles of Macroeconomics
Built on the foundation of the course “Principles of Macroeconomics”, this course provides a comprehensive treatment of macroeconomics from the viewpoints of policy as well as theory. It aims at achieving, in a balanced manner, two equally important objectives: (1) serving as a satisfactory input to other more specialized courses within the option; and (2)
This course aims to provide a general survey of financial institutions and markets, bank management, monetary theory and policy, and to help students understand why the financial system is organized as it is and how the financial system and economy are interconnected. Students are expected to link the monetary and financial theories and international experiences learned in the lectures to the local financial system and monetary arrangements.

ECON 2140 Transition and Emerging Economies (3,3,0)
Prerequisite: ECON 1620 Basic Economic Principles
This course aims to provide a deeper understanding and insights into the backgrounds and characteristics of emerging economies (such as China, India, Mexico, Brazil and Russia) and the transition economies of Eastern Europe and Asia (such as Vietnam and the central Asia countries). Comparative analytical tools and techniques will be employed to investigate important aspects concerning the current economic growth and performance, business environment and opportunities across widely differing emerging and transition economies; and issues of economic attractiveness, difficulties and challenges will be discussed. This course will enable students to broaden their international understanding of the growing importance of the emerging and transition markets.

ECON 2170 Applied Econometrics (3,3,0)
Prerequisite: BUS 1200 Statistics for Business or ECON 1150 Fundamentals of Quantitative Methods or equivalent
This course aims at giving students basic understanding of econometrics theories and applying econometric techniques to specific empirical economic problems. Numerous examples are examined to achieve this goal. Emphasis is placed on the classical linear model, least squares estimation, hypothesis testing, and model building. Econometric models are then adopted to analyse practical problems and make forecasts. Furthermore, students are trained in this course to use computer statistical software.

ECON 2180 Comparative Economics (3,3,0)
Prerequisite: ECON 1120 Principles of Macroeconomics or ECON 1620 Basic Economic Principles
This course aims to provide students with the basic conceptual tools for evaluating and comparing different economies of the world. A generally focused approach will be adopted to encourage student to have a general understanding of how economic systems work and how economic theory interacts with government policy, history, culture, social, political and philosophical factors to explain economic performance and evolution. A wide range of current issues confronting economic transition structural change will also be emphasized. Country studies will include market capitalist countries (e.g. the US, Japan, France, Sweden, British and Germany), and the transforming former socialist economies (e.g. Russia, Poland, Hungary and other East-European).

ECON 2230 Intermediate Microeconomics for China Studies (3,3,0)
Prerequisite: ECON 1620 Basic Economic Principles
This course aims at providing students with more knowledge of economic theories which are relevant for the analysis of both market economies and planned economies, as well as systems which are in the process of transition. After discussing major approaches to the investigation of different microeconomic phenomena, efficiency and welfare issues concerning capitalist and socialist systems will be covered, leading to a study of microeconomic transition options. Students will be familiarized with examples involving China through exercises.

ECON 2240 Intermediate Macroeconomics for China Studies (3,3,0)
Prerequisite: ECON 1620 Basic Economic Principles
This course covers macroeconomic theories applicable to both market economies and centrally planned economies in the pre-reform and the post-reform eras. Closed and open economy versions, as well as relevant growth models, will be investigated.

ECON 2250 Introduction to Technical Analysis (3,3,0)
This course aims to analyse market data by using mainstream technical analysis techniques such as chart pattern analysis and moving average. Technical analysis involves the use of historical stock prices, volume, and other related data to forecast future price movements. Its objective is to identify trend changes at an early stage based on information available. In this course, we will introduce contemporary approaches to technical analysis. In particular, we will examine the performance of technical trading rules adopted by various market traders.

ECON 2260 Crisis Economics (3,3,0)
This course attempts to review the historical experiences of the four major financial crises that had happened around the World: The great depression in 1929–1931, the Japanese financial crisis in the 1990s, the Asian financial crisis in 1997 and the US financial meltdown in 2008. The central focuses are to understand why these crises occur and to evaluate effectiveness of the government policies that dealt with these crises. Lessons of the crises policies and proposals to reform the financial system will be discussed during the lectures.

ECON 2510 Medical Economics (3,3,0)(E)
The primary purpose of the course is to apply basic economics concepts to the study of health and medical (health) care. In particular, emphasis would be placed on the application of microeconomic theory and statistical techniques to issue related to the production and distribution of medical services, and decision making in health care markets. Through this course, students should be able to understand the role of economic incentives, competition, and regulation on the functioning of the health care market. The exposure of analyses related to the economic evaluation of medical services provides students the knowledge of economic justification on resource allocation among different medical programmes and health care services.

ECON 2610 Asia-Pacific Economies (3,3,0)
This course aims to introduce to students a general survey of economic development in the Asia Pacific region. It is designed to help students to be familiarized with economic affairs in the region and equip themselves with basic analytical tools for tackling economic issues. Socio-economic factors and changes in the global environment that have given rise to the “East Asian miracle”, the subsequent financial crisis in 1997, and the following development will be carefully analysed. Emphasis will be placed on the understanding of economic problems in the real world.

ECON 2640 Economic Environment in China (3,3,0)
Prerequisite: PA 0101 Principles of Microeconomics or equivalent
This course aims at providing students with basic knowledge about China’s economic environment where business activities take place. Developments in the domestic economy will be studied, followed by investigations into trends of foreign trade and foreign investments in China. After taking this course, the students should be able to evaluate the economic situation in terms of the performance and policy changes in key economic sectors.
This course aims to provide students exposure to common mathematical analyses of economics. It maintains a balance between economic theories and mathematical vigorous. Students are trained to solve economic problems with mathematics. Major emphasis is placed on conducting comparative static analyses using mathematical techniques.

**ECON 2660 Economics of Hong Kong and the Pan-Pearl River Delta**

Prerequisite: CHSE 1010/ECON 1010 Introductory Economic Analysis for China Studies or ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles

This course aims to provide students with a systematic understanding of the post-war development of the Hong Kong economy and the economic relationship between Hong Kong and the Pan-Pearl River Delta (PPRD), especially after China adopted its open-door policy and economic reform since 1978. Macroeconomic environment and policy issues of Hong Kong will be examined. Economic characteristics of the PPRD, competition and complementarities between Hong Kong and the PPRD will be studied. The prospect and strategy of closer economic cooperation between Hong Kong and the PPRD will be examined. It is expected that after attending this course students will understand more Hong Kong's macroeconomic environment and its economic relationship with the PPRD upon which informed decision could be made in business and other areas.

**ECON 3005 Applied Econometrics**

Prerequisite: BUSI 3007 Business Research Methods or ECON 2025 Basic Statistical Methods or equivalent

This course aims at giving students basic understanding of econometrics theories and applying econometric techniques to specific empirical economic problems. Numerous examples are examined to achieve this goal. Emphasis is placed on the classical linear model, least squares estimation, hypothesis testing, and model building. Econometric models are then adopted to analyze practical problems and make forecasts. Furthermore, students are trained in this course to use computer statistical software.

**ECON 3006 Asia-Pacific Economies**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

This course aims to introduce to students a general survey of economic development in the Asia Pacific region. It is designed to help students to be familiarized with economic affairs in the region and equip themselves with basic analytical tools for tackling economic issues. Socio-economic factors and changes in the global environment that have given rise to the "East Asian miracle," the subsequent financial crisis in 1997, and the following development will be carefully analysed. Emphasis will be placed on the understanding of economic problems in the real world.

**ECON 3007 Industrial Organization and Business Decision**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

Our objective is to give students a working knowledge to analyze the economic decisions that firms normally have to make in the real world. The discussion will focus on how firms set their prices, maintain its market dominance and interact with other firms. Furthermore, we will explore how governments should formulate their policies for strengthening the market competition.

**ECON 3010 Urban and Regional Economic Development in China**

Prerequisite: ECON 2220 Foundations of Chinese Economy

This course studies how China's urbanization strategies and regional development policies have affected economic performance since reform. The first part of the course will review China's urbanization strategies and analyse how the Chinese government has attempted to improve the management and administration system of cities to promote economic growth. The second part will discuss the central government's regional economic policies in different stages of reform and the actual development paths of major regions in China.

**ECON 3015 Public Finance**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

This course aims at analyzing the economics of public sector. Fiscal objectives, instruments and constraints, as well as concepts and theories of public finance will be discussed, mainly from a positive perspective. Considerations will also be given to the economic impacts from the political interactions of interest groups. The analytical tools, models and applications to the real world public sector problems are emphasized.

**ECON 3016 International Trade**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

This course aims to provide an up-to-date and understandable analytical framework for illustrating current events of international trade. The first half will be devoted to understand the classical as well as modern theories of international trade. The second half of this course will be focused on trade policy and international economic integration.

**ECON 3017 International Financial Economics**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

This course provides students with an understanding of international finance concepts and applications of the exchange rate theories and analytical techniques for international financial management and investment. The course covers three main areas: (1) international monetary arrangements and international financial environment; (2) the exchange rate market, the exchange rate determinations with their theoretical analysis, and the foreign exchange risk and forecasting; and (3) macroeconomic policy and coordination in the open economy under different exchange rate systems.

**ECON 3020 Games and Economic Decisions**

Game theory is a systematic way of studying strategic situations, in which each decision-maker's behaviour affects the well-being of other decision-makers. This course introduces the basic tools for decision-making in such strategic situations. Basic concepts such as dominance, Nash equilibrium, backward induction, commitment, credibility, signalling will be covered. This course adopts a practical approach, in which conceptual analysis real-world examples and applications will be emphasized. Classroom games or economic experiments will be conducted in class. Reliance on mathematics will be kept to essential or minimal level. This approach aims to develop students' conceptual understanding, enhance their application ability and enable them to learn reflectively.

**ECON 3025 Money and Banking**

Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles

This course aims to provide a general survey of financial institutions and markets, bank management, monetary theory and policy, and to help students understand why the financial system is organized as it is and how the financial system and economy are interconnected. Students are expected to link the monetary and financial theories and international experiences learned in the lectures to the local financial system and monetary arrangements.
ECON 3026 Chinese Economic Developments (3,3,0) (E)
This course provides an overview of the Chinese economic developments. Emphases will be placed on how the Mainland China has emerged as an important economic power in the world since she adopted economic reforms and open-door policies in 1978 and how she has gradually integrated with Taiwan and Hong Kong. A useful economic background will be provided to students who may be prepared to engage in China business in the future.

ECON 3027 Mathematical Analysis for Economics (3,3,0) (E)
Prerequisite: ECON 2016 Mathematics for Economists or equivalent
This course aims to provide students exposure to common mathematical analyses of economics. It maintains a balance between economic theories and mathematical vigorous. Students are trained to solve economic problems with mathematics. Major emphasis is placed on conducting comparative static analyses using mathematical techniques.

ECON 3035 Industrial Management and Development in China (3,3,0) (P)
Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1006 Principles of Economics II or ECON 1007 Basic Economic Principles
The course aims to develop students' knowledge of the industrial sector of the Chinese economy, placing particular emphasis on the reform experience of the industrial enterprises in the country. Special effort will be put on analysing the recent emergence of private enterprises in the industrial sector. The course will discuss how this change came about and its likely impacts on the economic development of the country. The final part of the course will discuss the difficulties facing the country in upgrading its industrial structure. Some international experience will be drawn on making policy recommendations.

ECON 3036 Economics of Human Resources (3,3,0) (E)
Prerequisite: CHSE 1005 Essentials of Economics or ECON 1005 Principles of Economics I or ECON 1007 Basic Economic Principles
This course aims to provide an understanding of the human resources market and its related issues. It seeks to describe and analyse the behaviour of the human resources market from an economic perspective. Issues of investment in human resources (education, and on-the-job training), pay differentials and discrimination in the workplace are discussed. Concepts in the area of human resources, such as work incentive schemes, payment methods, and employer and employee relationship, are also presented. To enhance the understanding and the application of the concepts, training on data analysis and knowledge of analytical tools are provided.

ECON 3037 Microeconomics (3,3,0) (E)
Prerequisite: CHSE 1005 Essentials of Economics
This course aims at providing students with more knowledge of economic theories which are relevant for the analysis of both market economies and planned economies, as well as systems which are in the process of transition. After discussing major approaches to the investigation of different microeconomic phenomena, efficiency and welfare issues concerning capitalist and socialist systems will be covered, leading to a study of microeconomic transition options. Students will be familiarised with examples involving China through exercises.

ECON 3045 Macroeconomics (3,3,0) (E)
Prerequisite: CHSE 1005 Essentials of Economics
This course covers macroeconomic theories applicable to both market economies and centrally planned economies in the pre-reform and the post-reform eras. Closed and open economy versions, as well as relevant growth models, will be investigated.

ECON 3046 Economic Development (3,3,0) (E)
Prerequisite: ECON 1007 Basic Economic Principles or CHSE 1005 Essentials of Economics
This course covers major theoretical issues of economic growth and development. It aims to introduce and analyse the common problems facing less developed economies. Strategies and policy recommendations for sustainable economic development will be discussed. This course intends to provide students with a solid theoretical foundation to appraise the strategies and performances of economic development.

ECON 3047 Economic Environment in China (3,3,0)
This course aims at providing students with basic knowledge about China’s economic environment where business activities take place. Developments in the domestic economy will be studied, followed by investigations into trends of foreign trade and foreign investments in China. After taking this course, the students should be able to evaluate the economic situation in terms of the performance and policy changes in key economic sectors.

ECON 3055 Games and Economic Decisions (3,3,0) (E)
Game theory is a systematic way of studying strategic situations, in which each decision-maker’s behaviour affects the well-being of other decision-makers. This course introduces the basic tools for decision-making in such strategic situations. Basic concepts such as dominance, Nash equilibrium, backward induction, commitment, credibility, signaling will be covered. This course adopts a practical approach, in which conceptual analysis real-world examples and applications will be emphasized. Classroom games or economic experiments will be conducted in class. Reliance on mathematics will be kept to essential or minimal level. This approach aims to develop students’ conceptual understanding, enhance their application ability and enable them to learn reflectively.

ECON 3056 Real Estate Economics (3,3,0)
Real estate represents an important sector in Hong Kong. It involves many interesting and complex economic and policy issues, for example, introduction of a variety of mortgage-backed securities and the land auction system. A proper understanding of the real estate market is important for individuals to make sound savings and investment decisions, for businesses to make the right decision on whether to buy or lease a property, and for banks to evaluate the asset risks underlying their mortgage loan portfolios. Students will be trained on data analysis and knowledge of real estate economics to learn reflectively.

ECON 3110 International Economics (3,3,0)
Prerequisite: (1) ECON 1210 Principles of Microeconomics and (2) ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles
This course aims to provide an up-to-date and understandable analytical framework for illustrating current events of international trade and finance. The first half will be devoted to understand the classical as well as modern theories of international trade, trade policy and international economic integration. The second half of this course will be focused on international finance and open economy macroeconomic, understanding the difference between fixed and flexible exchange rate systems, balance of payments and international monetary problems.

ECON 3160 Real Estate Economics (3,3,0)
Real estate represents an important sector in Hong Kong. It involves many interesting and complex economic and policy issues, for example, introduction of a variety of mortgage-backed securities and the land auction system. A proper understanding of the real estate market is important for individuals to make sound savings and investment decisions, for businesses to make the right decision on whether to buy or lease a property, and for banks to evaluate the asset risks underlying their mortgage loan portfolios.
and to innovate real estate related financial products. The objective of this course is to develop an analytical framework by which students can make sound real estate investment decisions. The main emphasis of the course is on concept building, financial modelling, and practical application.

**ECON 3230 Rural Economic Development in China**
(3,3,0)
Prerequisite: ECON 2220 Foundations of Chinese Economy
This course aims at fostering an in-depth understanding of the process of institutional and policy changes as well as economic development in the countryside of China since 1949. Greater emphasis will be placed on the reform period. Debates in the Western literature and among Chinese economists will be critically reviewed.

**ECON 3240 Industrial Organization and Business Decision**
(3,3,0)
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1620 Basic Economic Principles
Our objective is to give students a working knowledge to analyse the economic decisions that firms normally have to make in the real world. The discussion will focus on how firms set their prices, maintain their market dominance and interact with other firms. Furthermore, we will explore how governments should formulate their policies for strengthening the market competition.

**ECON 3250 Econometric Analysis for Business**
(3,3,0)
Prerequisite: BUS 1200 Statistics for Business or ECON 1150 Fundamentals of Quantitative Methods or equivalent
This course focuses on empirical analysis of real world data using econometric techniques. It adopts a hands-on approach. A wide range of applications is examined to achieve this goal. Emphasis is placed on the linear regression model, least squares estimation, hypothesis testing, and model building. Students are trained to use computer statistical software in the analysis of practical problems and making forecasts.

**ECON 3260 Chinese Economic Developments**
(3,3,0) (E)
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles or equivalent
This course provides an overview of the Chinese economic developments. Emphasis will be placed on how the mainland China has emerged as an important economic power in the world since it adopted economic reforms and open-door policies in 1978 and how she has gradually integrated with Taiwan and Hong Kong. A useful economic background will be provided to students who may be prepared to engage in China business in the future.

**ECON 3580 Honours Project**
(3,*,*)
The student project is a valuable integrative element in the BSoEC curriculum, providing a focus for the application of knowledge acquired from core and major courses. The project provides an opportunity for students to apply the knowledge and skills gained on the degree programme to a real and practical economic issue related to China, and to prepare themselves for the transfer from the academic to the work situation.

**ECON 3620 Economic Development**
(3,3,0)
Prerequisite: (1) ECON 1210 Principles of Microeconomics and (2) ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles
This course covers major theories of economic growth and development. It aims to introduce and analyse the common problems facing less developed economies. Strategies and policy recommendations for sustainable economic development will be discussed. This course intends to provide students with a solid theoretical foundation to appraise the strategies and performances of economic development.

**ECON 3650 Public Finance**
(3,3,0)
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1620 Basic Economic Principles
This course aims at analysing the economics of public sector. Fiscal objectives, instruments and constraints, as well as concepts and theories of public finance will be discussed, mainly from a positive perspective. Considerations will also be given to the economic impacts from the political interactions of interest groups. The analytical tools, models and applications to the real world public sector problems are emphasized.

**ECON 3670 Economic and Business Forecasting**
(3,3,0)
Prerequisite: ECON 2170 Applied Econometrics or ECON 3250 Econometric Analysis for Business or equivalent
This course aims to introduce quantitative methods and techniques for time series modelling, analysis, and forecasting of economic and business data. Topics include time series properties of fluctuation, cycle, seasonality, trend, and unit roots tests for stationary. Models such as autoregressive and distribution lags, moving average and exponential smoothing, ARIMA, VAR and Error Correction (EC), ARCH and GARCH, Logit and Probit models will be discussed with both statistical theory and practical methods of model building and analysis. Emphasis will also be put on the applications in economic and business related areas. Computing is an integral part of this course, all students are required to do data analysis, modelling and forecasting with computer statistics software.

**ECON 3710 China's Foreign Economic Relations and Trade**
(3,3,0)
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles or CHES 2220 Foundations of Chinese Economy or ECON 3110 International Economics
This course aims to introduce students the basic features and economic impacts of China's foreign economic relations and trade, with emphasis on reform and changes in the post-1978 period. The first part of the course provides a theoretical as well as empirical framework for analysis of China's foreign trade issues. The second part of the course examines and assesses recent developments of foreign investment in China.

**ECON 3720 Industrial Management and Development in China**
(3,3,0)
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1220 Principles of Macroeconomics or ECON 1620 Basic Economic Principles
The course aims to develop students' knowledge of the industrial sector of the Chinese economy, placing particular emphasis on the reform experience of the industrial enterprises in the country. Special effort will be put on analysing the recent emergence of private enterprises in the industrial sector. The course will discuss how this change came about and its likely impacts on the economic development of the country. The final part of the course will discuss the difficulties facing the country in upgrading its industrial structure. Some international experience will be drawn on making policy recommendations.

**ECON 3730 Money and Finance in China**
(3,3,0)
Prerequisite: CHSE 2220 Foundations of Chinese Economy or ECON 2130 Money and Banking
This course aims at fostering an understanding of the functions and the administration of money and finance in mainland China, and their impact on the economy at both the micro and the macro levels. Fiscal, monetary and exchange rate systems will be analysed from optimality as well as policy viewpoints. The developments of the post-1979 and post-1994 financial reforms and their policy implications will be emphasized. Financial relations between the Mainland and Hong Kong will also be investigated.
This course aims to provide an understanding of the human resources market and its related issues. It seeks to describe and analyse the behaviour of the human resources market from an economic perspective. Issues of investment in human resources (education and on-the-job training), pay differentials and discrimination in the workplace are discussed. Concepts in the area of human resources, such as work incentive schemes, payment methods, and employer and employee relationship, are also presented. To enhance the understanding and application of the concepts, training on data analysis and knowledge of analytical tools are provided.

ECON 4005 China's Foreign Economic Relations and Trade
Prerequisite: CHSE 1005 Essentials of Economics or ECON 1006 Principles of Economics I or ECON 1007 Basic Economic Principles
This course aims to introduce students the basic features and economic impacts of China's foreign economic relations and trade, with emphasis on reform and changes in the post-1978 period. The first part of the course provides a theoretical as well as empirical framework for analysis of China's foreign trade issues. The second part of the course examines and assesses recent developments of foreign investment in China.

ECON 4006 Economic and Business Forecasting
Prerequisite: ECON 3005 Applied Econometrics or equivalent
This course aims to introduce quantitative methods and techniques for time series modelling, analysis, and forecasting of economic and business data. Topics include time series properties of fluctuation, cycle, seasonality, trend, unit root tests for stationarity. Models such as autoregressive and distribution lags, moving average and exponential smoothing, ARIMA, VAR and Error Correction (EC), ARCH and GARCH, Logit and Probit models will be discussed with both statistical theory and practical methods of model building and analysis. Emphasis will also be put on the applications in economic and business related areas. Computing is an integral part of this course, all students are required to do data analysis, modelling and forecasting with computer statistics software.

ECON 4007 Money and Finance in China
Prerequisite: CHSE 2005 Foundations of Chinese Economy or ECON 1006 Principles of Economics II or ECON 1007 Basic Economic Principles
This course aims at fostering an understanding of the functions and the administration of money and finance in Mainland China, and their impact on the economy at both the micro and the macro levels. Fiscal, monetary and exchange rate systems will be analyzed from optimality as well as policy viewpoints. The developments of the post-1979 and post-1994 financial reforms and their policy implications will be emphasised. Financial relations between the Mainland and Hong Kong will also be investigated.

ECON 7080 Economics of Public Policy
This course is designed to help students understand the analytical tools of economics and apply them to major public policy issues such as the minimum wage, rent controls, international trade and globalization, income distribution, public goods, urban development, traffic congestion and urban crime. The course aims to help students master principles of economics in formulating public policy.

ECON 7090 Business Economics
Business economics studies how to apply micro and macro economic models and analyses to make business decisions and to predict the changes in business environment. We (1) introduce and apply economic theory necessary for sound business decision-making, and (2) enable students to understand the effects of changes in macroeconomic environment, government fiscal and monetary policies, and international events for making favorable decisions.

ECON 7100 Research Workshops and Seminars
Prerequisite: ECON 1210 Principles of Microeconomics or ECON 1620 Basic Economic Principles
This course is designed to help students understand the analytical tools of economics and apply them to major public policy issues such as the minimum wage, rent controls, international trade and globalization, income distribution, public goods, urban development, traffic congestion and urban crime. The course aims to provide students with an understanding of the empirical framework for analysis of China's foreign trade, with emphasis on reform and changes in the post-1978 period. The first part of the course provides a theoretical as well as empirical framework for analysis of China's foreign trade issues. The second part of the course examines and assesses recent developments of foreign investment in China.
external financial management and investment. This course focuses on the foreign exchange market and international capital markets, and understand how international firms make financial decisions of foreign investment, and measure foreign exchange risk in the present global financial environment. The course is organized in three parts: (1) introduction of international financial environment and the important international macroeconomic concepts; (2) understanding the foreign exchange rate market, the exchange rate determinations with its theoretical analysis and forecasting, and the foreign exchange risk and its management; (3) focus on international portfolio investment strategies and the exchange risk management.

ECON 7230 Monetary Economics (3,3,0)
This course discusses the impacts of money demand and money supply, and therefore monetary policies on output, employment, and inflation. The role of central bank and its interaction with firms and workers, more specifically, how it should carry out monetary policies in face of the rational expectations of these economic agents in the private sector, will be evaluated. In addition, under the rapid globalization, impacts of one country’s monetary policy on exchange rates and other country’s economies will also be studied. After taking this course, students are expected to be able to explain different phenomenon of the macro-economy and make forecasts about the basic macro-economic trends.

ECON 7240 Economic Development and Growth (3,3,0) (E)
The aim of this course is to examine the driving forces and mechanisms of economic development and growth. We will explain and discuss economic models and perspectives on development and growth, go through the empirical findings on the issues and assess the difference and growth potentials across countries.

ECON 7250 Financial Economics (3,3,0) (E)
This course provides an introduction to financial economics. The topics include an introduction of capital markets, consumption and investment, capital budgeting, the theory of choice, valuation of securities, portfolio analysis, bond analysis, options and futures markets, International Financial Management, and Efficient Capital Markets. It will also provide students with knowledge and skills in applications of modern finance theory to risk management and other issues in economics and financial markets. Applications of the theory are emphasized throughout the course.

ECON 7260 Economic Analysis of the Firm (3,3,0)
This course introduces theories that explain the sizes, scopes, internal structures, and the kinds of contractual relations that characterize business firms. Issues addressed include: why firms exist, how firms are established, and what contracts firms make to the economy. The course provides innovative models of economic equilibrium that endogenously determine the structure and function of economic institutions. The entrepreneur as a decision maker is analyzed in detail. In addition to the role of a producer, the firm as an intermediary and as a market maker is also discussed.

ECON 7270 Topics in Microeconomics (3,3,0)
This course aims at bringing current development of microeconomics to students. The topics may vary from year to year, depending on the research and teaching interest of instructors. Some examples of topics are: theory of incentives, theory of organizations, mechanisms design, modelling multi-person strategic behaviour, general equilibrium, modelling multi-output production, etc. Three to five topics will be covered thoroughly in one semester.

ECON 7280 Topics in Macroeconomics (3,3,0)
This course educates students in knowing the latest development of macroeconomics. The topics may vary from year to year, depending on the research and teaching interest of instructors. Some examples of topics are: (i) how macroeconomic theories can be applied to understand the complex functioning of a modern market economy, (ii) why fluctuations in aggregate economic activity and sometimes crisis may occur in an economy and (iii) how government policies may be used to stabilize the functioning of an economy. Current macroeconomics issues will be discussed, too, for example, the causes and remedies of (i) the global financial crisis of 2008, (2) the European sovereign debt crisis and (3) the long-term stagnation in Japan.

ECON 7310 Economic Institutions in China (3,3,0) (E)
This course studies key economic institutions of China that have emerged in the course of transition from a planned to a market economy. These institutions are not necessarily the first-best choices from the perspective of conventional theories of market economy, but they might overcome some typical institutional weaknesses of transitional economies. They include the double-track pricing and allocation system, local government ownership of firms, fiscal decentralization and yardstick competition among different regional jurisdictions, etc. Drawing on the major contributions in the economics literature, the costs and benefits of adopting these institutions by China will be analysed.

ECON 7320 Public Finance and Monetary Economics in China (3,3,0) (E)
This course aims at providing an in-depth understanding of the functions and the performance of China’s fiscal, monetary and exchange rate systems, as well as their impact on the economy. After explaining major trends in those changing regimes, their developments in the post-1994 and post-2001 periods are analysed, using theoretical models and econometric techniques to tackle critical issues. Regarding the fiscal system, the course emphasizes topics such as central-local intergovernmental relations, the transition from contracts to tax assignment, and the impact of patterns of taxation and public expenditure on macroeconomic development and income distribution, amongst others. Sterilization operations for a semi-open monetary regime and increasing flexibility of the exchange rate form the focus for discussion of the challenges facing the People’s Bank of China, on top of the reforms of monetary tools and capital account liberalization. The reactions and effectiveness of China’s fiscal-monetary mix in alleviating the adverse consequences of the global economic crisis which began to unfold from the fourth quarter of 2008 are to be reviewed. The course ends by an investigation of the evolving financial relations between the Mainland and Hong Kong.

ECON 7330 Foreign Economic Policies of China (3,3,0) (E)
This course discusses the foreign economic relations of China with the rest of the world and the foreign economic policies of China. It explores how and why China integrates its economy with the world economy, major conflicts with other countries, and how some of the conflicts were resolved or minimized. Topics covered include China’s trade with other countries, accession to the World Trade Organization, currency policy, and free trade areas. Also covered are the relations between economic growth and foreign economic policies and the relations between domestic policies and foreign policies. Students can learn from this course not only how a developing country like China can benefit from foreign trade but also the major conflicts China has with other countries.

ECON 7340 Productivity Analysis of the Chinese Economy (3,3,0) (E)
This course is an interdisciplinary field of economics, management science, mathematics and econometrics. It aims at applying advanced production theory and quantitative techniques for performance gauging in multi-input, multi-output organizations. The productivity of individual enterprises as well as the whole economy is the focus. Students will obtain hands-on experience such as evaluating the efficiency losses of firms in various industries and the welfare losses of regional fragmentations. The productivity growth of the Chinese economy before and after the economic reform will also be studied.
### Course Descriptions

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 7350</td>
<td>Corporate Finance and Governance in China</td>
<td>(3,3,0) (E)</td>
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<tr>
<td>ECON 7470</td>
<td>Environmental Economics</td>
<td>(3,3,0) (E)</td>
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<tr>
<td>ECON 7480</td>
<td>Industrial Organization</td>
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<td>ECON 7510</td>
<td>China's Economic Development and Reform</td>
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<td>ECON 7520</td>
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<td>(3,3,0) (P)</td>
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<tr>
<td>ECON 7550</td>
<td>Financial Markets and Corporate Governance in China</td>
<td>(3,3,0) (E)</td>
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ECON 7600 Economics for Managers (3,3,0) (P)
Managerial economics concerns how to use economic analysis to make business decisions of a firm. This course (1) presents an introduction to applied economic theory necessary for sound managerial decision-making and (2) is to enable students to understand major macroeconomic issues that have important bearing on running a firm.

ECON 7610 Economic Developments in China and Hong Kong (3,3,0)
This course aims to provide students with a systemic understanding of the system and performance of the Chinese and Hong Kong economies since 1949 respectively. Adopting a historical and topical approach, this course focuses on the policy issues of reform and development of the Chinese and Hong Kong economies respectively. Issues on closer economic ties between Hong Kong and the mainland will also be examined.

ECON 7620 International Macroeconomics and Policy Issues (3,3,0) (P)
The objective of this course is twofold: the first objective is to explore the foundations of trade policies, particularly the major policies to promote free trade among trading partners. It also discusses the major issues related to trade imbalances, including the effects of trade policies, trade balances, and world trade system. To enhance deeper understanding of various trade policies, a comparison between these policies would be provided. Another objective is to focus on topics in international finance. Major topics covered include national income accounts, balance of payments, foreign exchange market, interest parity and purchasing power parity, and topics in international monetary economies.

ECON 7630 International Trade and Finance in China (3,3,0) (E)
This course aims at fostering an understanding of two major aspects of China's economic development since 1978: (1) the basic features and impacts of expanding foreign trade under the open policy; and (2) the functions and the administration of money and finance in an increasingly liberalized and decentralized environment. After a brief historical review of major stages, achievements, and remaining problems in both aspects, reform and policy options will be discussed, and the opportunities as well as challenges from a business perspective will be examined.

ECON 7710 Advanced Econometrics (3,3,0)
The goal of the course is to provide students with advanced theories in econometrics. The emphasis is on theoretical underpinnings and unifying themes, to be supplemented by applied computer work. Students completed this course should be able to conduct sophisticated empirical research.

ECON 7740 Required Readings in Economics (3,3,0)
This course aims to (1) provide a tailor-made and guided reading program for research postgraduate students in specific area(s) of concentration, and (2) induce students to acquire in-depth understanding of their specific research field in the discipline of economics. The supervisor and the student are required to work out a reading list to cover literature supplementary to the student's research area. The approved list will be submitted to the Department for record.

ECON 7750 Advanced Microeconomics (4,4,0) (E)
This course educates students advanced treatments of microeconomics by emphasizing more rigorous proofs. Students will investigate the optimization behaviour of individual agents as well as resource allocation in a decentralized economy. Uncertainty and strategic behaviours will be introduced in this course, too.

ECON 7760 Advanced Macroeconomics (4,4,0) (E)
The course introduces students to important topics in macroeconomics, including growth theory, business cycles, New Keynesian theories, and recent development in macroeconomics. Both theoretical and empirical aspects are the focus of the course. While the theoretical models offer qualitative insights into the working of the economy, the emphasis of the empirical techniques allow students to estimate the economic models and enable them to make use insights for the most current economic studies into the effect of government policy on the economy. With the building of knowledge on both qualitative and quantitative macroeconomics, students are equipped with tools needed for understanding and conducting macroeconomic policy analysis.

EDUC 1005 Introduction to Educational Psychology (2,2,0) (E)
This course introduces cognitive and psychosocial development across stages of childhood and adolescent; behavioural, social-cognitive and individual factors underlying the processes of human learning; as well as related applications in classroom teaching and learning.

EDUC 1006 Introduction to Liberal Studies in Schools (2,2,0) (C)
This course provides an overview of Liberal Studies (LS) as a subject in Hong Kong secondary schools. The course will connect LS with Liberal Education and its application in tertiary and secondary education. Issues related with LS curriculum and pedagogy will also be introduced.

EDUC 1007 Instructional and Assessment Strategies for Liberal Studies (2,2,0) (C)
This course examines current theories and approaches of instruction and assessment in liberal studies (LS) and aims at preparing students to be effective LS teachers for Hong Kong schools.

EDUC 1015 Teaching and Learning with Information and Communication Technology (2,2,0) (E)
This course equips students with relevant skills in integrating information and communication technologies into teaching and learning. It provides students with a comprehensive understanding of the pedagogical, technological and administrative implications of new technologies for subject teaching, and prepares them to design, develop, implement, evaluate and manage the use of ICT in various educational settings.

EDUC 1016 Introduction to Sociology of Education (2,2,0) (E)
The course aims at providing a sociological framework for understanding the relationship between education and society. It examines social, cultural, and political influences on education.

EDUC 1017 Introduction to Philosophy of Education (2,2,0) (E)
This course is an introduction to selected philosophical issues confronting education practitioners in their daily work. It aims to develop students' ability to reflect philosophically on teaching and learning, to think critically about various schools of educational thoughts, and to relate curricula and methods of instruction to their philosophical underpinnings.

EDUC 1018 Educational Psychology (2,2,0) (E)
This course provides an introduction to the psychology of learning, teaching, and human development. It covers fundamental concepts in educational psychology, including learning theories, cognitive psychology, social psychology, and developmental psychology, and explores how these concepts can be applied to educational practice.

EDUC 1019 Educational Research (2,2,0) (E)
This course introduces students to the principles and methods of educational research. It covers topics such as research design, data collection, statistical analysis, and research ethics, and emphasizes the application of research findings in educational practice.

EDUC 1020 Educational Policy (2,2,0) (E)
This course explores the development and implementation of educational policy in various contexts. It covers topics such as policy formulation, implementation, evaluation, and the role of stakeholders in the policy-making process.
EDUC 1025 School Experience (2,0,0)
This course is one of the four components of the Integrated Practicum for giving student-teachers an early and rich induction into the school system before their formal teaching practice. Student-teachers will spend four weeks in schools tasting the teachers’ life. They will work as an assistant to take care of the extra-curricular activities, meetings, projects as well as classroom teaching. Student-teachers are required to submit a portfolio which recorded down these three weeks’ experience, reflections, and one supervision result.

EDUC 1026 Introduction to English Language (2,2,0) (E)
Teaching (ELT)
The course provides students with basic concepts and theories of English language teaching (ELT), based on which students will be able to make informed choices about the design of ELT curriculum and syllabus, the teaching of various skills and application of strategies at different stages of the curriculum, including planning, preparation, implementation and evaluation.

EDUC 1027 Teaching of Grammar and (2,2,0) (E)
Vocabulary
This course gives students an overview of grammar and vocabulary in language teaching and examines grammar and vocabulary instruction from both the learning and teaching perspectives. It provides students with knowledge necessary for making informed choices about the teaching and testing of grammar and vocabulary in the English classroom.

EDUC 2005 Classroom Communication and (3,3,0) (E)
Management
This course focuses on managing the classroom environment for positive teaching and learning by providing an infrastructure of order and meaning. It also deals with the theoretical basis and the implementation of a range of approaches to classroom management and communication. Emphasis will be put on knowledge and skills for creating a learning environment that encourages positive social interaction and communication.

EDUC 2006 Curriculum, Assessment and (3,3,0) (E)
Learning
Prerequisite: EDUC 1050/1005 Introduction to Educational Psychology
This course provides students with an overview of the school curriculum. It introduces students to the principles and instruments of assessment commonly used for different key stages. Emphasis is put on examples drawn from the Hong Kong context.

EDUC 2007 Educational Research (3,3,0) (E)
This course aims at providing students with the basic information for developing students’ understanding of the process in educational research from idea formulation through data analysis and interpretation. It introduces the basic concepts and procedures that are essential for engaging in and critiquing educational research intelligently and meaningfully. It also discusses the methodologies most commonly used in both quantitative and qualitative educational research.

EDUC 2015 Teaching and Learning of Self (2,2,0) (C)
and Personal Development
This course gives students an overview of “Self and Personal Development” as an area of study in the Hong Kong Liberal Studies Curriculum. It engages students in exploration of key issues and themes in understanding oneself and handling interpersonal relationships. It also aims at developing students’ pedagogical knowledge and skills in the teaching and assessment of this study area.

EDUC 2016 Teaching and Learning of Society (2,2,0) (C)
and Culture
This course addresses issues in social and cultural life in Hong Kong and China with specific emphasis on their dynamic changes and current development. The course enables students to develop an ability to critically analyse some major social issues, such as social systems, citizenship and the construction of their identities in local, national and global levels. Besides, it will also discuss the controversial concept of globalization and its impact and diverse reactions of various people and groups.

EDUC 2017 Teaching of Reading and Writing (2,2,0) (E)
This course introduces students to the theory and practice of reading and writing by examining the key issues in second-language reading and writing instruction. It offers students the opportunity to experience a range of approaches in the teaching of reading and writing, as well as techniques for planning, teaching and assessing reading and writing.

EDUC 2025 Teaching of Listening and Speaking (2,2,0) (E)
This course introduces students to the theory and practice of listening and speaking by examining the key issues in second-language listening and speaking instruction. It offers students the opportunity to experience a range of approaches in the teaching of listening and speaking, as well as techniques for planning, teaching and assessing listening and speaking.

EDUC 2026 Overseas Immersion Programme (3,0,3) (E)
This course provides students with immersion in an English-speaking country through participation in a variety of activities.

EDUC 2060 Teaching and Learning of Self (2,2,0)
and Personal Development
This course gives students an overview of “Self and Personal Development” as an area of study in the Hong Kong Liberal Studies Curriculum. It engages students in exploration of key issues and themes in understanding oneself and handling interpersonal relationships. It also aims at developing students’ pedagogical knowledge and skills in the teaching and assessment of this study area.

EDUC 3005 Teaching and Learning of Science, (2,2,0) (C)
Technology and Environment
This course gives students an overview of “Science, Technology and Environment” (STE) as an area of study in the Hong Kong Liberal Studies Curriculum. The connection between STE and the curriculum area of “Science, Technology and Society” (STS) are examined at both the junior and senior secondary levels. This course will also provide students with basic information on various STS issues in the contemporary world so as to develop their pedagogical knowledge and skills, thus enabling them to make informed choices and actions about instruction and assessment for this area of study.

EDUC 3006 Supervised Teaching Practice I (4,0,0)
Prerequisite: EDUC 1025/1070 School Experience
This course is one of the four components of the Integrated Practicum for giving students-teachers an opportunity to put theory into practice. Student-teachers will spend five weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit teaching plans as well as the two assessment results after the period of their teaching practice.

EDUC 3007 Inclusive Education and Special (2,2,0)
Educational Needs
Prerequisite: EDUC 1005 Introduction to Educational Psychology
This course introduces students to the study of integration and inclusion of students with special needs in the regular classroom. It is designed to provide an understanding of the reasons for inclusion of students with disabilities in regular schools, and the strategies that can be used to optimize their educational experiences. It also aims to enhance student-teachers’
understanding of the individual requirements of students with diverse needs. Emphasis is placed on effective research based classroom strategies that have been used by teachers, schools, and communities that have been most effective in the implementation of their inclusion policies.

EDUC 3015 Teacher's Personal and Professional Development (2,2,0)
This course aims to promote students’ interest in, and readiness for, taking charge of their personal and professional development as a teacher. It also draws attention to the significance of mental and physical health to teaching life and highlights a number of issues for the induction of beginning teachers.

EDUC 3016 Supervised Teaching Practice II (4,0,0)
Prerequisite: EDUC 3006 Supervised Teaching Practice I This course is one of the four components of the Integrated Practicum for giving students-teachers an opportunity to put theory into practice. Student-teachers will spend five to six weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit teaching plans as well as the two assessment results after the period of their teaching practice.

EDUC 3035 Development of Children and Adolescents (2,2,0)
The course provides an introduction to different aspects of child and adolescent development. It includes topics on cognitive, personal, social, physical, sexual, moral, and career development. Reference is made to whole-person education in the local school context.

EDUC 4005 Creative and Critical Thinking (2,2,0) (E)
This course aims to enhance the thinking skills and inclinations of students by familiarizing them with the nature of thinking, processes of thinking and the methods used for developing thinking capacities. It provides them with opportunities for reflecting on their own thinking as well as exploring different approaches to the teaching of thinking skills. A specific focus on skills in verbal reasoning and argumentation will be emphasized in this course.

EDUC 4006 Teaching English to Adults (2,2,0)
This elective extends students’ knowledge of language learning and teaching to focus on teaching English to adult learners who require either general English or the English language for specific purposes, such as academic study and discipline-specific needs.

EDUC 4007 Teaching English to Young Learners (2,2,0)
Prerequisite: Enrolment for this elective is subject to approval by the Department This elective course extends student-teachers’ knowledge of language learning and teaching to focus on the specific characteristics of young language learners and the implications for the teaching of English as a second language in the primary sector. The course also builds on student-teachers’ knowledge of language teaching methodology.

EDUC 4015 Teaching General Studies to Young Learners (2,2,0)
This course introduces students to the curriculum and content of General Studies (GS) in Hong Kong primary education. Students will also learn about instructional and assessment strategies, and develop teaching plans and learning materials for GS. The role of GS in the primary curriculum, and its connection with Liberal Studies (LS) at the secondary stage, will also be discussed.

EDUC 4016 Teaching Mathematics to Young Learners (2,2,0)
This course provides an overview of the primary mathematics curriculum in Hong Kong. It examines the general principles of curriculum design and focuses on the pedagogical knowledge and generic skills required for the teaching and learning of mathematics at Key Stages 1 and 2.

EDUC 4017 Coping with Changes in Primary Education (2,2,0)
Prerequisite: Enrolment for this elective is subject to approval by the Department This course develops students’ knowledge of coping with contemporary changes in primary education, specifically issues related to individual learners and classroom and school practices that impact upon these learners. The course covers topics such as learner diversity and differences, learning difficulties and related problems, small class teaching and whole school approach.

EDUC 4025 Developing Literacy Skills in Young ESL Learners (2,2,0) (E)
Prerequisite: Enrolment for this elective is subject to approval by the Department This course extends students’ knowledge of language learning and teaching to focus on literacy acquisition and development and the implications for teaching literacy in English as a second language in the primary sector. The course also focuses on alphabetic knowledge, word recognition, phonemic and phonological awareness, print awareness, assessment of literacy and literacy difficulties.

EDUC 4026 Integration, Reflection and Innovation in English Language Teaching (Primary) (2,2,0) (E)
Prerequisite: EDUC 1026 Introduction to English Language Teaching (ELT) This course extends and consolidates students’ knowledge of second language education through involving students in reviewing and evaluating current theories and practices in ELT. The course covers topics such as integration of theories and practices in ELT, reflective language teaching, language classroom enquiry, and recent developments and innovation in ELT.

EDUC 4027 Integration, Reflection and Innovation in English Language Teaching (Secondary) (2,2,0) (E)
Prerequisite: EDUC 1026 Introduction to English Language Teaching (ELT) This course extends and consolidates students’ knowledge of second language education through involving students in reviewing and evaluating current theories and practices in ELT. The course covers topics such as integration of theories and practices in ELT, reflective language teaching, language classroom enquiry, and recent developments and innovation in ELT.

EDUC 4035 Language Arts and Enrichment Activities (Primary) (2,2,0) (E)
This course aims at enabling students to understand the value and role of language arts and enrichment activities in ELT, as well as to develop a repertoire of effective practices, with an emphasis on the experiential dimension of language use, both inside and outside the primary classroom.

EDUC 4036 Language Arts and Enrichment Activities (Secondary) (2,2,0) (E)
This course aims at enabling students to understand the value and role of language arts and enrichment activities in ELT, as well as to develop a repertoire of effective practices, with an emphasis on the experiential dimension of language use, both inside and outside the secondary classroom.
EDUC 4898-9 Honours Project (3,0,3)
Prerequisite: EDUC 2007 Educational Research
This course provides an opportunity for students to integrate and synthesize their learning by conducting an individual independent project on a significant issue related to education. The project can be an empirical study, a literature review and discussion on specific concepts or theories, a classroom-based investigation, an action research project, or other relevant areas proposed by students, subject to approval by project supervisors. By the end of the final academic year, students are required to submit a final written report of about 7,000 to 10,000 words in English.

EDUC 7020 Psychological Foundations of Teaching and Learning (2,2,0) (E)
This course provides an orientation to the current psychological models that describe and explain human learning and instruction. Students are expected to extrapolate relevant information generated in psychological and educational research on learning motivation and teaching practice, describe a developmentally eclectic framework in human learning, and identify strategies that offer possible solutions to selected classroom problems.

EDUC 7030 Teacher Self Development (2,2,0) (C)
This course aims at promoting among students interest in and readiness for taking charge of their personal development. It draws attention to the significance of mental and physical health to teaching life and highlights a number of focuses for teachers' personal development.

EDUC 7040 Social Foundations of Education (2,2,0) (E)
This course aims at providing a sociological framework for understanding the relationship between society and education. It examines social, cultural, political and economic influences on education.

EDUC 7050 Philosophical Foundations of Education (2,2,0) (C)
This course is an introduction to both Chinese and Western philosophical issues related to education. It aims to enhance students’ ability to reflect philosophically on teaching and learning, to think critically about various schools of educational thought, and to identify curricula and methods of instruction in relation to particular philosophical positions.

EDUC 7070 Student Self Development (2,2,0) (C)
This course studies the dynamics and processes of self development in adolescents. A major emphasis is on self evaluation and peer evaluation as effective means of achieving self-understanding.

EDUC 7100 Education System and Policy in Hong Kong (2,2,0) (C)
This course covers the dominant features of the system and policy of education in Hong Kong in the postwar period. Major changes and development of the education system and policy would also be discussed.

EDUC 7110 Psychology of Adolescence (2,2,0) (C)
This course aims at increasing students' understanding of the major psychological aspects of adolescent development. It focuses on physical, cognitive, personality and social development throughout adolescence.

EDUC 7130 School Management and Decision-Making (2,2,0) (E)
This is a practical course that should focus on studying various management concepts, models and skills which could help teachers to manage the school matters properly and fulfill the needs of the school missions and visions. From general sense, this course is designed for experienced teachers whom may be the middle managers or would be promoted later on. On the other hand, the design of this course is also suitable for new teachers to study, because the course built-in various learning strategies to suit the different needs of our student-teachers.

EDUC 7140 Teaching as a Profession (2,2,0) (C)
This course focuses on the role of teachers as professional educators and reviews the process of professionalization of teaching in Hong Kong against a background of the international professionalization of teachers. The course reviews sociological, psychological and political perspectives on professions and professionalism and evaluates arguments for and against accepting teachers as professionals.

EDUC 7150 Creative and Critical Thinking (2,2,0) (C)
This course aims to enhance the thinking skills and inclinations of students by familiarizing them with the nature of thinking, processes of thinking and the methods used for developing thinking capacities. It provides them with opportunities for reflecting on their own thinking as well as exploring different approaches to the teaching of thinking skills.

EDUC 7170 School Guidance (2,2,0) (C)
This course introduces to student-teachers an overview of guidance and counselling services in secondary schools. Focus is placed on underlying principles, goals, process, techniques, developmental programmes and ethical responsibility.

EDUC 7180 Action Learning in the Classroom (2,2,0) (E)
This course aims at familiarizing students with the nature and methodology of action learning in the classroom. Action learning is a continuous process of learning and reflection which aims at improving educational practices to enhance student learning. The course further aims at fostering students’ critical reflection on classroom practices and at developing their abilities to improve those practices.

EDUC 7200 Information Technology in Education (2,2,0)
This course explores the potential of information and communication technology (ICT) in education, focusing on its application and impact on teaching and learning. The course aims at enhancing student-teachers' understanding of the prospects and problems of applying ICT in education, and developing skills and confidence in student-teachers to use the technology in the school setting. Emphasis will be placed on the use of ICT in teaching and learning to empower teachers as facilitators in the use of technology to enhance learning and teaching.

EDUC 7210 Foundations of Information Technology in Education (2,2,0) (C)
This course introduces learning theory and pedagogy relevant to the effective and appropriate use of information and communication technology in schools. It looks at related issues and obstacle of adopting technologies inside and outside classroom and the impact that may have on student learning. This course also provides practical knowledge and skills in the use of technology to support learning and teaching.

EDUC 7230 Advanced Communication Skills (2,2,0) (C)
Prerequisite: EDUC 2005 Classroom Communication and Management
This course builds on the course EDUC 2005 Classroom Communication and Management. It begins with an overview of the fundamentals of communication set in a wider context and moves on to practical applications.

EDUC 7250 Inclusive Education (2,2,0) (C)
This course introduces students to the study of the inclusion of students with special needs and explores the development and the role of inclusive education in the context of a whole school approach. It also aims to enhance student-teachers’ understanding of the individual requirements of students with diverse needs. Emphasis is placed on effective classroom strategies that have been used by teachers, schools, and communities that have been most effective in the implementation of their inclusion policies. It is
designed to provide an understanding of the reasons for inclusion of students with disabilities in regular schools, and the strategies that can be used to optimize their educational experiences.

EDUC 7260 Professional Teacher Development I (3,3,0) (C)
This course will focus on the theoretical bases and the implementation of a range of approaches to classroom management and communication. It emphasizes skills and knowledge for creating a learning environment that encourages positive social interaction and effective communication among members of the learning community.

EDUC 7270 Professional Teacher Development II (4,4,0) (C)
The course focuses on meeting the learning and development needs of teachers and students. It aims to promote interest in and readiness for student teachers taking charge of their personal development. It explores the role of teaching as a regulated professional activity and expectations of teacher behaviour. It reviews the diversity of the teacher's role, giving student-teachers knowledge and skills and classroom strategies for creating a learning environment for students with diverse learning needs.

EDUC 7280 Education Foundations (4,4,0) (C)
The course sets out to introduce prospective educators to foundational cornerstones of educational thinking and enhance their ability to reflect, analyse and apply acquired knowledge related to the philosophical and ideological contributions to education, the societal impacts and their effects on the contexts of learning, and the psychological models that describe and explain human learning and instruction. The course comprises three components representing the philosophical, social and psychological foundations of education.

EDUC 7290 Moral and Civic Education (2,2,0) (C)
This course introduces major theoretical approaches and concepts integral to moral and civic education and examines critical issues in its design and implementation.

EDUC 7310 School Experience (0,0,0)
This course is one of the four components of the Integrated Practicum for giving student-teachers an early and rich induction into the school system before their formal teaching practice. Student-teachers will spend three weeks in schools tasting the teachers' life. They will work as an assistant to take care of the extra-curricular activities, meetings, projects as well as classroom teaching. Student-teachers are required to submit a portfolio which recorded down these four weeks' experience, reflections and one supervision result.

EDUC 7320 Supervised Teaching Practice (4,0,0)
This course is one of the four components of the Integrated Practicum for giving student-teachers an opportunity to put theory into practice. Student-teachers will spend eight weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit a reflective teaching portfolio which included teaching plans as well as the two assessment results after their teaching practice period.

EDUC 7341-2 Supervised Teaching Practice I & II (2,0,0)
This course is one of the four components of the Integrated Practicum for giving student-teachers an opportunity to put theory into practice. Student-teachers will spend ten weeks in schools and will work as a teacher to teach inside the classroom. Student-teachers are required to submit a reflective teaching portfolio which included teaching plans as well as the two assessment results after their teaching practice period.

EDUC 7360 Curriculum and Assessment (3,3,0) (C)
This course provides students with knowledge about school curriculum in general. This course also introduces students to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUC 7370 Classroom Management and Communication (3,3,0) (C)
This course focuses on managing the classroom environment for positive teaching and learning by providing an infrastructure of order and meaning. It also deals with the theoretical basis and the implementation of a range of approaches to classroom management and communication. Emphasis will be put on knowledge and skills for creating a learning environment that encourages positive social interaction and communication.

EDUC 7381-2 Subject Instruction I & II (4,4,0) (C)
This course develops and enhances the effectiveness of students in teaching their specializing subjects in schools. It also fosters critical thinking, creativity and self-reflection in curriculum design, implementation and evaluation.

EDUC 7391-2 Subject Teaching I & II (3,3,0) (C)/ (E)
This course develops and enhances the effectiveness of students in teaching their specializing subjects in schools. It also fosters critical thinking, creativity and self-reflection in curriculum design, implementation and evaluation.

EDUC 7420 Foundational Mathematics (3,3,0) (C)
This course introduces basic ideas and techniques in foundational mathematics topics for junior level mathematics teachers. Special emphasis will be put on the fundamental theorems of various mathematics streams. It also aims at enhancing teachers' mathematical reasoning, communication and logical thinking skills.

EDUC 7430 Development in Mathematical Thinking (3,3,0) (C)
This course aims at enriching students' knowledge and perspectives of mathematical thinking and how it impacts the learning and teaching of mathematics. Both (1) the deductive reasoning approach steeped in algebraic manipulations, which is also the currently dominant approach to mathematics, and (2) the geometric approach, which appeals to our intuitive reasoning and facilitates understanding, will be studied and compared in this course.

EDUC 7440 Understanding Number Theory (3,3,0) (C)
This course aims at developing students' understanding and appreciation of the theory of numbers. Basic concepts such as divisibility, congruence, linear equations, as well as advanced topics in continued fraction, magic squares and Latin squares, will be covered. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7460 Geometries in Perspective (3,3,0) (C)
The study of geometry has come a long way since the brilliant work in Euclid's Elements. This course aims at enhancing students' understanding and appreciation of the salient branches of geometry, including the development of Euclidean and non-Euclidean geometries, and dynamic geometry.

EDUC 7470 Statistics and Society (3,3,0) (C)
This course introduces elementary probability, elementary statistics and how statistical thinking impacts people's everyday life. Theories and concepts behind games and project ideas for classroom teaching will also be explored and examined.

EDUC 7510 Child and Adolescent Development (3,3,0) (E)
Prerequisite: Introductory psychology or equivalent
This course aims at increasing students' understanding of the psychological theories and research of child and adolescent development. Current issues and themes related to the development of children and adolescents will also be discussed. In addition, studies of development of Chinese children and adolescents will be included.

EDUC 7520 Research Methods in Education (3,3,0) (E)
This course aims at developing in students a functional knowledge of the research process from idea formulation to data analysis.
and interpretation. It introduces students to the basic concepts, principles and skills required for reading and conducting educational research. It also enables them to critically evaluate published research in education.

EDUC 7530 Sociocultural Context of Human Development (3,3,0) (E)
This course aims at providing a framework for understanding the influence of the sociocultural context on human development. Major socialization agents including the family and the school are examined from a multidisciplinary perspective focusing on the interactive influence between the individual and the society. Specific reference is made to cross-cultural studies.

EDUC 7540 Psychology of Moral Development (3,3,0) (E)
This course studies the nature and current theories of moral development. Special reference will be made to research on the moral development of Chinese people.

EDUC 7550 Problem Behaviours in Children and Adolescents (3,3,0) (E)
This course examines the nature, prevalence and consequences of the problem behaviours common among today’s youngsters and also measures for their rectification. Specific reference will be made to recent research in problem behaviours.

EDUC 7560 Seminar in Education (3,3,0)
This course provides a forum for the discussion of current and emerging issues in education, and gives students the opportunity to develop competence in making meaningful responses to education matters, especially those relevant to Hong Kong.

EDUC 7570 Moral Education: Theory and Practice (3,3,0) (E)
This course provides an inter-disciplinary framework for thinking about moral education for children and adolescents. It looks at various models of moral education and discusses their application in primary and secondary education.

EDUC 7580 Civic Education (3,3,0)
This course aims at developing critical understanding of the significance and development of civic education for primary and secondary schools. It introduces basic concepts in civic education, examines critical issues in the design and implementation of civic education, and discusses the role of civic education in the development of children and adolescents.

EDUC 7590 Education for the Gifted and Talented (3,3,0) (E)
This course provides an orientation to the study of gifted and talented children and adolescents. It examines programme models for developing the gifted and talented, focusing on the instruction and learning process. Current research in gifted education and creativity in Hong Kong will be examined.

EDUC 7600 Career Competence Development and Education (3,3,0) (E)
Prerequisite: EDUC 7510 Child and Adolescent Development
This course aims at providing a framework for understanding career awareness and concerns in adolescents. It focuses on the development of competence in career planning and the establishment of a vocational identity. Career development and guidance strategies will be discussed.

EDUC 7610 Data Analysis for Education (3,3,0) (E)
Prerequisite: EDUC 7520 Research Methods in Education
This course aims at optimizing students’ use of research data by providing instruction in various quantitative and qualitative techniques commonly applied to research in education. It covers the principles, procedures and evaluation of these techniques. Use of computer software packages for data analysis is emphasized.

EDUC 7621-2 Dissertation I & II (3,0,0)
The dissertation aims to offer an opportunity to develop students’ competence in exploring in depth an aspect of education. Emphasis is placed on the quality of the dissertation research, the originality of the research and its contribution to the field of study. Students are entitled to a number of consultation meetings with their dissertation supervisors to discuss the topic and research methodologies, as well as to report progress, review work completed, and finalize the written report. Students are expected to demonstrate in the dissertation their abilities to undertake rigorous research and report the research in a recognized academic form. The anticipated length of the dissertation is about 15,000–20,000 words in English, or 20,000–25,000 characters in Chinese. Details and requirements on the preparation of the dissertation are listed in a separate handbook distributed to students upon submission of dissertation outlines.

EDUC 7630 Thinking and the School Curriculum (3,3,0)
This course aims at providing an overview of the teaching and learning of thinking skills in education. It introduces a cognitive learning perspective, examines the approaches to the teaching of thinking, and discusses the models for teaching and learning of thinking. It also reviews the strategies for assessment of thinking and the current waves of research and development on thinking.

EDUC 7640 School Guidance and Counselling (3,3,0) (C)
This course introduces to students a general orientation to the work of guidance and counselling in school settings. Patterns of guidance and counselling organization, and theories and techniques of school guidance and counselling are examined. The emphasis is placed on implementation of school guidance and counselling programmes, which includes curriculum development, programme management, leadership and evaluation.

EDUC 7650 Independent Project (3,0,0)
This course provides opportunities for students to express their major concern in education, and to explore specific educational issues by means of self-regulated learning and transfer of knowledge. Upon submission of a project outline, each student is assigned to a Project Supervisor with whom he/she is entitled to three 30-minute consultation sessions. Through interactions with the Supervisor, the student attains basic guidance to conduct an independent project. By the end of the semester, students are required to submit a final project report of about 8,000–10,000 words in English or 10,000–13,000 characters in Chinese. For facilitation, they are given a set of instruction guidelines on the preparation of the project report. The independent project should be well-planned, systematically conducted, and clearly reported to reflect the student’s analytical, critical and creative thinking in the exploration of educational issues relevant to the theme of the MEd programme but currently not offered in the existing courses.

EDUC 7660 Phonetics and Phonology (3,3,0) (E)
This course aims to help students acquire concepts of phonetics and phonology of the English language relevant to English teachers in schools. It incorporates knowledge of the sound systems of English in speech perception, production and use. Application of such knowledge in English teaching will also be discussed.

EDUC 7670 Lexis, Morphology and Semantics (3,3,0) (E)
This course aims at developing students’ metalinguistic knowledge of the lexical, morphological and semantic properties of English words. It considers the formation and construction of English words, and examines the meaning systems at word, phrase, sentence and discourse levels. Applications of knowledge of words to students’ own vocabulary use and English vocabulary teaching as well as assessment will also be discussed.
EDUC 7680 Grammar for Teaching (3,3,0) (E)
This course aims at enhancing students' knowledge of English grammar and enabling them to gain systematic insight into how grammar works in English language teaching. It examines the essential components of grammar both at the sentence and the discourse level.

EDUC 7690 Written and Spoken Discourse (3,3,0) (E)
This course aims at increasing students' understanding of how language, both written and spoken, is used to communicate meaning in different contexts. It introduces basic techniques for describing and analysing written and spoken discourse, using a variety of discourse types, including classroom discourse. The relevance of the study of discourse for English language teaching will also be discussed.

EDUC 7700 Psycholinguistics and Sociolinguistics in English Language Teaching (3,3,0) (E)
This course introduces students to the psycholinguistic and sociolinguistic theories that are relevant to English language teaching and learning. It examines language acquisition, language spread and politics surrounding salient issues of language and language teaching. Specific references will be made to the context of English language education in Hong Kong.

EDUC 7710 Literature and Language Arts (3,3,0) (E)
This course introduces students to the major genres of literature and language arts and develops their understanding and appreciation of literature through detailed analyses of selected literary pieces of different genres.

EDUC 7720 Strategic Planning, Qualitative Assurance and Networking of Schools (3,3,0) (C)
On the basis of an overview and analysis of educational policies and contexts, this course focuses on an integrated learning of strategic planning, networking, accountability and quality assurance in schools.

EDUC 7730 Curriculum Development and Resource Management in Schools (3,3,0) (C)
On the basis of an overview and analysis of curriculum and resource management, this course focuses on an integrated learning for curriculum development and management of resources, including finance and staff to sustain quality teaching and learning in schools.

EDUC 7740 Managing Change in Schools (3,3,0) (E)
This course is designed to familiarize students with key principles, trends and approaches to managing change in school, with particular reference to the current educational context. To strengthen the practical aspects, techniques of implementing and communicating changes will also be introduced.

EDUC 7750 Leadership and Team Building in Schools (3,3,0)
Exploring frameworks that inform educational leadership, this course focuses on supporting students to reflect upon, analyse and critique thinking on school leadership and management, with reference to their own school contexts. Effectiveness in leadership and management requires an appreciation of how productive and successful teams may take schools forward to growth and success.

EDUC 7770 Scientific Foundations of Physical Education in Schools (3,3,0) (C)
This course aims at developing students' knowledge of scientific foundations in PE. Emphasis will be on application of such knowledge in teaching, learning and assessment in PE in school.

EDUC 7780 Humanities and Social Sciences Foundations of Physical Education in Schools (3,3,0) (C)
This is a cross-disciplines course that included various sport related knowledge such as the social, history, and philosophical aspects. The emphasis of this course will be focused on how they affect the development of PE subject in schools. Reflective approach will be adopted.

EDUC 7790 Independent Inquiry Study in Physical Education (3,3,0)
This course provides students with opportunities to conduct an independent, inquiry study (IIS) on issues related to PE and Sport. Emphasis will be placed on equipping students with competence in facilitating PE or sport related “Independent Enquiry Study” (IES) as a compulsory element of the core subject Liberal Studies (LS) at senior secondary level.

EDUC 7800 Athletics and Swimming in Schools (3,0,3) (C)
This course aims at developing students' competence in athletics and swimming required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7810 Dances and Gymnastics in Schools (3,0,3) (C)
This course aims at developing students' competence in dances and gymnastics required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7820 Ball Games in Schools (3,0,3) (C)
This course aims at developing students' competence in two ball games (two from Basketball, Handball, Volleyball or Football) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7830 Racket Games in Schools (3,0,3)
This course aims at developing students' competence in two racket games (two from Badminton, Table-tennis, Squash and Tennis) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7840 Outdoor Pursuit and Tai Chi in Schools (3,0,3)
This course aims at developing students' competence in Outdoor Pursuit and Tai Chi required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7850 Fundamental Movement and Fitness Training in Schools (3,0,3) (C)
This course aims at developing students' competence in Fundamental Movement (FM) and Fitness Training (FT) required of being a school PE teacher. This course not only enhances students' knowledge and skills of the related activities but also assists them to reflect on the teaching and learning processes and become reflective practitioners in teaching PE in schools.

EDUC 7860 Early Literacy Development (3,3,0) (E)
This course introduces theories, principles and implications of research findings relating to early literacy development. The strategies and skills required for fostering competence in understanding and investigating areas involved in child literacy development will also be discussed.

EDUC 7870 Self and Personal Development (3,3,0) (C)
The course aims at providing students with a framework for understanding human self and personal development. It also
draws attentions to key concepts of interpersonal relationships and communication skills in different contexts. Core issues significant to personal wellness, including leisure, art and sports in human life, are examined. It also aims at developing students' pedagogical knowledge and skills in the teaching and assessment of this study area.

EDUC 7880 Globalization Studies (3,3,0) (E)
This course introduces various concepts and issues in the area of globalization. It will discuss the dynamics involved in the process of globalization and assess its impact on different social groups. Besides, students will also be guided to critically reflect on the economic, political, social and cultural issues of globalization and develop personal views towards action programmes in rethinking globalization and development.

EDUC 7890 Policy Studies in Early Childhood Education and Care (3,3,0) (E)
This course aims at providing students with theoretical and conceptual frameworks for analysing policies in early childhood education. Different perspectives underlying educational policies and approaches to the policy making processes will be examined to enable students to reflect critically on the current trends and innovations in policy studies in early childhood education in both the local and global contexts.

EDUC 7901 Teaching of a Second Subject (2,2,0)
EDUC 7902 Teaching of a Second Subject (2,2,0) (C)
EDUC 7903 Teaching of a Second Subject (2,2,0) (C)
EDUC 7904 Teaching of a Second Subject (2,2,0) (C)
EDUC 7905 Teaching of a Second Subject (2,2,0) (C)
EDUC 7906 Teaching of a Second Subject (2,2,0) (P)
EDUC 7907 Teaching of a Second Subject (2,2,0) (E)
EDUC 7908 Teaching of a Second Subject (2,2,0) (C)
EDUC 7909 Teaching of a Second Subject (2,2,0) (C)
Prerequisite: Enrolment for this elective is subject to approval by the Department.
These courses provide basic knowledge about the teaching of a subject area in secondary schools for students who majored in another subject area. The course will focus on the curriculum and core teaching strategies used within the subject area concerned.

EDUC 7910 Curriculum Development and Implementation in Liberal Studies (3,3,0) (C)
This course enables students to critically understand the theoretical and research-based foundation of the development and implementation of Liberal Studies (LS) in Hong Kong schools. This course is intended for students who have not taken EDUC 7381-2 Subject Instruction I & II (Liberal Studies), or EDUC 7391-2 Subject Teaching I & II (Liberal Studies).

EDUC 7920 Issues in Hong Kong Society and Culture (3,3,0) (C)
This course addresses issues in social and cultural life in Hong Kong in the contexts of contemporary regional, national and global developments. It examines the political-economic structuration of opportunities in Hong Kong and assesses its impact on different social groups. It reviews also perspectives on the maintenance or improvement of the quality of life in relation to different aspects of life in Hong Kong.

EDUC 7930 Supervised Teaching Practice Assessment (4,0,0)
This course aims to offer opportunities for students who are in-service teachers to integrate education theories into practice and to enhance their concepts and skills in subject teaching through lesson preparation and implementation.

EDUC 7940 China and Chinese Culture in Global Society (3,3,0) (C)
The course is designed to introduce a sociological framework for understanding major social and cultural issues in China in the contexts of recent economic reforms and globalization. Special attention is given to the interplay among political, economic, and social structures, cultural practices, and individual lives.

EDUC 7950 Public Health (3,3,0)
This course provides an overview of the field of public health. It introduces students to the background knowledge essential to the understanding of major public health issues and problems. Examples will be drawn from both Hong Kong and other places.

EDUC 7960 Developmental Diversity in Early Childhood (3,3,0)
Developmental diversity represents one of the current approaches towards understanding children's learning needs. Based on an analysis of young children's genetic, cognitive and social development, this course adopts an integrated approach towards understanding the developmental diversity of young children and the implications of developmental diversity on learning and teaching.

EDUC 7970 Early Childhood Curriculum (3,3,0)
This course aims at providing students with theoretical frameworks for analysing curriculum issues in early childhood education (ECE). Different approaches to the design of ECE curriculum will be examined to enable students to reflect critically upon curriculum changes in ECE. It also aims at empowering students with relevant professional knowledge and skills so that they can strive for improving ECE in the local context.

EDUC 7980 Energy Technology and the Environment (3,3,0)
This course introduces major energy production technologies and consumption of various forms of energy, and their related environmental impacts. The concept of sustainable development and its connection to the issues over the use of energy and living styles of people would also be discussed.

EDUC 7990 Mathematics in Action—Applications of Contemporary Mathematics (3,3,0)
This course aims at bringing out the prevalence, relevance, and practicability of contemporary mathematics in the modern society. Topics range from how to make the best use of limited resources, how to share and allocate resources fairly, how to understand competition in the context of mathematics, and how to manage money and finance.

EDUM 7270 Mathematics Curriculum Development at Junior Levels (3,3,0) (C)
This course gives students an enhanced understanding of various critical issues of Key Stage 1, 2 and 3 mathematics curriculum in Hong Kong. It also supports and encourages students to rethink and reflect on these curriculum issues.

EDUM 7280 Theory, Research and Pedagogical Issues of Number and Algebra (3,3,0) (C)
This course gives students an overview of “Number and Algebra” as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.

EDUM 7290 Theory, Research and Pedagogical Issues of Shape and Space (3,3,0) (C)
This course gives students an overview of “Shape and Space” as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.
EDUM 7300 Theory, Research and Pedagogical Issues of Data Handling
This course gives students an overview of “Data Handling” as a learning strand in Hong Kong Mathematics Curriculum at Key Stage 1, 2 and 3. It examines this strand from various perspectives: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and assessment knowledge, skills and practices of this strand.

EDUM 7310 Introduction to Theories of Curriculum and Assessment
This course provides learners with knowledge about school curriculum in general. This course also introduces learners to the principles and instruments of assessment commonly used in schools. Emphasis will be put on examples drawn from the Hong Kong context.

EDUM 7320 Leadership in Curriculum Development and Pedagogical Design
Prerequisite: EDUM 7310 Introduction to Theories of Curriculum and Assessment
This course aims to address the key concern of the current school curriculum. The philosophy and spirit of the Chinese curriculum is studied to understand how language education is integrated with Chinese cultural studies and literature appreciation. The concept of learner centredness is introduced to learners to enhance their awareness on how to develop students’ ability in learning independently. School-based assessment is addressed, in which formative assessment of language use is highlighted. The introduction of a multi-level school-based assessment will be unfolded to learners during the course of study.

EDUM 7330 Testing, Measurement and Assessment in Education
This course aims to advance learners’ knowledge of the emerging theories of curriculum and pedagogical design. The introduction of these theories provides learners with solid theoretical underpinnings to inform curriculum and pedagogical decisions. Topics include principles of and models for curriculum development, curriculum planning as a multilevel process, backward design, problem-based learning, project learning, inquiry learning, curriculum implementation and evaluation, and managing pedagogical innovations and curriculum change.

EDUM 7340 Contemporary Issues in ELT: Policy, Practice and Pedagogy in English Language Education
This course raises students’ awareness of a number of contested issues in Hong Kong that have a bearing on the discipline of English Language Education (ELT). It offers students the opportunity to question; the power of policy as a change agent and its implications, the teaching profession’s response strategies to the challenges of not only educational reform policies, but also rapid developments in technology and the global shift towards knowledge-based economies inside the field of English Language education. Finally it draws together these impacts and revisits the debates about cultural identity and the perceived resistance to a concerted effort to establish a tri-lingual/bi-literate community in Hong Kong.

EDUM 7350 Managing Change in ELT
This course aims to develop in students an overview of change in ELT in both Hong Kong and international contexts. The focus of the course is on examining curriculum development and change in order to develop the skills and knowledge practitioners require for the adoption or development of new syllabuses, courses and assessments, and ways of evaluating these in relation to the Hong Kong curriculum reforms.

EDUM 7360 Chinese Language Education in a Changing Context
With the explosive growth of knowledge and the rapid change of technology, there is a demand of education reform. This course focuses on the changing needs of the 21st century in Chinese language teaching and learning. Chinese language, being the mother tongue of most Hong Kong students, faces the challenge of reforming the whole curriculum. The philosophy and spirit of the Chinese curriculum is studied to understand how language education is integrated with Chinese cultural studies and literature appreciation. The concept of learner centredness is introduced to learners to enhance their awareness on how to develop students’ ability in learning independently. School-based assessment is addressed, in which formative assessment of language use is highlighted. The introduction of a multi-level school-based assessment will be unfolded to learners during the course of study.

EDUM 7370 Creative Chinese Language Teaching
This course raises students’ awareness of the emerging theories of creativity and how these can be implemented in the teaching of Chinese language. Learners will have hands-on experience in the development of teaching activities and materials according to different theories of creativities. Collaborative lesson planning and class demonstration will be held during the course of study.

EDUM 7380 Teaching Liberal Studies—Integrating Issues in Instruction
This course aims to advance learners’ pedagogic repertoires and advance their teaching skills with special emphasis on the Senior Secondary LS curriculum. Learners are exposed to contemporary issues as well as practical teaching strategies that could be employed in classroom teaching. Necessary subject knowledge is also provided to enhance the learners’ teaching competency and proficiency.

EDUM 7390 Facilitating Liberal Studies Learning
This course focuses on developing learners’ professional skills in: (1) supervising student’s independent enquiry studies (IES); (2) supporting students’ enquiry with the use of Information and Communication Technology (ICT); and (3) facilitating learning outside the classroom. Learners will have ample opportunities to practise their skills in these three areas in a supportive and collaborative environment. The enhancement of these skills will develop learners’ confidence in adopting different strategies in the teaching of Liberal Studies.

EDUM 7400 Managing Learning Diversity in Inclusive Education Settings
The aim of this course is introduce students to the study of inclusion of children with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. It is designed to provide an understanding of the social justice issues surrounding the inclusion of students with challenging and developmental disabilities and to introduce alternative assessment strategies that can be used to optimize their educational experiences. The age range covered in this course is from early childhood through to secondary school aged children. Issues related to the development and validation of indirect and direct assessment procedures will be covered as well as the use of functional analysis to inform educational and behavioural interventions.

EDUM 7410 Teaching Individuals with Developmental Disabilities
This course begins with a review of the learning and behavioural characteristics of students with moderate to severe disabilities including students with intellectual impairment, autism, and other developmental disabilities. The educational implications of these learning and behavioural characteristics will be highlighted, including implications for the selection of appropriate functional intervention goals and objectives. Emphasis will then be given on developing and implementing individual educational programmes based on functional assessment methods and how to structure the environment to promote learning. The age range covered in this course is from early childhood through to secondary school aged children.

EDUM 7420 Supervision and Mentoring in School
This course aims to address the key concern of the current school reform on the cultivation of a collaborative culture in school
EDUM 7430 Knowledge Building with Ubiquitous (3,2,1) Technologies
This course aims to advance learners' understanding of the pedagogical models and principles of knowledge building that underpin the design of effective learning environment supported by ubiquitous technology. Learners will be able to apply different models to evaluate the implementation of emerging learning technology in school curriculum. Issues related to technology supported inquiry learning will be addressed.

EDUM 7440 Teaching Chinese in Dialect Speaking (3,3,0)
Area
This course introduces learners the concept of Modern Standard Chinese (MSC) and dialects, with particular focus on Cantonese. The formation of dialects is addressed. The course also focuses on a comparative study of the phonological system, syntactic structure and lexical items between MSC and Cantonese. Language differences between MSC and Cantonese are highlighted. Issues of teaching Chinese language in Hong Kong with the interference of Cantonese dialect and English language are discussed with a view of enhancing learners' awareness in language variations and errors in language education.

EDUM 7451-2 Reflective Practice and Independent (3,0,0) Action Learning Project
Prerequisite: EDUM 7320 Leadership in Curriculum Development and Pedagogical Design
This course aims to introduce the concept of reflective practice to serving teachers and equip them with necessary knowledge and skills to engage themselves in action research on their pedagogical practices. This is a year-long course which comprises three components: concept elicitation, seminars and independent action learning. Through concept elicitation, teachers are to be provided with the theoretical underpinnings of and essential skills in conducting action research and engaging themselves in reflective practice. Following concept elicitation, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

EDUM 7460 Theory, Research and Pedagogical (3,3,0) (C) Issues of Early Childhood Mathematics
This course gives students an overview of the teaching and learning of Early Childhood Mathematics from both curriculum and pedagogical perspectives. It examines the issue in different directions: theory, research and classroom practice. It also supports and encourages students to rethink and reflect on their own curriculum and pedagogical knowledge, skills and practices.

EDUM 7470 Education and Social Development (3,3,0) (E) in a Globalized World
This course enables students to examine the complex relationship between education, globalization and social development. Emphasis will be on their interactions both within and between More Developed Countries and Less Developed Countries. The course will also encourage students to consider alternative to the status quo.

ENG 1110 Introduction to the Study of (3,3,0) Literature
An introduction to literary techniques and conventions through the study of short fiction, poetry, and drama. Students will also develop the skills of critical thinking and literary analysis through class discussions and the writing of critical essays.

ENG 1130 Literary Appreciation (3,3,0)
This course introduces students to representative works of Western literature that have formed our ways of thinking and writing. The course will examine writers as creative artists and interpreters of their respective ages. Masterpieces will be taken from the ancient world to the 20th century.

ENG 1150 English Grammar and Meaning (3,3,0) (for English Majors)
The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course will enable students to do basic grammatical and semantic analysis of English texts.

ENG 1160 Narrative Art (3,3,0)
An introduction to the nature of narrative art in both its oral and literary aspects focusing on creative and critical traditions. The course will examine the language and conventions of narrative works and will survey the critical responses the works have elicited. Readings will be drawn from sources as diverse as Greek mythology and 20th century fiction.

ENG 1180 English Grammar and Meaning (3,3,0) (for Non-English Majors)
The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course enables students to do basic grammatical and semantic analysis of English texts.

ENG 1190 Introduction to the Study of (3,3,0) Language
This course aims at enhancing students' linguistic awareness via the study of different aspects of human language (especially the English language). Students will be introduced to the acquisition of language, the sound patterns and the word structures of language, the rules that govern the use of language, historical changes of language, culture, society and language, etc.

ENG 1211 Oral Communication and Public (3,3,0) Speaking
Students will be introduced to the basic principles of public speaking; guided opportunities are provided to develop the skills necessary to implement these principles. The emphasis is on using the English language effectively in everyday conversation, small group discussion, and public speaking. Students are expected to research, prepare and give public speeches, and to engage in group activities such as discussions, role plays, and listening exercises.

ENG 1212 Academic and Professional Writing (3,3,0)
Students will be introduced to the basic principles of writing; guided opportunities are provided to develop the skills necessary to implement these principles. The course will be content driven, but the content will provide the means by which students will hone their skills.

ENG 1220 Literature and Culture (3,3,0)
This course addresses how the impact of culture on English literary studies has come to redefine the role of teaching English literature within and beyond evolving national traditions. The study of English literature has broadened to include the producers and consumers of culture in the context of specific identities, localities, or regions in a rapidly changing world.
ENG 1260 Language, Culture and Society (3,3,0)
This course examines relationships between social organization and language use and deals with relationships at both micro- and macro-levels of analysis with interdisciplinary bases in sociology, anthropology, ethnography of communication, and linguistics. Special attention will be given to the use of English in Asia.

ENG 1270 Improvisation Comedy for Better Linguistic Awareness (3,3,0)
This course aims to train students through understanding and creating humour using improvisation. The object of the training is to produce effective users of English (and possibly Chinese) who are also explicitly aware of the mechanics of language structure (phonology, syntax and semantics) and language use (discourse and pragmatics).

ENG 2120 Western Drama (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
This course introduces students to the formative influence and the critical and creative traditions of Western drama by studying selected works in English or English translation, the conventions they illustrate, and the critical responses they have elicited since their appearance. Plays will be selected from the major epochs of drama history, such as the Classical Greek, Medieval European, Elizabethan, Restoration, and Modern periods.

ENG 2130 Literature and Society (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
This course considers the interactive relationship between literature and society. It focuses on the historical and social contexts of authors and their works. After a general introduction to the concepts of the interactive relationship between literature and society, authorial intention and readers' response, selected texts are studied in depth.

ENG 2140 Literature and Persuasion (3,3,0)
Several examples of discursive prose in English are read. Extracts or complete texts may include, for example: personal essays; formal essays on social, political or historical topics; diaries; letters; autobiographies and biographies; and examples of intellectual discourse (such as literary, philosophical, theological and scientific writing).

ENG 2160 Language Acquisition and Language Learning (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
A study of first and second language acquisition, their similarities and differences. Factors affecting learning such as age and individual differences and issues in second language instruction will be examined with special reference to the bilingual situation in Hong Kong.

ENG 2170 Western Poetry and Poetics (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
This course introduces students to the creative and critical traditions of Western poetry and poetics by studying selected works in English (and in English translation), the conventions they illustrate, and the critical responses they have elicited over the ages. Students will acquire a historical perspective on the development of poetic practice in the Western world.

ENG 2190 Language Pragmatics (3,3,0)
This course examines the use of language in context from the perspective of various disciplines. Among the concepts and issues of special focus will be the analysis of context itself, construction and exchange of meaning in interactions, cohesive devices, organization of interactive discourse, and cross-cultural interaction.

ENG 2220 Literary and Comparative Studies (3,3,0)
This course aims at (1) introducing students to basic concepts and terminologies used in literary and comparative studies, techniques and skills used in analysing literary texts across cultures; (2) exploring the interrelations between literatures by exploring common themes, genres, etc.; (3) developing students' literary and cultural literacy by introducing them to literary masterpieces; and (4) developing students' basic research skills, critical thinking and analytical abilities.

ENG 2230 Stepping Stones in English Grammar (3,3,0)
This course aims at laying the foundations for students' acquisition of competence in and knowledge about the English language.

ENG 2240 Research Skills in English Language and Literature (3,3,0) (E)
The course will introduce students to various research methods and writing strategies used in language, literature or comparative literature studies.

ENG 2260 Text Analysis (3,3,0)
Prerequisite: ENG 1150 English Grammar and Meaning (for English Major) or ENG 1180 English Grammar and Meaning (for Non-English Majors)
Students will be given chances to analyse language in different social contexts by using various tools and resources, and will be encouraged to take a "critical" stance towards language and its connections to the wider social context, and to question and challenge power and authority. A number of text types such as advertisements, job application letters and newspaper articles will be explored in detail in the class, and students will have chances to choose a particular text type or theme for analysis, and afterwards to discuss their findings with other students in a seminar.

ENG 2270 American Popular Fiction after 1950 (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
This course addresses conventional generic bases of post-war American literature (including the novel, poetry, and the short story), even as it includes subgenres of more recent relevance to the American canon (including film, the graphic novel, and science fiction). Chosen texts will be read in their specific historical context, namely, the potentials and problems arising with American "superpower" status after 1950, in both domestic and international aspects.

ENG 2310 Literature, the Arts and Media (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course explores selected literary topics in relation to different artistic and aesthetic expressions such as fine arts, dance, film, theatre and the media. Readings may include poetry, fictional prose, creative non-fiction, drama and essays. Presentations of films, performances, art slides, video and sound clips may also be included.

ENG 2320 Literary World Masterpieces (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course introduces students to selected works of poetry, fictional prose, creative non-fiction and drama which are significant in the literary traditions of different cultures. Each work will be placed in its social, cultural and historical context, and will be examined in terms of its literary qualities and its influence.

ENG 2330 Language in Social Contexts (3,3,0)
The course will introduce students to the generic features of spoken and written texts from a variety of sources, including the media, literature, popular culture and business. Students will be
encouraged to view language use as an aspect of social processes and be provided a range of resources and techniques for analysing texts and dialogues, including register analysis, functional analysis of clauses and sentences, and analysis of text cohesion and generic structure.

ENG 2340 The Art of Storytelling (3,3,0)
This course aims at exploring various forms of storytelling in literature, analysing literary devices used in the selected texts, examining the observance of literary conventions in different genres, and assessing literature and its impact on society.

ENG 2640 Language Change and Language Contact (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
From linguistic, social and political perspectives, this course discusses the origins of English as a transplanted language from mainland Europe, its development and spread to non-English speaking areas of the world.

ENG 2650 Topics in English Grammar (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
This course introduces students to the principles of argumentation in the syntax of English. It moves from the folk notions of grammar as a set of rules for speaking and writing to a theory of grammar. Discussions will focus on lexical and phrasal categories and grammatical functions. Students will be informed of the bases of grammaticality through empirical studies.

ENG 2660 Vocabulary in Context (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
A course designed to enhance the student’s ability to handle existing, and acquire further, vocabulary in English. The course touches on various theoretical issues affecting the lexicon and the function of words in cultural, social discourse, and pragmatic contexts. It also explores to some extent the nature of words and their place in the wider human domain.

ENG 2670 The English Language and Communication across Cultures (3,3,0)
This course is designed to raise students’ consciousness of cultural dimensions in communication in English. It elucidates the interrelatedness of the English language and the other aspects of the culture of its speakers and provides students with guided experiences in using English cross-culturally for the purpose of coming to a practical understanding of this complex of problems.

ENG 2680 English Phonetics and Phonology (3,3,0)
This course is designed to enhance students’ ability to perceive and transcribe English in all its varieties. Students will learn to understand the production of speech sounds, to notate speech by narrow notation, and to construct explicit accounts of patterns of speech in varieties of English. The course will focus on English phonetics and phonology, but reference will also be made to other languages in the interests of comparability and generality.

ENG 2720 Creative Writing (3,3,0) (E)
Prerequisite: ENG 1110 Introduction to the Study of Literature and ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
This course examines the three primary genres of creative writing: fiction, poetry, and drama. Students will examine exemplary works in the context of the process of writing, and they will write, discuss, and revise their own exercises in each genre. As they study the crafts of exemplary writers and write their own exercises, they learn more about the elements in each genre, and therefore have a better understanding of literature in general. This course leads to further study in the Creative Writing Workshop.

ENG 2750 Poetry (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
A study of poetry as a mode of creative expression. This course will explore the formal and aesthetic functions of poetry and will provide a detailed study of a selection of poets in their historical, social, and critical contexts.

ENG 2760 Language and the Humanities (3,2,1)
The course is designed to progress from the question of what is distinctively human about the use of language as a communication system to the nature of the routine language events through which we constantly perform the realities we have created. In establishing the framework for the main body of the course, the first unit explores five topics: the distinction between signs and symbols; the relationship between early theories of the origins of language and theories of human nature; the consequences of the fact that language first developed as an oral system and most routine communication remains oral; the difference that writing has made in human consciousness; and the relatively recent rise of constructionist theories of language. The subsequent units each examine one of the critical levels of the language system/process (vocabulary, grammatical structure, speech acts, narrative texts, and language event genres) and illustrates how they contribute to constructing the world we recognize as distinctively human.

ENG 2820 Comparative Literature: Theory and Methodology (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course introduces various theories and methodologies used in comparative studies which cross cultural, national, and linguistic boundaries and familiarizes students with the basic concepts involved in the study of comparative literature. It considers the following topics: the inter-relations of several literatures; the main currents and movements in Western literary history; the development of literary themes, types and genres; and East-West literary relations.

ENG 2830 Western Critical Approaches to Literature (3,3,0) (E)
Prerequisite: ENG 1110 Introduction to the Study of Literature
A study of various critical approaches, such as New Criticism, psychoanalysis, cultural studies, feminism, reader response theory, and their application in the analysis of literature. Readings may refer to ancillary disciplines such as sociology, anthropology, linguistics, and psychology.

ENG 3280 Major Theme in Literature (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course introduces students to the special features of a theme chosen for study as presented in poetry, fictional prose, creative non-fiction and drama. Students will study the selected theme in its social, cultural and historical contexts.

ENG 3290 Major Genre in Literature (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
The study of genre remains an integral element in teaching the canon of English literature, even as the notion of genre itself diversifies. The course will study the special features of a genre chosen for study and address the significance of that specific genre in the context of a focused period, topical emphasis, or nationally based study (e.g. detective fiction, Restoration drama, and contemporary Hong Kong poetry).

ENG 3410 Major Movement or Trend in Literature (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course introduces students to representative texts that belong to a specific literary movement or trend. Students will be encouraged to discuss the differences between ideas and texts. Each movement or trend will be examined in its historical and cultural contexts and its intellectual and literary impact will be considered.
ENG 3420 Modern Drama (3,3,0) (E)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art
A study of theatrical writing from Ibsen to the present day. The course will examine significant modern works in English translation from anywhere in the world. It will explore theories and styles of drama and place the specific readings in their social, political, and theoretical contexts.

ENG 3430 The Short Story (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course introduces students to representative short stories from the Western world. Students will study selected short stories written in or translated into English. Each short story will be discussed in its sociohistorical and cultural contexts and will be examined in terms of its literary significance.

ENG 3440 Literature and the Nobel Prize (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art or ENG 2230 Literary World Masterpieces
The course will focus on specific Nobel Prize winning literary works (poetry, drama, and/or fiction in English or in English translation). Literary works studied will also recognize the variety and scope of Nobel laureate writing in different genres and across different national or regional literary traditions.

ENG 3591-2 Honours Project (3,0,3)
Under the guidance of an adviser, the student will: identify a suitable research or creative topic; find research materials; narrow the topic; read, evaluate, and interpret materials; write, edit, and polish, and, finally, document and present the work. Creative projects will include a manuscript of fiction, poetry, or drama as well as an introductory essay reflecting a scholarly understanding of the manuscript. This course is open to Year III Majors in English Language and Literature only.

ENG 3610* Bilingualism and Bilingual Education (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
This course takes an interdisciplinary approach to bilingualism as a social issue and as a phenomenon of individual language use. The course will give special attention to the management of English as an international (foreign) and second language, including bilingual education. Bilingualism in relation to the bilingual person's thought processes and education will also be discussed.

ENG 3640 Special Topic in Linguistics (3,3,0) (E)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors), or ENG 1190 Introduction to the Study of Language and any others which the lecturer may designate as appropriate for the particular topic being offered
An in-depth study of selected themes and issues in socio-linguistics and/or discourse studies. The selected topic may vary from semester to semester.

ENG 3650 Special Topic in Language Studies (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors), or ENG 1190 Introduction to the Study of Language and any others which the lecturer may designate as appropriate for the particular topic being offered
An in-depth study of selected themes and issues in language studies. The course will allow students to study in depth a particular theoretical framework or issue in language studies. The selected topic may vary from semester to semester, with a focus either on a theory/framework or on a language issue.

ENG 3660 Language and Education (3,3,0) (E)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language
This course opens with an examination of the language aspects of the home to school transition. It assesses the range of discourse types and genres which may typically have been acquired by young children, such as conversation, dispute, narrative and stories. It covers issues in cultural and subcultural variations in home-language environments and the implications for children's development: the acquisition of literacy; entry into school and role of language in organizing school life; the conduct of lessons; the relation to learning; constitution of educational texts; and other materials. Focusing on Hong Kong issues, problems relative to the medium of instruction, language proficiency and school effectiveness are addressed. The course concludes with an overview of basic policies on language in education, their evolution and implications.

ENG 3670 Discovering Grammars (3,3,0)
Prerequisite: ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language; and ENG 2650 Topics in English Grammar
This course introduces students to the current theories of grammar and to contemporary research on formal syntax. As it has been developed in recent years, formal syntax is a theory of the knowledge of language, not of its use. Its concern is with the language faculty, that is, the internal structure of the human mind. Knowledge of language is perceived as working according to universal principles and according to parametric variation across languages. This course will help students become familiar with the explanatory aims of syntactic theorizing.

ENG 3680 Discourse Analysis (3,3,0)
This course examines conversations from various perspectives, including conversational analysis, ethnography of communication and critical discourse analysis. Selected types of English discourse will be analysed according to the system constraints and the ritual constraints of communication, and according to the role of scripts in discourse.

ENG 3710 Single Author Forum: Prose Fiction (3,3,0)
Prerequisite: Any one Literature-in-Depth course
This course will focus on a single prominent fiction writer, presenting the work in the author's biographical, historical, and critical contexts. Readings will include a representative selection of the author's works plus secondary critical and historical materials as appropriate to the author chosen.

ENG 3720 Single Author Forum: Poetry (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
This course will focus on a single prominent poet, presenting the work in the author's biographical, historical, and critical contexts. Readings will include poems written over the span of the poet's career plus secondary critical and other relevant materials.

ENG 3730 Single Author Forum: Drama (3,3,0)
Prerequisite: ENG 1110 Introduction to the Study of Literature
The course explores the work of a single author, placing the work in the playwright's political, social and theoretical contexts.
While the emphasis is on the dramatic canon of the dramatist in question, due cognizance will be taken of influences and parallels in other genres and in the writings of other authors. The notion of the play as stage performance is important to the study of this course, and the course involves some practical theatrical work. Students will be encouraged to draw and discuss comparisons between texts, ideas and performance approaches. Readings will include representative plays plus secondary critical and other relevant materials.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>ENG 3740</td>
<td>Functional Approaches to Grammar</td>
<td>(3,3,0)</td>
<td>ENG 1150 English Grammar and Meaning</td>
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<td>This course introduces ideas and arguments concerning the semantic and pragmatic correlates of morpho-syntactic structures. Aspects of propositional semantics and discourse coherence are in focus which are felt to be problematic and therefore interesting to Hong Kong students who have to manage discourse in English. These aspects are: grammatical relations in argument structures, clause structures of the English language resulting from different classes of complement-taking verbs, the shapes of the noun phrase as resulting from information states, and the factors influencing the finiteness of the verb.</td>
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<tr>
<td>ENG 3750</td>
<td>Special Topic in Comparative Literature</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature or others as may be required depending upon the topic offered</td>
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<td></td>
<td>The selected topic will be determined by the individual instructor, and will focus on a disciplinary or interdisciplinary concern relevant to the study of comparative literature, e.g. Homosexuality in Literature, Western Influence and Modern Chinese Poetics, and other topics related to comparative literary study.</td>
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<tr>
<td>ENG 3760</td>
<td>The Child and Literature</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature</td>
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<td>This course seeks to examine a wide variety of literature for and about children. It encourages students to identify and articulate currents of thought in the texts they encounter, to explore the manner of the expression, and to make comparisons where appropriate. Finally, and to a limited degree, the course also endeavours to locate its study within an educational context, regarding literature not only as literature but as a medium of instruction as well.</td>
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<tr>
<td>ENG 3770</td>
<td>Literature and Film</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature</td>
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<td>This course will allow students to examine critically the process of storytelling across different media. Emphasis will be put on the roles played by the narrator and the camera in shaping readers’/the audience’s understanding. It will explore the inter-relationship between literature and film and examine how the word and the image (re)present reality.</td>
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<tr>
<td>ENG 3780</td>
<td>Great Novels in English</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art</td>
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<td>This course involves close analysis of selected novels in the English language, and considers the historical, social, political and/or philosophical contexts of the novels studied. The development of the novel is introduced and narrative techniques and theories are considered.</td>
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<tr>
<td>ENG 3820</td>
<td>Chinese-Western Literary Relations</td>
<td>(3,3,0)</td>
<td>ENG 2820 Comparative Literature: Theory and Methodology</td>
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<td>This course provides a synoptic view of literature from a world perspective. The course will explore European and Chinese writers of several centuries. Their works will be analysed in terms of literary influence, borrowings, and adaptations. The course will also address the international appeal and significance of the readings.</td>
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<tr>
<td>ENG 3830</td>
<td>Literature and Translation</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature and ENG 1190 Introduction to the Study of Language</td>
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<td>The course focuses on the inter-relationship between literature and translation. Using literary texts in English and Chinese, the course addresses the differences between the two languages, the differences between the Chinese and Anglo-American cultures, and the role translation plays in cross-cultural studies. Readings will include poetry, drama, and fiction as well as critical essays.</td>
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<tr>
<td>ENG 3850</td>
<td>Special Topic in Literature</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature or others as may be required depending upon the nature of the course offered</td>
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<td>This course provides senior students with an opportunity to study and discuss selected topics of an advanced nature in literary and critical studies. The selected topic will be determined by the individual instructor and will focus on a disciplinary or interdisciplinary concern relevant to the study of literature, e.g. literature and art, new literatures in English, Asian American literature, postmodernism, and other issues related to literary study.</td>
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<tr>
<td>ENG 3860</td>
<td>Styles and Structures</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature; or ENG 1180 English Grammar and Meaning (for Non-English Majors) or ENG 1190 Introduction to the Study of Language</td>
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<td>This course introduces students to theories and features of styles and structures of literary and non-literary texts characteristic of the English language in various periods. Selected texts representative of past and contemporary writers will be analysed from the perspective of style, structure and meaning.</td>
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<tr>
<td>ENG 3870</td>
<td>American Literature</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature</td>
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<td>This course aims to familiarize students with the historical causes of American literature, its major movements and specific qualities. The course concentrates on literature of the Americas and how it reflects American historical, geographical and cultural circumstances. It conveys the changes in thought and concerns of Americans through reading works of various periods and explores the changing ideological context of American writing and the emergence of new voices. It also seeks to develop some appreciation of the quality of American literature and its innovations.</td>
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<tr>
<td>ENG 3920</td>
<td>Twentieth-Century Literature</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature or ENG 1130 Literary Appreciation or ENG 1160 Narrative Art</td>
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<td>The course provides students with the opportunity to explore significant 20th-century works of fiction, including novels and/or collections of short stories. Students will be encouraged to consider literary works in context—in relation to a given author’s wider canon and with regard to the work of his or her contemporaries. Particular emphasis will be placed on the political, social and theoretical underpinnings of texts under consideration, and students will be invited to draw comparisons between the content and contexts of such texts.</td>
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<tr>
<td>ENG 3930</td>
<td>Twentieth-Century Poetry</td>
<td>(3,3,0)</td>
<td>ENG 1110 Introduction to the Study of Literature</td>
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<td>This course introduces students to the new styles, courses and poetic imperatives that emerged in the 20th century. The course considers poets both as individual talents and as participants in poetic schools and movements. Selections may include English language poetry written anywhere in the world as well as some poetry in translation.</td>
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Course Descriptions

ENG 3940  Shakespeare and His Contemporaries  (3,3,0) (E)
Prerequisite:  ENG 1110 Introduction to the Study of Literature
This course focuses on selected Elizabethan and Jacobean plays, and examines the evolution of ideas and writing in Shakespeare’s age. Emphasis is placed on the theoretical, political and social background to practical movements in dramatic and other writing. The notion of the play as stage performance is important to the study of this course. It should be noted that while the focus of this course is likely to be theatre, due cognizance will be taken of other genres.

ENG 3950  Creative Writing Workshop  (3,3,0)
Prerequisite:  ENG 2720 Creative Writing
The course continues the work initiated in ENG 2720 Creative Writing. The major emphasis is on the workshop sessions in which students will discuss and write their own short stories, poems and plays. Students can choose to write on one or more than one genre. Through creative writing—a sincere expression of self—students will express their basic emotions. They will better understand themselves, others and their environment.

ENG 3990  Special Topic in Western Critical Theory  (3,3,0) (E)
Prerequisite:  ENG 2830 Western Critical Approaches to Literature
The aim of this course is to provide a rigorous study of a specific, influential area of modern literary theory. The analytical skills of the advanced student of literature will be sharpened further by an engagement with basic questions about literary practice through a particular theoretical perspective. The content of the course may vary from time to time, with the focus either upon a specific theory (e.g. psychoanalysis, post-colonial theory, or feminism) or upon a particular writer in the English language, who has had a decisive influence in the development of critical theory.

ENG 4710  Advanced Topic in Comparative Literature  (3,3,0) (E)
Prerequisite:  Two Level III courses from the Stylistics and Comparative Literature Concentration
The selected topic will be determined by the individual instructor. The course will focus on interdisciplinary and cross-cultural concerns relevant to the study of comparative literature.

ENG 4720  Advanced Topic in Literatures in English  (3,3,0) (E)
Prerequisite:  ENG 2830 Western Critical Approaches to Literature, ENG 3850 Special Topic in Literature or ENG 3990 Special Topic in Western Critical Theory
This course will define critical and disciplinary parameters necessary to in-depth study and research of literature written in English. Students will be introduced to methodologies or approaches relevant to the study of the selected topic. Illustration of the topic will be done through close readings of selected primary and theoretical texts.

ENG 4730  Advanced Topic in Linguistics  (3,3,0) (E)
Prerequisite:  Two Level III courses from the Language in Depth Concentration
This course will introduce students to a specialty or issue in linguistics. The selected topic will focus on either a branch of linguistics (e.g. discourse studies, language acquisition, sociolinguistics) or an issue (e.g. contrastive grammar of Chinese and English, gendered discourse). Regardless of the specialty or issue selected, students will be encouraged to be critical of alternative approaches, and to analyse authentic data using different theoretical frameworks.

ENG 4740  Advanced Topic in Language Studies  (3,3,0) (E)
Prerequisite:  Any course(s) which the lecturer may designate
This course allows students to study a selected theme or issue in language studies at an advanced level. Students will examine the strengths and weaknesses of different paradigms in studying the chosen topic and evaluate the various methodologies in handling the topic based on their advanced knowledge of the concepts and principles pertaining to the chosen theme or issue.

ENG 7010  Required Readings for Translation Studies
The supervisor and the student will be required to work out a reading list to cover the areas of translation pertaining to the student’s research area.

ENG 7020  Required Readings for Comparative Literature Studies
The supervisor and the student will be required to work out a reading list to cover the areas of comparative literature pertaining to the student’s research area.

ENG 7030  Required Readings for Literature Studies
The supervisor and the student will be required to work out a reading list to cover the areas of literature pertaining to the student’s research area.

ENG 7040  Required Readings for Language Studies
The supervisor and the student will be required to work out a reading list to cover the areas of comparative linguistics pertaining to the student’s research area.

ENG 7210  English Grammar and Meaning  (3,3,0)
This course deals with the grammatical system, the lexical system and the semantic system of English.

ENG 7220  Sounds and Words in English  (3,3,0)
This course focuses on morphological structures and phonological structures of English words, phrases and sentences.

ENG 7230  Language, Culture and Society  (3,3,0)
This course examines relationships between social organization and language use and deals with relationships at both micro- and macro-levels of analysis with interdisciplinary bases in sociology, anthropology, ethnography of communication, and linguistics.

ENG 7240  Narrative Art  (3,3,0)
This course introduces students to different genres of literature and children’s literature. It develops students’ ability to appreciate various language arts in English, including fiction and non-fiction, poetry and verse speaking, plays and dramatic activities, the mass media, movies, hypertexts and hypermedia.

ENG 7250  Discourse Analysis  (3,3,0)
This course introduces students to a range of resources and techniques for analysing texts and dialogues, including register analysis, functional analysis of clauses and sentences, as well as analysis of text cohesion and generic structure.

ENG 7260  Language Acquisition and Language Learning  (3,3,0)
This course studies both first and second language acquisition. Factors affecting language learning such as cognitive development, age, gender, individual differences and theoretical issues in second language acquisition will be examined with special reference to bilingual education in Hong Kong.

ENG 7310  Literary Theory  (3,3,0) (E)
This course explores several topics in the history of literary criticism and critical theory. These include, among others, interpretation; canon formation; ideology; class, race, gender, and sexuality; discourse; hegemony; signification; and performativity. We will read key texts from every period in the Western canon, concluding with New Historicism and trauma theory.
ENG 7320 Global Modernisms (3,3,0) (E)
In acknowledgement of the broad plurality of modern experience, and of the literatures in English depicting it, the course will explore the broad canon of modern literature as constructed comparatively across diverse linguistic, cultural and national contexts. The course will search for a broader rendering of “Modernist” culture, embracing old and new and ranging across the arts and media.

ENG 7330 Graduate Research Seminar (3,3,0) (E)
This course is designed to engage students in critical discussions about aspects of literature from a world perspective. Students will examine major issues and concepts pertaining to the study of world literature and/or comparative literature with reference to selected literary texts. The relationship between literature and culture will be emphasized and different perspectives will be adopted for reading and interpreting world literature. Specific topics may vary from year to year.

ENG 7340 World Literatures in Modern Times (3,3,0) (E)
This course examines the conceptualization and historical moments of “literatures in the world”. It begins by discussing the problematics in the way academic disciplines historically and politically situate literature as institutionalized “study”—national, imperial and ideological. The course then looks at two examples of literary imagination travelling in the world, with a focus on the historical transformation of the idea of the Mongol Empire since the 18th century up to present times. The two examples comprise literary imaginations and constructions travelling around the world, as expressions of such industrial and global formations such as expansive colonialism, civilizational universalism, economic globalization, and global tourism. Together, these instances of travel demand that we rethink the linear structure of (comparative) literary history. Eventually, this course shows students of literature and culture in the 21st century how and why historical, comparative, critical and imaginative work sustains the Auerbachian humanist tradition.

ENG 7350 Comparative Literature and Arts (3,3,0) (E)
This course compares and analyses different national literatures and their non-literary counterparts. Emphasis will be placed on widening students’ literary horizon, examining the similarities and differences among cultures, analysing the aesthetic exchange between literature, media, and nonfiction in a global context, and helping students develop their moral and ethical positions in response to different cultural, political, religious traditions.

ENG 7360 The Ecocritical Imagination (3,3,0) (E)
The course will examine the variety of texts and genres, literary and critical, that document the relationship between the living world and its physical environment—focusing on the urgent ecological relationship between sentient creatures and the non-sentient substrate. What are the global implications for the living world, and how has the awareness of potential and actual problems found reflection in the literatures of environmental consciousness?

ENG 7370 World Theatre (3,3,0)
This course provides a platform for students to examine the history of world drama, and the influence of dramatic movements across cultural contexts. Topics of interest may include the study of genres, dramatic schools, theories, movements, and specific playwrights. Equal emphasis will be given to various theoretical pursuits, as we analyse plays in light of gender theories, ideology, historicism, and performance studies.

ENG 7380 Twenty-first Century Fiction (3,3,0)
Twenty-first century fiction provides a forum from which to explore recent novels from around the world. Topics that may be investigated include the transnational, the post-postcolonial, the late-postmodern, the spectacular, the performative, hybridity, immigration, mass culture, sexuality, reliability, disaster, and protest. Given the global context of the course, English-language texts are selected from countries as diverse as Canada, India, Ireland, the USA and broader regions like the Caribbean and Asia. Particular emphasis will be placed on the political, cultural, and global underpinnings of the texts under consideration, drawn from this still-young century. Students will be encouraged to juxtapose the contents and contexts of chosen works while charting apparent shifts and trends in early 21st century artistic representation.

ENG 7390 Advanced Topic in Literary and Comparative Studies (3,3,0) (E)
This course will define critical and disciplinary parameters necessary to in-depth study and research of literature(s) written in English. Students will be introduced to methodologies or approaches relevant to the study of the selected topic. Illustration of the topic will be done through close readings of selected primary and theoretical texts.

ENG 7400 Advanced Topic in Genre Studies (3,3,0) (E)
This course will examine the features and/or development of a genre or subgenre, up to the present time. In a particular year, the focus of the course may be on a specific period and/or a (sub) genre, rather than a broad survey. Aside from a solid theoretical component, the course will offer a focus on selected texts with a view to developing the analytical and critical tools necessary to unfold their artistry and meaning.

ENG 7410 Advanced Topic in Critical Theory: (3,3,0) Popular Cultural Studies
This course will focus on the interdisciplinary, and still-emerging, field of cultural studies. Moving through the evolution of the critical discipline, which integrates its Marxist inceptions in 1950s Britain, its post-colonial and post-structuralist inclinations on the Continent in the 70s and 80s, and its contemporary multidimensional applications in places as different as the US and Hong Kong, this course will utilize the various discourses of culture and pop culture (including theory, the novel, and film) to excavate topics like stardom, the chic, the bourgeois, urbanism, democracy, globalization, reality television, mass identity, and eroticism. Students will be encouraged to develop their own informed ways of reading “culture” in its numerous modalities.

ENG 7420 Master’s Project (3,3,0) (E)
The project is an elective course conducted during the Spring semester designed for students who have (1) achieved a satisfactory grade in the Graduate Research Seminar during the Fall semester and (2) submitted a satisfactory prospectus to the MALCS Programme Management Committee no later than the end of November during the previous semester. As supervised by a core member of staff, students undertaking the project should develop habits of mind necessary to engage rigorously with their chosen topic(s). The project enables students not only to develop their own critical thinking but also to the potential to build communities of scholarship in their chosen area(s) of focus. The project demands the highest standards of research and writing. Aside from its intrinsic value as a piece of scholarship, the project should provide evidence (in the form of an article-length research output) of a given student’s worthiness for academic appointments or further studies.

ENG 7430 The Erotics of Humanism (3,3,0)
Taking its departure from the Western cultural project of historical humanism, this seminar will ask questions about the erotic and affective developments that occur within the processes of humanism’s emergence as the cultural dominant within domains of knowledge production, creativity and species formation. These questions presume that the erotic is both a necessary component in the development of humanism—one of its necessary conditions—and also one of the consequences of that emergence. Readings
ENGL 7440 The Postcolonial and India (3,3,0)
This course considers “India” as a site of literary production within colonial and postcolonial discourse before and after Indian independence in 1947. A privileged site in diasporic Anglophone history, India was among the earliest nations to delink its history of English from colonial culture. As both material locus of postcolonial reality, and an imaginary site in language, “India” both constitutes and problematizes contexts of race, class and nation and the canons deriving from these.

Note: The prerequisites for the English courses marked with an asterisk (*) can be waived with the consent of the Head of the Department. All prerequisites, unless otherwise stated, apply to English Majors only.

ENGL 1005 English, Creativity, and Cultures (3,3,0) (E)
This course will (1) examine the changing nature of language, and how creativity forms and transforms the English language and different cultures in English; (2) question and challenge students' perceptions of language, culture and creativity; (3) reflect on how creativity has played a role in the production of literary and everyday texts; and (4) lay a foundation for linguistic and literary studies.

ENGL 2005 Introduction to the Study of Language (3,3,0) (E)
This course will (1) raise students’ awareness of language, especially the English language, as an object of study; and (2) lay a foundation for students’ knowledge of language use and language structure including its phonology, morphology, syntax and semantics.

ENGL 2006 Language, Culture and Society (3,3,0) (E)
This course will help students (1) understand the interaction between social systems and language varieties; (2) examine the notions of standard and non-standard varieties of a language, especially as they relate to the language situation in Hong Kong; (3) understand how language use differs across individuals and groups based on social class, gender, identity, and ethnicity; and (4) understand how language ideologies and attitudes impact language policies and language education.

ENGL 2007 Literary and Comparative Studies (3,3,0) (E)
This course will (1) introduce students to basic concepts and terminologies used in literary and comparative studies; (2) introduce students to techniques and skills used in analysing literary texts across cultures; (3) explore the interrelations between literatures by exploring common themes, genres, etc.; (4) develop students’ literacy and cultural literacy by introducing them to literary masterpieces; and (5) develop students’ basic research skills, critical thinking and analytical abilities.

ENGL 2015 Literature and Culture (3,3,0) (E)
This course will (1) introduce students to the notion of literary culture; (2) illustrate the impact of culture in redefining English literature as a discipline; (3) locate the reader of English literature as a consumer of culture in a variety of popular forms; and (4) encourage the appreciation of culture and literature in their imagistic, graphic, literary, critical, and iconoclastic forms.

ENGL 2016 Sounds of English around the World (3,3,0) (E)
This course will (1) provide basic knowledge of phonetics and phonology, one of the major subsystems of language; (2) expose students to subtleties in language sounds; (3) train students to transcribe language sounds in the International Phonetic Alphabet (IPA); and (4) familiarize students in the analysis of the sound systems of language, especially the sound systems of English in the speech of native and non-native speakers and of learners acquiring English as a first or a second language.

ENGL 2017 Stepping Stones in English Grammar (3,3,0) (E)
This course will lay the foundations for students’ acquisition of competence in and knowledge about the English language.

ENGL 2025 The Art of Storytelling (3,3,0) (E)
This course will (1) explore various forms of storytelling in literature; (2) analyse literary devices used in the selected texts; (3) examine the observance of literary conventions in different genres; and (4) assess literature and its impact on society.

ENGL 2026 Argumentation and Persuasion (3,3,0) (E)
Students will be introduced to salient uses and theories of public speaking in a disciplinary context, from Cicero to Austin and Searle, with emphasis upon laying out a foundation for further studies in linguistics and literary studies. Textbook examples and classroom assignments will cultivate students’ ability to persuade audiences through eloquent and articulate argumentation. A number of oral genres will also be introduced in addition to public speeches and debates, including oral narratives, discussion, humour and interviews. The emphasis of the class will be upon using the English language and its literary and linguistic devices in everyday communication, group discussion and public speaking formats. Students will be expected to conduct research, to prepare in written form and, subsequently, to deliver orally public speeches, and to engage in group activities (such as discussion, role playing and listening exercises). Contemporary issues of relevance to be discussed, formally presented and debated in the course may include racism, patriarchy, bureaucracy, gender, oligarchy, terrorism, fascism, the media, and the underclass.

ENGL 2027 Academic and Professional Writing (3,3,0) (E)
This course will (1) help students improve their skills when writing in English for academic and professional purposes; and (2) enhance students’ awareness of the appropriate uses of English in professional or academic contexts apart from everyday life.

ENGL 2035 The Short Story (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) examine representative short stories written in or translated into English; (2) demonstrate knowledge of different types of short stories, and different writers’ styles and literary techniques; and (3) evaluate the production of short stories in an international and inter-cultural context.

ENGL 2036 Pre-Modern Drama (3,3,0)
This course introduces students to the formative influences, subgenres, and the critical and creative traditions of pre-modern drama. It also introduces drama in its historical contexts, including the specific interests and techniques of significant playwrights.

ENGL 2056 Faces of Comparative Literature (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) introduce students to various theories and methodologies used in comparative literature; (2) study the interrelations of several literatures according to common themes and genres; and (3) familiarize students with the basic concepts involved in the study of comparative literature.

ENGL 2065 Literary World Masterpieces (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) introduce students to representative and established literary works from different cultures; (2) engage students in literary discussion that will improve their skills in literary appreciation and critical thinking; and (3) equip students with the knowledge and skills necessary for analysing literary works as a foundation for further studies in the discipline.

ENGL 2066 Literature and Society (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) investigate the aesthetic and political dimensions of socially committed literature; and (2) highlight the interactive relationship between literature and society.
ENGL 2067 Literature and Persuasion (3,3,0)  This course will (1) introduce students to the literature of persuasion as a specific kind of writing in various forms; (2) introduce students to an understanding of the role of literature and persuasion in society; and (3) encourage students to view their own persuasive writing in English from the perspectives acquired in this course.

ENGL 2075 Literature, the Arts and Media (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) appreciate the aesthetic dimension of literature; (2) examine the relationship between literature and other forms of imaginative and artistic endeavours; (3) heighten students' interest in literary and artistic topics; and (4) assess the impact of non-print media on literary arts and representation.

ENGL 2076 Poetry (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) introduce students to selected poets' works, particularly in several different periods; (2) show how history and culture influence poetic works; and (3) give enjoyment and encourage appreciation of the skills, beauty and quality of fine poetry.

ENGL 2077 Critical Approaches to Literature (3,3,0) (E)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) strengthen students' analytical skills; (2) introduce major Western critical perspectives; and (3) provide basic critical approaches for effective reading and literary analysis.

ENGL 2085 Western Drama (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) introduce students to the formative influences, subgenres, and the critical and creative traditions of Western drama; and (2) introduce Western drama in its historical contexts, including the specific interests and techniques of significant playwrights.

ENGL 2086 Poetry and Poetics (3,3,0) (E)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) introduce students to the creative, formal, and critical traditions of poetry and poetics; and (2) introduce students to Western poetry in its historical contexts, including the specific interests and techniques of significant poets.

ENGL 2095 Foundations of Language Studies (3,3,0)  This course will (1) raise awareness of language, especially the English language as an object of study; and (2) lay a foundation for knowledge of language structure (its phonology, morphology, syntax and semantics) and language use, particularly with reference to issues relating to the English language.

ENGL 3005 Research Skills in English (3,3,0) (E) Language and Literature  This course will (1) familiarize students with basic research skills in language and literature; (2) improve students' writing skills in English; (3) strengthen students' ability to discuss linguistic and literary topics; (4) develop students' critical and analytical skills; and (5) prepare students to undertake research-based writing such as the Honours Project.

ENGL 3007 Discourse Studies (3,3,0) (E)  Prerequisite: ENGL 2005 Introduction to the Study of Language  This course will (1) introduce approaches to study of language in relation to the contextual background features; (2) facilitate understanding of the relationships among linguistics forms, meanings and contexts; and (3) develop awareness of the patterns of linguistic features beyond the sentence level.

ENGL 3015 Creative Writing (3,3,0) (E)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) give students an opportunity to understand how a piece of creative work is written; and (2) examine the three primary genres of creative writing.

ENGL 3026 Special Topic in Language (3,3,0) (E)  Prerequisite: To be specified by instructor(s)  This course will provide focused study of a specific theme pertaining to language. Specific themes may be selected according to the need of the students and developments in linguistics.

ENGL 3027 Special Topic in Linguistic Theory (3,3,0) (E)  Prerequisite: To be specified by instructor(s)  This course will provide focused training on a linguistic analytical skill set. Topics vary from semester to semester.

ENGL 3035 American Literature (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) familiarize students with the various historical contexts of American literature, its major (revolutionary) movements and specific qualities; and (2) explore the changing ideological contexts of American writing and literary production and dissemination, as well as the emergence of new, challenging voices.

ENGL 3036 Chinese-Western Literary Relations (3,3,0)  Prerequisite: ENGL 2056 Faces of Comparative Literature  This course will (1) encourage students to acquire a synoptic view of literature; (2) study the interrelations of literatures, especially Chinese-Western literary relations; and (3) place significant literary works in an international and inter-cultural context.

ENGL 3037 Creative Writing Workshop (3,3,0)  Prerequisite: ENGL 3015 Creative Writing  This course will (1) give students the opportunity to write creatively and discuss each other’s work in class; and (2) encourage students to experience creative writing as the expression of self.

ENGL 3045 Great Novels in English (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) provide a close analysis of selected English-language novels in their historical, social, political and philosophical contexts; and (2) situate works of recognized quality within their broader canonical context, including the traditions of the novel as they have emerged.

ENGL 3046 Literature and the Nobel Prize (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) introduce students to the winners of the premier prize for global literary achievement; and (2) introduce students to the best, globally recognized literatures in poetry, drama, and fiction in English or in English translation.

ENGL 3047 Literature and Translation (3,3,0)  Prerequisite: ENGL 2005 Introduction to the Study of Language and ENGL 2007 Literary and Comparative Studies  This course will (1) help students understand the dynamics between literature and translation, and different problems in cross-cultural, literary studies; and (2) enhance students’ awareness of language use and culture-related issues in literature and translation.

ENGL 3055 Literature and Film (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) investigate the relationship between film and literature; (2) analyse how plot, characterization, and themes are developed across both literary and filmic texts; (3) defend the uniqueness of prose and filmic narratives; and (4) debunk how developed across both literary and filmic texts; (3) defend the uniqueness of prose and filmic narratives; and (4) debunk how developed across both literary and filmic texts; (3) defend the uniqueness of prose and filmic narratives; and (4) debunk how developed across both literary and filmic texts; (3) defend the uniqueness of prose and filmic narratives; and (4) debunk how developed across both literary and filmic texts; (3) defend the uniqueness of prose and filmic narrative contexts.

ENGL 3056 Major Genre in Literature (3,3,0)  Prerequisite: ENGL 2007 Literary and Comparative Studies  This course will (1) investigate the concept of genre; (2) close-read specific texts within a focused genre area; (3) demonstrate the continued relevance of a specific genre to the study of English literature; and (4) equip students with the knowledge and skills for analysing literary texts generically.
ENGL 3057 Major Movement or Trend in Literature
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) chart and examine a significant literary and cultural movement or trend; (2) apply different concepts learned to the analysis of selected texts; and (3) enhance students’ analytical ability by studying representative works that belong to that movement or trend.

ENGL 3065 Major Theme in Literature
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) investigate a significant theme or motif in literature; (2) classify and categorize different schools and literary types in relation to the study of themes; and (3) equip students with the knowledge and skills necessary for analyzing literary texts thematically.

ENGL 3066 Modern and Contemporary Drama (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) examine significant modern works of drama from anywhere in the world; (2) compare and explore theories and styles of drama, and posit the selected texts in their social, political, and theoretical contexts; and (3) acquire knowledge of different texts, ideas and performance approaches.

ENGL 3075 Single Author Forum: Drama (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) assess a single prominent dramatist in English; and (2) examine the chosen dramatist’s plays in light of relevant biographical, political, social, historical, and cultural contexts.

ENGL 3076 Single Author Forum: Poetry (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) analyse in depth one distinguished poet in English; and (2) examine poetry in light of a poet’s biographical, historical, and cultural contexts.

ENGL 3077 Single Author Forum: Prose Fiction
Prerequisite: Any one Literary and Comparative Studies course
This course will (1) examine the works of a single prominent fiction writer in English; (2) analyse the major themes, style, and techniques characteristic of the chosen author; (3) evaluate the chosen author in his/her biographical, historical and critical contexts; and (4) assess the author’s contribution to fiction writing as a genre and his or her position with regard to national traditions and world literary contexts.

ENGL 3095 Styles and Structures (3,3,0)
Prerequisite: ENGL 2005 Introduction to the Study of Language or ENGL 2007 Literary and Comparative Studies
This course will (1) convey the concept of style; (2) analyse linguistic structures and how they affect the meaning and reception of texts; and (3) view differences in style in texts of various genres and periods.

ENGL 3096 The Child and Literature (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) introduce students to a wide variety of literature for and about children; (2) enable students to identify and articulate currents of thought in the texts they encounter, to explore the manner of their expression, and to make comparisons where appropriate; and (3) encourage students to view the study of literature from an educational point of view, regarding literature not only as literature but as a medium of instruction as well.

ENGL 3105 Twentieth-Century Literature (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) examine short stories and novels written in English whose diversity of styles and subjects demonstrate the changing perceptions of literature and life during the last century; (2) explore significant twentieth-century works of fiction including novels and/or collections of short stories; and (3) encourage students to consider literary works in a historical context, in relation to a given author’s wider canon, and with regard to the work of her/his contemporaries.

ENGL 3106 Modern and Contemporary Poetry (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) investigate twentieth-century and contemporary poetry as a mode of thought and expression; and (2) introduce students to the styles, subjects and poetic imperatives that emerged in the twentieth and twenty-first centuries.

ENGL 3107 Acquiring and Learning a Language (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) familiarize students with central issues in the area of language acquisition and language learning; (2) introduce major theories concerning the central issues; and (3) enable students to interpret data on first or second language acquisition against the background of theoretical insights.

ENGL 3205 Components of a Word (3,3,0)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) provide students with analytical knowledge of morphology; (2) familiarize students with the various dimensions in the notion word; and (3) understand the relationship between words.

ENGL 3206 Critical Discourse Analysis (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce analytical techniques of critical discourse analysis; and (2) develop critical awareness of how ideologies position discourse.

ENGL 3207 Language and Intercultural Communication (3,3,0) (E)
The course will give students the opportunity to explore the interrelationship between linguistic and communicative phenomena on the one hand and cultural phenomena on the other.

ENGL 3305 Studying Meaning (3,3,0)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will provide analytical knowledge of word-level and sentence-level semantics.

ENGL 3306 Understanding Phonological Patterns (3,3,0)
Prerequisite: ENGL 2016 Sounds of English Around the World
This course will (1) enable students to have an in-depth understanding of phonological theorizing and analysis; (2) familiarize students with phonological patterns in languages beyond English; and (3) relate phonological properties across languages.

ENGL 3307 Architecture of Grammar (3,3,0) (E)
This course will (1) provide fundamental training in English syntax; and (2) inform students of the bases of grammaticality through empirical studies.

ENGL 4005 Advanced Topic in Comparative Literature
Prerequisite: Two Level III courses from the Literary and Comparative Studies Concentration
This course will (1) provide students with in-depth knowledge of a selected topic in comparative literary studies; (2) enable students to engage with issues from a cross-cultural and/or interdisciplinary perspective; and (3) enhance students’ critical thinking and analytical skills necessary for cross-cultural studies.
ENGL 4006 Advanced Topic in Language (3,3,0) (E)
Prerequisite: Two Level III courses and any addition courses to be specified by instructor(s)
This course will provide an in-depth study of a specific theme pertaining to language. Specific themes may be selected according to the need of the students and developments in linguistics.

ENGL 4007 Advanced Topic in Linguistic Theory (3,3,0)
Prerequisite: Two Level III courses and any addition courses to be specified by instructor(s)
This course will provide an in-depth study of a theoretical issue, theme or model in linguistics. Topics vary from semester to semester.

ENGL 4015 Advanced Topic in Literatures in English (3,3,0)
Prerequisite: ENGL 2077 Western Critical Approaches to Literature, ENGL 3086 Special Topic in Western Critical Theory, or ENGL 3087 Special Topic in Western Critical Theory
This course will (1) provide advanced students with in-depth knowledge of a selected topic pertaining to a given literature or literatures written in English; and (2) enable an in-depth understanding of a specific topic pertaining to students' advanced research.

ENGL 4016 American Popular Fiction after 1950 (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
This course will (1) explore the impact of popular culture on American literature from 1950 to the present; (2) examine the impact of emerging, alternative genres on the American canon during the same period; and (3) approach ideologies of American exceptionalism in the specific context of the globalization of American literature, culture, and economy after 1950.

ENGL 4017 Advanced Seminar in Language and Gender (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce a range of current issues in the academic field of language and gender; (2) explore different approaches to analysing the impact of gender in both spoken and written texts; (3) encourage students to appreciate cultural variations on gendered language and identities; (4) develop students' awareness and critical thinking of gender in their own experiences of language use and learning; and (5) develop students' analytical skills when analysing data collected using the theoretical frameworks acquired in the course.

ENGL 4025 Analysing Multimodal Communication (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce the different frameworks of multimodality; (2) examine the interactions of words and visuals; (3) examine how linguistic tools can be utilized in the study of visuals; and (4) examine how a multimodal corpus can be built.

ENGL 4026 Exploring Intercultural Communication through Films and Literature (3,3,0)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce students to the linguistic and communication theories underpinning intercultural understanding; (2) evaluate the different paradigms of intercultural communication; (3) enable the understanding of processes, types and forms of some creative productions such as films; (4) explore the nature and functions of creative productions in intercultural communication; and (5) evaluate the different data sources of intercultural communication, i.e. the advantages and disadvantages of using authentic data and creative productions.

ENGL 4027 Exploring Bilingualism and Bilingual Education (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) familiarize students with the variety of interdisciplinary perspectives on bilingualism and bilingual education; (2) expose students to major concepts and theories concerning bilingualism and bilingual education; and (3) enable students to apply the concepts and theories introduced to the analysis of important issues in the Hong Kong situation.

ENGL 4035 Functional Grammar (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce relevant theorems within functional grammar; (2) familiarize students with the explanatory aims of each module; and (3) create awareness of the major functional patterns of the English language.

ENGL 4036 Language, Communication and Advertising (3,3,0)
This course will (1) introduce students to different approaches to the study of advertisements, including semiotics, grammar of visual design, discourse analysis and multimodality; (2) introduce students to the whole range of communicative features in advertisements and commercials, including text (linguistic and paralinguistic features), image, composition, colour, and sound, and to illustrate how and what they communicate; and (3) allow students to apply their knowledge of advertising to analyses of different types of advertisements and commercials.

ENGL 4037 Language and the Workplace (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) introduce the functions of language in the workplace; (2) examine the different linguistic frameworks to study the texts and conversations in the workplace; (3) examine the ideologies of work in creative productions such as film and literature; (4) appreciate the use of the workplace in creative productions; and (5) compare the meaning of work in different cultures.

ENGL 4045 Language in Education (3,3,0) (E)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) help students grasp the essential characteristics of children's developing communicative competence at home and school; (2) demonstrate the variations in the level and profile of language development depending on home conditions; (3) enable understanding of the role language plays in school functioning and in learning; (4) enable analysis of educational discourse, whether from the oral conduct of classes, the printed school texts, or, student writings; and (5) familiarize students with the basic policies on language in education.

ENGL 4046 Hong Kong Stories in English (3,3,0)
This course introduces selected Hong Kong stories written by foreign expatriates, Chinese sojourners, and local writers. The students are expected to identify different images of Hong Kong, to apply several critical approaches to analyse the syllabus texts, and to compare and contrast the various literary tropes in oral and written presentations. The instructor may use a mixed teaching mode that includes interactive lectures, small-group tutorials, and experiential learning activities.

ENGL 4047 Perspectives on Universal Themes (3,3,0)
Prerequisite: ENGL 2005 Introduction to the Study of Language
This course will (1) help students relate at a philosophical level the themes in linguistics that cut across disciplines; (2) broaden students' perspectives on the properties of their discipline by placing it in the larger context of academic inquiry; (3) cultivate students' interest in issues outside their field of training.
ENGL 4055 Stories of English (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will provide advanced students with an understanding of the historical development and of the present state of the English language around the world; and (2) familiarize students with both the internal and external principles of language change and language diversity.

ENGL 4056 Theoretical Linguist Meets World (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will (1) enable students to relate and apply their training in theoretical linguistics to a wider spectrum of disciplines and to the practicalities of daily life; (2) broaden students' perspectives on the relevance of other disciplines to linguistics; (3) cultivate a sense of a larger academic context; and (4) provide greater interdisciplinary scope.

ENGL 4057 Unravelling Syntax (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course aims to help students identify and discuss characteristics and types of dysptias as illustrated through a range of cultural expressions (fiction, film, art, photography, current events, politics, etc.). Students are also encouraged to analyse and critique dystopian texts through various lenses (political, cultural, moral, contemporary, and literary) and through various means (papers, discussions, group presentations).

ENGL 4058 Dystopian Fiction (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will help students identify and discuss characteristics and types of dystopias as illustrated through a range of cultural expressions (fiction, film, art, photography, current events, politics, etc.). Students are also encouraged to analyse and critique dystopian texts through various lenses (political, cultural, moral, contemporary, and literary) and through various means (papers, discussions, group presentations).

ENGL 4059 World Literatures (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course examines the conceptualization and historical moments of "literatures in the world." It looks at two examples of literary imagination travelling in the world, with a focus on the historical transformation of the idea of the Mongol Empire since the eighteenth century up to present times. The two cases comprise literary imaginations and constructions travelling around the world, as expressions of such industrial and global formations as the explosion of colonialism, civilizational universalism, economic globalization, and global tourism. Together, these instances of travel demand that we rethink the linear structure of (comparative) literary history. Eventually, this course shows students of literature and culture in the twenty-first century how and why historical, comparative, critical, and imaginative work sustains the Auerbachian humanist tradition.

ENGL 4060 Comics and Graphic Novels (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies or others as may be required depending upon the topic offered

This course will be organized into approximately four thematic groupings: revisionist narratives within the mainstream, memoirs and confessional, new journalism, and auteur comic. The texts will be chosen based not only on historical impact, verifiable influence or general popularity with readers but also with an eye to comics that experiment and expand the boundaries of the medium. So, while students will recognize some familiar names and titles, there will also be some less well-known books represented.

ENGL 4061 Special Topic in Comparative Literature (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies or others as may be required depending upon the topic offered

This course will provide advanced students with an opportunity to explore selected topics in comparative literary studies in depth.

ENGL 4062 21st Century Fiction (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies or others as may be required depending upon the topic offered

This course will consider the impact of global popular culture on works of literature around the world from 2000 to the present. It will also explore twenty-first century works of fiction through a variety of critical and theoretical lenses, such as transnationalism, posthumanism, postmodernity, poststructuralism and the post-postcolonial. Students will learn to evaluate the work of specific writers and their contribution to the development of twenty-first century literature.

ENGL 4063 Detective Fiction (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies or others as may be required depending upon the topic offered

This course will examine the development of detective fiction and explore the sub-genres of detective fiction, such as the hardboiled mode, the police procedural, the historical crime fiction, and the metaphysical detective stories. Students will learn to critique detective stories through the lens of structuralist, feminist, narrative, Marxist, postcolonial, and deconstructionist theories.

ENGL 4064 Special Topic in Literature (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies or others as may be required depending upon the topic offered

This course will provide advanced students with an opportunity to study and discuss selected topics in literary and critical studies; and (2) prepare students for further study in the same (or related) special topic.

ENGL 4065 Shakespeare and His Contemporaries (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will (1) explore Shakespeare's works in light of the social, political, and philosophic contexts of Renaissance drama; and (2) examine the selected plays produced by Shakespeare and his contemporaries.

ENGL 4066 Special Topic in Critical Theory (3,3,0) (E)
Prerequisite: ENGL 2077 Western Critical Approaches to Literature

This course will (1) provide the in-depth study of a specific area within modern literary/cultural theory; and (2) sharpen students' analytical and interpretive skills through an engagement with basic questions about literary/cultural practice using a particular theoretical perspective.

ENGL 4067 Gender and Literature (3,3,0) (E)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will explore gender-related issues through a variety of critical and theoretical lenses, such as essentialism, poststructuralist feminism, queer theory, and cyborg identity. Students will learn to evaluate the work of specific writers and their contribution to the development of gender theory in literature.

ENGL 4068 Diaspora Writing in English (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course offers a theoretical and literary study of Chinese memoirs in English and explores the political and ethical implications of writing in the post-Cold-War era and within the context of global capitalism. By tracing the cultural and political topicality of such events as the “Cultural Revolution” as a subject for popular history writing, this course will focus on the following topics: life writing, popular history, trauma, global capitalism, English as lingua franca.

ENGL 4069 Gothic Literature (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies

This course will examine the development of Gothicism and explore the impact of gothic literature on popular culture from the nineteenth century to the present. Students will learn to evaluate the changing representations of monsters, vampires, and zombies in different socio-political, gender, and ideological contexts; as well as to explore the impact of gothic literature on popular culture from the nineteenth century to the present.
ENGL 4105 Comparative Drama (3,3,0)
Prerequisite: ENGL 2007 Literary and Comparative Studies
The course will compare and explore different theories and styles of drama from various countries, and examine significant works of drama from anywhere in the world. It will also investigate and posit the selected texts in their social, political, and theoretical contexts.

ENGL 4106 Literary Journalism (3,3,0)
Literary Journalism provides a forum within which to explore post-1960s avant-gardist and genre-bending journalistic texts, from shorter pieces to novel-length ones to cinematic documentary. We will decipher and decode some groundbreaking reportage-based texts, including shorter pieces, a novella, two novels, and a feature-length documentary so as to emphasize how each of these is at once what it is and not what it is. Each of the texts we shall examine, and each of the texts we will write, will meditate upon, and meditate the particular cultural conditions of the author-journalist’s role in delivering and repackaging and critiquing—and (re)creating—the newsworthily.

ENGL 4107 Postcolonial Fiction (3,3,0)
This course will typically consider four or five English-language contemporary texts from different regions of the globe such as Roy's The God of Small Things, Erdrich's The Last Report on the Miracle's at Little No Horse, Egger's What is the What, and Thompson's Habibi or other selected texts. Our critique of (self)consciously politicized boundaries will involve exploring the thesis that newer national agendas reproduce colonial missions, the tension between ideology and aesthetics, and how the politically-charged management of literary production, dissemination, and criticism discredits (or works to ignore) the literary nature of a work in and of itself. Particular attention will be paid to narratology and the phenomenology of reading when assessing the conscientious representation of themes including caste, motherhood, women, beautification, poverty, waste, untouchability, hate, desire, tourism, exile, emigration, performance, holiness, scandal, and nostalgia in texts, such as those listed above, depicting such far-flung places as Christian India, a native North American reserve, war-torn Sudan, and a romanticized (and timeless) Middle-East.

ENGL 4898-9 Honours Project (3,0,3)
This course will (1) require students to demonstrate their knowledge of the field within their selected topic, their research skills, as well as their ability to express their ideas in a persuasive and well-structured exegesis; and (2) engage the student in independent research and the production of an extensive research or creative project.

EPHM 7010 Sustainable Management Systems (3,3,0) (E)
The course covers different management approaches to sustainability from local to global perspectives. Focus will be on how environmental management system and environmental impact assessment can help achieve the goal of environmental sustainability.

EPHM 7020 Management of Public Health Risks (3,3,0) (E)
This course focuses on understanding the range, limitations and impact of public health policies. It also trains students to develop skills to identify the principal factors imposing impacts on human and other environmental species and to assess the significance of emerging issues in an objective manner.

EPHM 7040 Land and Water Resources Management (3,3,0) (E)
This course provides background information on water, soil and vegetation, as well as the effects of industrial and economic development on land quality and water safety. Different strategies on land and water resources management for sustainable development are also discussed.

EPHM 7050 Integrated Waste Management (3,3,0) (E)
The amount of waste/solid waste produced every day is tremendous and ways of properly handling and disposing them permanently have always been in demand. The course explores and compares different options and strategies in reducing, handling, and treatment of solid waste with due emphasis on the importance of adopting an integrated approach in managing waste.

EPHM 7070 Research and Environmental Monitoring Methodology (3,3,0) (E)
The course focuses on different approaches and methods to conduct environmental monitoring and environmental research. Basic principles of these research and monitoring methods will be dealt with adequately so that students will be able to formulate their own research or monitoring strategies to deal with new environmental problems when they have completed the course.

EPHM 7110 Principles of Environmental Management (3,3,0) (E)
This course studies ecosystems and its relationship with atmospheric, hydrological and geomorphological systems. The impacts of human activities on the delicate balance of ecosystems, as well as the ethical bases of conservation biology, will also be examined. The course introduces the basic principles in environmental management, illustrates scientific principles by building on worldwide and familiar examples, and encourages students to become personally involved with solving environmental problems.

EPHM 7311-2 MSc Dissertation (3,*,*)
This project is designed for students to apply and integrate theories learnt to real-life problems so that better understanding of the environmental issues will be resulted. Through the execution of the project, students will also learn the proper ways of conducting research and preparing documents for review.

EPHM 7320 Occupational Health and Safety Management (3,3,0) (E)
This course provides an understanding on occupational health and safety with due emphasis on a variety of commonly adopted management approaches and methods. This includes the identification procedures for the principal causes of ill health and poor safety at workplace and strategies for eliminating or ameliorating them. The legal and operational aspects of occupational health and safety are also adequately dealt with.

EPHM 7330 Food Quality, Law and Safety Management (3,3,0) (E)
The course is designed to introduce students to the growing consumer demand in food safety and growing awareness of the food industry in the importance of maintaining high food quality. It covers the principles and international standards of food quality and safety management, and provides an understanding of the legislative control related to food quality, safety and human health protection in Hong Kong and other places.

EPHM 7340 Carbon and Energy Management (3,3,0) (E)
This course provides students with an understanding on carbon and energy management with due emphasis on a variety of commonly adopted management approaches and methods. This includes carbon accounting or the identification and quantification of greenhouse gas emission sources and sinks, carbon footprinting of products and services, carbon neutrality, energy audit and management, measurement and verification of energy performance projects, and the related carbon and energy standards.

ERMT 2005 Global Environmental Issues (3,*,*) (E)
This course aims to provide an introduction to global environmental issues for students with or w/o science background. Special emphasis will be placed on the evaluation of the impacts of human activities on the environment and the examination of solutions to environmental problems.
ERMT 2015 Physical Geography (3,*,*) (E)
This course aims to introduce the major geological and geomorphological processes that contribute to formation of various landforms and natural geographical features. The first part of this course introduces tectonic processes that contribute to the development of Earth's major relief features, and the processes of weathering, erosion and deposition with regard to landform development especially in Hong Kong. The second part introduces climatology with emphases on the formation of major climatic regions. This is followed by a comprehensive analysis of the development and characteristics of soils and vegetation on the Earth's surface. Emphasis is placed on their distribution, soil-plant interactions and their significance in human's use of land.

ERMT 3005 Anthropogenic Climate Change (3,*,*) (E)
This course provides students with a broad perspective of the topic of climate change, with an emphasis of the natural and anthropogenic causes of climate changes and its socio-economic consequences. The central theme is to illustrate the determinants of climate, the ways in which human activities affect global climate, how environment and human societies are affected by climate change, and the approaches and efforts that have been adopted to minimize anthropogenic climate change.

ERMT 3015 Natural Resources Management (3,2,1) (E)
This course aims to introduce students to the problems associated with the use or misuse of our natural resources and current management practices associated with the conservation of natural resources. This course aims to introduce a wide spectrum of practices specific to particular habitat, wildlife and energy resources management. In addition, emphasis will be placed on the review and discussion of current programs and issues in natural resources management in Hong Kong and other countries. This course also provides students with an opportunity to investigate and formulate solutions to the problems in natural resources management.

ERMT 3025 Research Methods and Statistics (3,2,1) (E)
This course aims to introduce students to experimental design and statistical data analysis at an elementary to intermediate level, with an emphasis on practical applications of statistical methods to experimental and observational data in biology, ecology and environmental sciences. Students will explore the process by which scientists formulate research questions, set null hypotheses, design experiments, collect data and apply statistics to test the hypotheses.

ERMT 3035 Geo-environmental and Ecological Field Study (3,*,*) (E)
This course aims to provide students with hands-on experiences of the local environment and its associated biological communities. In addition to introducing the geological, geographical, ecological and biological features of major habitats of Hong Kong, this course will introduce students to the basic techniques in the collection of geographical data and in the sampling and analyzing of major biological communities and their applications in the local context. In addition to lectures, the course will be conducted mainly through field surveys carried out in the countryside of Hong Kong.

ERMT 3045 Global Energy Development (3,*,*) (E)
This course aims to examine a wide range of topics in global energy development, including oil and natural gas, coal, electricity policy, renewable energy, nuclear power, energy efficiency, and climate change. One objective of this course is to examine the relationship between energy security and climate change, which are both key challenges facing the world. It also introduces students to the basic tools (e.g. economic theories) used to analyze and assess energy options. Lastly, emphasis will be placed on the political context, both domestic and international, concerning the design and implementation of governments' energy policies.

ERMT 3055 Laboratory Environmental Analysis (3,*,*) (E)
This course aims to familiarise students with background knowledge related to detection and quantification techniques commonly used in environmental analyses. The lectures will inform students about the use of instrumentation and techniques in the biological, chemical and physical analysis of the environment. The laboratory exercises and field survey are designed to enhance, augment and reinforce the lecture series and explore the process of conducting environmental assessments.

ERMT 3065 Terrestrial and Aquatic Ecology (3,*,*) (E)
This course will focus on the ecology of terrestrial habitats and aquatic habitats of streams, rivers, wetlands and lakes. The first part of this course will introduce terrestrial ecology at population and community level, with emphasis on the role of local ecological processes in modifying the terrestrial ecology of the tropics, especially tropical East Asia, and an overview of patterns and processes on a global scale. The second part introduces sciences of freshwater habitats by integrating the physical and biological components of rivers and lakes and their drainage basins, and introducing the impacts of human influences on these habitats at local and regional scales.

ERMT 3105 Environmental Biotechnology (3,*,*) (E)
This course aims to develop students' understanding of current biotechnological approaches and technologies. The focus will be on microbes and/or other organisms used to) 1) improve environmental quality; 2) prevent discharge of pollutants; 3) clean up contaminated environments; 4) renew resources; and 4) generate valuable products for human society.

ERMT 3115 Environmental Pollution and Toxicology (3,*,*) (E)
The course aims to examine and evaluate the causes, effects and solutions to land, air, water and noise pollution in Hong Kong. This course provides students with the fundamental principles and techniques in the assessment of environmental toxicology, as well as the skills needed to apply these principles and techniques in toxicology. The laboratory exercises in this course provide students with hands-on experience about the basic techniques and experimental procedures used in ecotoxicology.

ERMT 3125 Internship for Environment and Resources Management (3,*,*)
The course is designed to help students to connect their academic studies to real world applications for environmentally focused work. The internship is intended to be flexible, designed to meet students' needs and interests while affording opportunities for practical hands-on experience in a variety of environmental fields. Such experience will also assist the student in developing a strategy for employment. Students are required to achieve a deep understanding of the service nature and daily operations of an attached organization through observation, training, interactions with staff members, and practice. Students are required to work at a partner organization for up to 200 hours and to attend pre-internship workshops and sharing seminars. Students will need to submit weekly journal, or keep similar notes, for a final report developed from their activities, the role of the attached organization and the relevance of scientific knowledge to their work.

ERMT 3135 Renewable Energy System and Technology (3,2,1) (E)
Renewable energy is currently an important element in most energy markets, with a significant growth each year. This course aims to examine the potential for renewable energy resources as a solution to the global energy crisis and climate change. Emphasis will be placed on the examination of these existing renewable energy resources, involving their theory and practice, as well as their benefits and drawbacks in different circumstances. In addition, this course will review and compare government policies and incentives in different countries for fostering the development of renewable energy resources.
ERMT 3145 Urban Development and Environment (3,*,*) (E)

Urban development is among the most pervasive and ubiquitous forms of land cover change. Thus, urbanization poses significant challenges to many organisms, including humans. This course will focus on the global urbanization and urban developmental impacts on the 1) patterns of abundance and distribution of organisms in urban ecosystems; 2) the interactions among organisms in the urban environment; 3) the interactions between humans (and societies) and nature in urban environments; and 4) some aspects of urban planning as it relates to ecology and the environment.

ERMT 4005 Environmental Impact Assessment and Management (3,*,*) (E)

The course aims to develop an understanding of environmental impact assessment (EIA) and the EIA process in Hong Kong. Emphasis will be placed on the requirements and components of an EIA report including air, noise, water, waste management, environmental risk, ecological impact, and socio-economic impact assessments. In addition, the course examines environmental law, environmental management and the importance of public participation. Case studies in Hong Kong will be used as comparison with EIA in other regions (e.g. Mainland China).

ERMT 4008-9 Honours Project I & II (3,*,*)

The Honours Project is an extensive piece of work that aims to develop students' ability to work independently. As such, a major objective is to develop a variety of practical skills relevant to Environment and Resources Management and which are of particular value to employers. It is also intended that the project should enhance a student's confidence to work by himself/ herself. In this course, students will undertake an environmental research project under the supervision of a faculty member. Research work will commence during the summer vacation immediately preceding the student's final year. Students will meet periodically with the supervisor to discuss and interpret their research data. These discussions will culminate in the production of a comprehensive written report which will be submitted for assessment at the end of the student's final term of attendance.

ERMT 4015 Advanced Topics in Environmental Planning and Management (3,*,*) (E)

Environmental management has evolved from a popular movement to a profession, demanding complex analytical and decision-making skills. These skills are essential to the development and implementation of policies about the impacts of human activity on the natural environment. Scientific, legal, administrative and political factors shaping these policies and public attitudes are critical components of environmental management and planning.

Consequently, this course aims to provide students with an understanding of the principles behind planning, public administration and political approaches that are important for the protection of environmental resources in urban and natural environmental contexts. This course aims to develop 1) student abilities in measuring air and water quality, water supply safety, environmentally sensitive natural resources, and solid and hazardous wastes; 2) an understanding of global and trans-national problems, such as global warming, ozone depletion and acid rain, and energy usage; and 3) abilities to critically assess environmental policy and management issues.

ERMT 4105 Biodiversity and Conservation (3,*,*) (E)

Prerequisite: ERMT 3065 Terrestrial and Aquatic Ecology

This course aims to introduce students to the need for biodiversity conservation and its implementation. Threats to biodiversity will be introduced and discussed with a basic overview of relevant ecological and population genetic processes. Biodiversity conservation at species, population and community levels will be introduced and discussed, with an emphasis on the interplay of socio-economic, political, and cultural factors. Students will be introduced to the principles of biodiversity conservation through lectures, group discussions, field visits, and reflective essays.

ERMT 4115 Energy Audit and Carbon Management (3,*,*) (E)

Prerequisite: ERMT 2005 Global Environmental Issues

This course focuses on the quantification of energy usage and the management of greenhouse gas emissions. It explores basic concepts and models in energy auditing and carbon management. Hands-on experience and field study are provided to help students to develop basic skills in energy and carbon auditing, including survey instruments used, measurement standards and protocols.

ERMT 4125 Environmental Law, Policy and Ethics (3,*,*) (E)

This course aims to help students to develop knowledge of laws, policies and ethics related to environmental protection. The course will analyze the relationship between economic growth, environmental justice and sustainable development, and evaluate different theories concerning environmental ethics and their implications for legislation and public policy formulation in relation to the environment. Students will learn how to analyze different environmental issues and problems in both Hong Kong and overseas, consider the application of legislation and policy options in response to these issues and problems, and become competent in dealing with environmental management in Hong Kong.

ERMT 4135 Green Industry and Business Management (3,*,*) (E)

This course introduces various conflicting ideas regarding economic development and environmental degradation, and whether the technological advances hold the key to saving the environment. It aims to examine the roles of business sectors and that of the general public in reducing the burden on the natural environment and in achieving a sustainable environment, by adopting best international practices. The implications of adopting new management approaches in terms of profits and for the environment will also be reviewed. The course will introduce the possibilities and practices related to the greening of business management at all stages - from production inception to the final product, it will also include the basic concepts of the life-cycle analysis. In addition to learning fundamental concepts and principles, students will study a wide spectrum of literature, case studies and government reports, and will be trained to analyze cases of special environmental interest in order to develop independent thinking.

ERMT 4145 Integrated Waste Management (3,*,*) (E)

This course aims to provide students with a broad awareness of the framework of solid waste management and related issues. Particular attention is focused on the concepts of source reduction and waste reduction programs in the SAR.

ERMT 4155 Restoration Ecology and Habitat Management (3,*,*) (E)

Prerequisite: ERMT 3065 Terrestrial and Aquatic Ecology

This course is a broad overview of the interdisciplinary topic of ecological restoration and habitat management. Students will be introduced to the rapidly expanding discipline of restoring degraded ecosystems through lectures, group discussions, field visits, restoration plans, and reflective essays. The course will focus on ecological theory and how to apply theory to the implementation of restoration and habitat management; philosophical debates concerning restoration and habitat management; societal influences on restoration decision making; and restoration planning and implementation strategies.

ERMT 4165 The Pearl River Delta: An Environmental Survey (3,*,*) (E)

This course aims to introduce students to the perspectives and knowledge needed to understand the growing socio-economic and environmental issues within the Pearl River Delta (PRD) Region (including Hong Kong and Macau). Emphasis will be placed on providing experiential learning experience to
evaluate the socio-economic development and its impact on the environment of the PRD. Field-based study in selected sites will provide opportunities for students to explore the environmental issues involved in the development of PRD.

EURO 1008 Europe: Unity and Diversity I (3,2,1) (E)
This is the first part of a two-semester course which provides students with the necessary initial background knowledge of Europe as a whole. It seeks to stimulate the students' interest by looking at European history through the particular prism of the shifting balance between unity and diversity, concentrating on particular turning points. It introduces students to the various definitions of “Europe” and Europe's historical roots in the ancient Mediterranean civilizations. The synthesis of the Greco-Roman and Christian with the Germanic heritages in the Middle Ages and the subsequent Renaissance laid the foundations for the culturally multi-faceted modern European societies, which nonetheless share a common tradition in thought and action.

EURO 1009 Europe: Unity and Diversity II (3,2,1) (E)
Prerequisite: EURO 1008 Europe: Unity and Diversity I or equivalent
This course is a continuation of EURO 1008. It will focus on early modern Europe from the 16th to 18th centuries. It discusses the gradual emergence of a “European model of development” characterized by representative forms of government, essential freedom of economic activity and protection of private property rights, as well as a set of cultural values stimulating growth and social development. The course will discuss the formation of European composite and (eventually) nation states and their interminable domestic and external conflicts, which crucially led to the projection of European power overseas. It will analyse cultural conflicts attendant to the break-up of medieval Christian unity, and the rise of national and regional diversities still extant today. In the process, two competing models of societies evolved: an essentially market-driven, potentially liberal, decentralized structure, and a conservative-autocratic model of governance, typified here by the Dutch United Provinces and the kingdom of France, respectively. Out of their conflicts arose the all-European cultural movement called the Enlightenment, which arguably remains the single most important source for the values and principles on which the modern European Union and a common European identity are founded.

EURO 1111-2 Europe: Unity and Diversity (3,2,1) (E)
The course introduces students to the various definitions of “Europe” and the continent’s historical roots in the antique Mediterranean civilizations. The synthesis of the Greek/Roman, Christian and Germanic heritages in the Middle Ages and the Renaissance laid the foundations for the culturally multi-faceted modern European societies, which nonetheless share a common philosophical core. Through successive stages of political and economic development marked by significant internal and external conflicts, modern liberal thought was formed, and its equivalent in the economic sphere: the wealth-generating capitalist societies. The seeming contradiction between the principles of individual freedom and social equality led the continent to near self-destruction in ideological warfare, out of which finally emerged the post-war model of trans-nationally cooperating bureaucratic welfare states: the European Union.

EURO 2005 Contemporary European Societies (3,2,1) (E) I: The French-Speaking Countries
Prerequisite: EURO 1008-9 Europe: Unity and Diversity
This course will enable students to acquire a broad knowledge and understanding of the main features of French-speaking countries of Europe (France, Belgium, Luxembourg and Switzerland). It will prepare them for their stay in Europe during Year III by training them to critically evaluate the social, political, cultural and economic conditions in these countries. It will also help them to elaborate the conceptual framework to be used when gathering information in Europe for the final year Honours Project.

EURO 2006 Contemporary European Societies (3,2,1) (E) I: The German-Speaking Countries
Prerequisite: EURO 1008-9 Europe: Unity and Diversity
This is the first part of a course, which spans the internship year in Europe. It acquaints students with salient characteristics of the social, cultural, political and economic life in Germany, Austria and Switzerland, as these have a direct impact on individual life styles and life experiences. The course also prepares students to gather and systematize HP-relevant information during their third year in Europe.

EURO 2007 The Political Economy of the European Union
This is a course which examines the causes and historical evolution of European integration and looks analytically at the institutions and the policies of the European Union. It provides a focused examination of the political economy of European integration, highlighting the dynamic relationship between economic and political integration and the respective roles of the member states, the EU institutions, and the market. Moreover, it highlights the complexities and difficulties in constructing a European constitutional order and offers a critical examination of the process of institutional building. It provides a critical review of the main theoretical contributions to the debate on European integration, and explores the prospects for the enlarged EU in the post-communist era.

EURO 2015 Model European Union (3,2,1) (E)
This course seeks to familiarize students with the framework and procedures of international negotiations. It presents the participants with a unique chance of taking part in a simulation of European Council (summit) meetings and thereby gaining 'hands-on' experience in preparing for and conducting multi-country political deliberations about current real-life issues. In the process, they will also study in a comparative perspective the political, economic and social backgrounds of European Union member states. The simulation systematically encourages peer learning. The negotiations will include three levels of bargaining: interpersonal, national and international, as participants will be acting as Heads of Governments of all existing EU member states, required to reach political consensus at the end of the simulation.

EURO 2110 Contemporary European Societies (3,2,1) I: The French-Speaking Countries
Prerequisite: EURO 1111-2 Europe: Unity and Diversity
Based on historical knowledge previously acquired by the students, particularly in EURO 1111-2 Europe: Unity and Diversity, the course will elaborate on the specific evolution of the French-speaking societies of France, Belgium, Switzerland and Luxembourg. The students are required to grasp the historical, economic, social, political and cultural components that shaped the present-day European French-speaking countries. The course prepares students for their stay in Europe during Year III by training them to critically evaluate the social, political, cultural and economic conditions of the above-mentioned countries and relate them to intercultural matters using a conceptual framework of social/political study. This course is open to European Studies majors only.

EURO 2120 Contemporary European Societies (3,3,0) I: The German-Speaking Countries
Prerequisite: EURO 1111-2 Europe: Unity and Diversity
This is the first part of a course, which spans the internship year in Europe. Essential information about current social, political and economic affairs in the German, Austrian and Swiss societies will be presented. This course follows an inductive approach. It aims to explore the extent to which historical and political conditions have shaped individual lifestyles and the Weltbild of contemporary citizens. This course is open to European Studies majors only.
EURO 2140 The Political Economy of the European Union  
Prerequisite: POLS 1510 Foundations of Political Science or EURO 1111-2 Europe: Unity and Diversity  
The progressive integration of the countries of Europe since the end of the Second World War has been one of the most original and significant developments in modern history. At the start the process was limited to six core countries in Western Europe and was concerned most exclusively with strictly economic matters. With the end of the Cold War the European Union has enlarged, and its area of competence has widened to include defence and security, justice and home affairs. The course examines the causes and historical evolution of European unification and then looks analytically at the institutions and the policies of the Union, assessing their effectiveness and investigating their implications for the rest of the world. It also explores the issues arising from eastwards enlargement in the post-Communist period. Theoretically, it provides focused examination of the political economy of European integration, highlighting to the dynamic relationship between economic and political integration and the respective roles of states, markets and EU institutions. This course is open to Year II and Year III majors in GIS and Year II majors in European Studies only.

EURO 2610 Comparative Politics of Post-Communist Central Europe  
Prerequisite: POLS 1510 Foundations of Political Science or EURO 1111-2 Europe: Unity and Diversity  
This course examines the Central European states of Poland, Hungary, the Czech Republic and Slovakia in historical and comparative context. It begins with a discussion of the nature and weaknesses of the Communist regimes of Eastern Europe and the causes and processes of the 1989 upheavals in the region. It then considers the paradoxes and obstacles in the course of post-Communist transition to democracy and the market economy. The key issues of democratic consolidation and pro-market transformation will be addressed.

EURO 3008-9 European Academic/Internship (21,*)  
Semester I & II  
Prerequisite: FREN 2009 European Language in Context II (French) or GERM 2009 European Language in Context II (German) and sufficient GPA in Year II  
The European Academic/Internship Semester provides full linguistic and cultural immersion into the societies of French- or German-speaking countries through a combination of intensive language training, academic study and, whenever feasible, supervised working experience on location in Europe. Semester I is usually spent at a university. Semester II is spent at a university and/or a work placement (internship/traineeship) in a private company or public institution. Students will be placed individually or in very small groups at selected partner institutions of the European Studies Course/the Department of GIS. The course of study will normally comprise intensive foreign language tuition (French or German) and selected academic courses, as they are available at the respective partner institutions. In case of internships, students will be placed individually with the assistance of the programme co-ordinators. Internships may vary in length but shall not extend six months of duration. Internship placements are subject to availability of places, suitability of the student and approval by host companies.

EURO 3110 Contemporary European Societies (3,2,1) (F)  
Prerequisite: Internship year in French-speaking Europe or equivalent; ability to use French for Academic Purposes in speech, reading and writing  
This is the second part of a course which spans the internship year in Europe and builds on the themes examined in the first part (see EURO 2110) in the light of students' living and learning experience in Europe. A review of the material and then field trips to be observed in the French-speaking countries of Europe in the social, political and economic fields forms the basis of this course.

The students are expected to link their experience in Europe with this most updated knowledge in order to be fully prepared for their future career in a French-speaking context. The course outline varies from year to year, according to the latest events and news of Belgium, Switzerland, Luxembourg and France. The course ends with a special focus on the position and contribution of these countries in the European Union. This course is open to European Studies majors only.

EURO 3120 Contemporary European Societies (3,2,0) (G)  
II: Struktur und Zukunft der Sozialen Marktwirtschaft  
Prerequisite: EURO 2120 Contemporary European Societies I: The German-Speaking Countries or course instructor's approval  
Based on earlier traditions, the Federal Republic of Germany purposely developed a specific political and economic system—the “Social Market Economy (SME)” It created an extensive welfare state, but also institutions, which emphasized non-confrontational, co-operative action of employers and employees within a free market. Austria and Switzerland pursued similar strategies. The resulting “model Germany” underpinned the “economic miracle” of the Bonn republic after 1949 and decisively shaped its culture. In recent years, however, SMEs have faced serious challenges. Social services expansion outpaced economic growth. The system became too costly and was further affected by enormous demographic changes and (in the nineties) the cost of reunification. Increasing automation in the industry, changing management structures and the globalization of trade and capital markets all contributed to structural unemployment. At the beginning of the new millennium, Germany (as well as other European nations) needs to reform the SME. In the process, new industrial, labour, fiscal and educational policies are pursued to transform the country into a post-industrial service economy, while trying to retain, as much as possible, the characteristics of the successful consensus model of the SME. This course is open to European Studies majors only.

EURO 3140 Current Issues of European Integration (3,2,1) (E)  
Prerequisite: For GIS major: POLS 1120 Introduction to Political Economy or POLS 1510 Foundations of Political Science  
For ES major: EURO 2140 The Political Economy of the European Union  
This course aims at offering students a clear overview of the economic, political, social and diplomatic issues raised by recent institutional developments of the European Union. On the one hand, it consolidates knowledge of institutional structures and key policy-making processes and results in recent years. On the other hand, it raises critical awareness of the deeper theoretical and practical questions these developments pose. One of the main components of the course is the growing importance of globalization and the opening of Europe to other regions of the world, in particular China and East Asia. The course integrates theoretical perspectives and case studies. This course is open to Year III major in GIS and Year IV major in European Studies only.

EURO 3160 European Economic and Business Life: travailler en contexte international (3,3,0) (F)  
Prerequisite: EURO 3110 Contemporary European Societies II: questions d’actualité and FREN 3111 European Economy or POLS 1510 Foundations of Political Science  
The course is mainly based on a project that the students have to carry through to a successful conclusion through the teacher's supervision and advice. It is presented in a seminar format. The project has to involve representatives from the French-speaking world as well as from Hong Kong/China. It means that the professional environment, which is to be imagined in consultation with the teacher and the students, sets up relations/contacts between institutions/companies/public authorities from a French-speaking country and their counterparts...
and/or partners in Hong Kong/China. The various relations and contacts to be established in oral and written French will be presented under different forms: letters, interviews/discussions, faxes, telephone calls, e-mails, minutes, etc.

In order to increase the authenticity of the project, all data and resources necessary to the students to carry the project through to a conclusion (i.e. information about various existing companies/ institutions, public authorities in French-speaking Europe and Hong Kong/China) are to be found on the Web.

The objectives of this course are (1) to train the students to be able to achieve efficiently common oral and written tasks in various professional situations in a French-language environment; (2) to enhance the students' understanding of multicultural professional contexts, where are involved (French-speaking) European and Hong Kong/Chinese counterparts; and (3) to help the students grasp the logic of professional contacts/relationships and increase their sense of initiative and self-reliance in this field. This course is open to European Studies majors only.

**EURO 3170 European Economic and Business (3,3,0) (G)**

*Life: Wirtschaft in Wandel/Deutsch-chinesische Wirtschaftsbeziehungen*

**Prerequisite:** EURO 3120 Contemporary European Societies II: Struktur und Zukunft der Sozialen Marktwirtschaft and GER M 3111 European Language III (German)

Since the late 1990s, Germany, Austria and Switzerland have adapted to global economic forces by a restructuring of industries, both on a macro- and a microeconomic level. New management and production methods have changed the workplace and pose, above all, challenges to the education and training systems. The course will first discuss recent changes in the industry and their implications for the labour market. It will then investigate their effects on human resources development and present case studies of the new job market.

A key element of the new “knowledge economy” is the utilization of information technologies. The course will attempt to show how these are applied in industry and trade and how they affect commercial relation between Hong Kong and Europe (including language use). Emphasis will be given to business sectors most likely to employ students after graduation (e.g. marketing, merchandizing, human resources and information services).

Guest speakers from the German, Austrian and Swiss Chambers of Commerce are invited to provide up-to-date briefings, whenever feasible. The course may involve project work. This course is open to European Studies majors only.

**EURO 3205 Comparative Politics of Post-Communist Central Europe**

This is a course which examines new European Union Members States in Central Europe (in particular, Poland, Hungary, the Czech Republic and Slovakia) from both historical and comparative perspectives. It begins with a discussion of the nature and weaknesses of the Communist regimes of Eastern Europe and the causes and processes leading to the 1989 upheavals in the region. It then considers the paradoxes and obstacles in the course of post-Communist transitions to democracy, the market economy and the civil society. The key issues of democratic consolidation and pro-market transformation will be addressed.

**EURO 3511 European Academic/Internship (0,0,0) (E)**

**Semester I**

**Prerequisite:** FREN 2112 European Language II (French) or GER M 2112 European Language II (German)

The European Academic/Internship Semester provides full linguistic and cultural immersion into the societies of French- or German-speaking countries through a combination of intensive language training, academic study and, whenever feasible, supervised working experience on location in Europe. Semester I is usually spent at a university in either the French- or German-speaking area of Europe. Students will be placed individually or in very small groups at selected partner institutions of the European Studies Programme/ the Department of GIS. The course of study will normally comprise intensive foreign language tuition and selected academic courses, as they are available at the respective partner institutions.

**EURO 3512 European Academic/Internship (0,0,0) (E)**

**Semester II**

**Prerequisite:** EURO 3511 European Academic/Internship Semester I

The European Academic/Internship Semester provides full linguistic and cultural immersion into the societies of French- or German-speaking countries through a combination of intensive language training, academic study and, whenever feasible, supervised working experience on location in Europe. Semester II is spent at a university and/or a work placement (internship) in a private company or public institution in either the French- or German-speaking area of Europe. Students will continue to study at selected partner institutions of the European Studies Programme/the Department of GIS. The course of study will normally comprise selected academic courses, as they are available at the respective partner institutions. In case of internship, students will be placed individually with the assistance of the Year III supervisors. Internships may vary in length but not exceed six months of duration.

**EURO 3591-2 Honours Project (European Studies) (3,*,*)(E)**

The Honours Project is carefully selected and designed in collaboration between teachers, students, and possibly, external agencies. These projects, though rigorous in their essence, are less intended as pure exercises in academic research than as reports presented on topics directed towards real-life problems and situations encountered in Europe. Although usually written in English, the Honours Project will show bibliographical and citational familiarity with French or German language publications and sources. This course is open to European Studies majors only.

**EURO 4005 Current Issues of European Integration (3,2,1) (E)**

This course aims at offering students a clear overview of the economic, political, social and diplomatic issues raised by recent institutional developments of the European Union. On the one hand, it consolidates knowledge of institutional structures and key policy-making processes in the recent years. On the other, it raises critical awareness of the deeper theoretical and practical questions these developments pose. One of the main components of the course is the growing importance of globalization and the opening of Europe to other regions of the world, in particular China and East-Asia. The course integrates theoretical perspectives and case studies.

**EURO 4006 European Economic and Business (3,3,0) (F)**

**Life: travailler en contexte international**

**Prerequisite:** FREN 4008 European Language in Context III (French) and EURO 4015 Contemporary European Societies II: questions d'actualité or equivalent

This is mainly a project-based course in which students will use Web resources to set up a simulated professional situation involving representatives from the French-speaking European countries and their international partners (from Hong Kong and/or the People’s Republic of China).

Students are expected to develop their knowledge about the business world and its environment and to acquire a “know-how” tool set in an occupational context. The course will also enhance the students’ communication and interpersonal skills in an international professional setting, with a special focus on the French-language work environment. These multi-faceted competencies will build a savoir d’action (“how to act”) transferable for successful transitions to work, and ultimately, careers within global companies/organizations.
consensus models. Globally competitive, "post-industrial" service economies, while educational policies are pursued to sustain the development of markets. Germany has also had to cope with the unforeseen cost services expansion outpaced economic growth. The systems In recent years, however, SMEs face serious challenges. Social miracles" and decisively shaped contemporary culture. neo-corporatist structures underpinned the post-war "economic "Social Market Economy". It created an extensive welfare state, and builds on the themes examined in the first part (EURO 2110) in the light of students' living and learning experience in a European French-speaking country. The course outline varies and current issues affecting enterprises in Europe and China/Hong Kong. Its objective is to familiarize with actual business challenges arising from general political and economic changes, thereby providing insights into potential career fields for graduates. The course may include guest speakers from the business sector and visits to enterprises and business-related institutions in Hong Kong and the Pearl River Delta. The course is held entirely in German.

EURO 4015 Contemporary European Societies II: questions d'actualité (3,2,1) (F) Prerequisite: EURO 2005 Contemporary European Societies I: The French-Speaking Countries and Internship year in French-speaking Europe or equivalent or Ability to use French for Academic Purposes in speech, writing and reading This is the second part of a course which spans the year in Europe and builds on the themes examined in the first part (EURO 2110) in the light of students' living and learning experience in a European French-speaking country. The course outline varies from year to year, since it consists of a review of the current events and trends to be observed in Belgium, France, Luxembourg and Switzerland in the social, political and economic field. Support materials mainly comprise the latest press articles and various official and non-governmental institutions' data available online in French.

EURO 4016 Contemporary European Societies II: Struktur und Zukunft der Sozialen Marktwirtschaft (3,3,0) (G) Prerequisite: EURO 2006 Contemporary European Societies I: The German-Speaking Countries and Internship year in German-speaking Europe or equivalent or Ability to use German for Academic Purposes in speech, writing and reading This course examines the economies of the German-speaking area of Europe from 1945 to the present, with an emphasis on the German "Social Market Economy". Where appropriate, it takes students' working experience in Year III internships into account. Based on earlier traditions, the Federal Republic of Germany purposely developed a specific political and economic system, the "Social Market Economy". It created an extensive welfare state, but also institutions, which emphasized non-confrontational, cooperative action of employers and employees within a free market. Austria and Switzerland pursued similar strategies. These neo-corporatist structures underpinned the post-war “economic miracles” and decisively shaped contemporary culture. In recent years, however, SMEs face serious challenges. Social services expansion outpaced economic growth. The systems became too costly and are further affected by demographic trends, structural change in the industry and attendant unemployment, European integration and the globalization of trade and capital markets. Germany has also had to cope with the unforeseen cost of reunification. As a consequence, the SMEs are undergoing lengthy and painful reforms. New industrial, labour, fiscal and educational policies are pursued to sustain the development of globally competitive, "post-industrial" service economies, while at the same time trying to retain as much as possible the original consensus models. This course is held entirely in German.

EURO 4898-9 Honours Project (European Studies) (6,*,*) Prerequisite: Year IV Standing in the European Studies major. The Honours Project is an independent academic research project about a topic chosen and produced individually by the student under the supervision of a member of staff. The topic should fall within the general area of social sciences, with an emphasis on Europe and/or the geographic areas covered in the European Studies programme.

EURO 7010 European Integration and European Governance (3,3,0) The course covers both European comparative politics and European integration. It presents the main features of political institutions and political sociology of European countries. It examines the causes and historical evolution of European unification and then looks analytically at the institutions and the policies of the Union, assessing their effectiveness and investigating their implications for the rest of the world. It also provides a critical review of the main theoretical contributions to the debate on European integration, and explores the prospects for eastwards enlargement in the post-Communist period and the future directions that the EU may take.

EURO 7020 Topics in Political Economy: Europe and China (3,3,0) This course focuses on the core approaches to comparative political economy and looks comparatively at the changing relations between (1) capital and labour, (2) states and markets, and (3) governments and the economy in Europe and China respectively. It introduces students to the relationship between the political and economic underpinnings of functioning markets, and to provide students with a general understanding of the institutions, states, and personalities that historically and currently have shaped the trajectories of European and Chinese economic reforms. This course also focuses on developments at both the regional and the global levels which are re-shaping the EU and China, and the related diversity in economic and social performance respectively.

EURO 7030 Europe and China in the International System: Political and Economic Relations (3,3,0) This course covers the historical perspectives as well as the current state of relationship between Europe and China, including political, economic and social-cultural dimensions. It enables students to understand the Chinese perceptions of Europe and the European perceptions of China. Since World War II and until the end of Cold War, Sino-European relations have undergone several major changes which are functions of the changes in the strategic triangle between China, the United States and the Soviet Union. After the opening up of China and the end of the Cold War, Sino-European relations have become a strong pillar in Chinese foreign policy in an attempt to counterbalance the dominance of the superpower, the United States. This course examines the role of Europe in Chinese foreign policy, the significance of the European economy for the Chinese modernization, and the uniqueness of China in the foreign policies of the EU and European countries.

EURO 7040 European and Chinese Legal Issues (3,3,0) One often hear that one of the most important obstacle when making business with China’s “socialist market economy” is a widespread misconception of law to the benefit of informal relations (so called guanxi) including illegal practices, a disorder legal system and a general lack of the rule of law. Without mentioning that most of Chinese trade-related laws are still incompatible with WTO rules. Conversely, Chinese partners with Europe usually consider that laws and regulations are there too numerous, extremely binding, complicated (the key principle is that a national court or tribunal must interpret domestic law in accordance with European law) and remain protectionists. Chinese and European legal institutions appear to be so disparate that comparing them may seem really innovative but actually, it is truly impossible to engage in Euro-China relations without having a grasp of fundamental and up-to-date knowledge of legal issues of both sides.
The course aims at teaching students to formalize their independent study project. It introduces to the different techniques available for field-work in political science, to the different approaches in comparative politics and international relations, and to think critically about the relation between fact-finding and theory building, between data collection and interpretation. Students are expected to present a written proposal for their Dissertation or Project at the end of the class.

EURO 7060 Politics and Public Policy in China/ Hong Kong

Throughout the course we will be focusing on questions such as: In what ways have post-Mao reforms reshaped political rhetoric and rules of game in China? What can we learn about policy making and policy implementation by studying China as a case? In what ways globalization may affect governance in China? What are the consequences of Hong Kong’s unique political situation? To what extent is policy in the SAR determined by (1) the weight of the past and (2) factors at the national level? Where does the real power in Hong Kong lie?

EURO 7070 Politics of Industrial Relations and Welfare Systems in Europe and China

Industrial relations are a central part of political economy in both Europe and China. Europe is the birthplace of the industrial revolution, modern labour movements, and the welfare state, while China is undergoing a fundamental socioeconomic transformation that restructures its industrial relations and welfare regime. This course examines how politics, ideology, and institutions shape industrial relations and welfare systems in both Europe and China and explores theoretical and conceptual issues such as state-labour class formation, citizenship, social rights, interest representation and intermediation, etc., in two different social and political contexts.

EURO 7080 East-Central Europe and EU Enlargement

With the accession of ten new member states in mid-2004, the European Union embraces 25 countries, and its area of competence has widened to include monetary policy, security, as well as justice and home affairs. For the EU and the member states, enlargement provides significant opportunities and challenges. The course examines the historical and theoretical aspects of the enlargement debate. It considers the costs and benefits of enlargement and then looks analytically at the EU’s capacity for institutional change and policy reform. It intends to explain how enlargement affects the future of the regional order in Europe.

EURO 7090 European and Chinese Identities: Comparative Perspectives

The course will investigate the genesis of contemporary “European identity” as opposed to earlier concepts of “nationality” and “nation-building”, and the tensions which exist between the political unification project of European transnational elites and lasting notions of narrowly defined national identities. Comparative references to the ongoing debate about Chinese perceptions of national identity will be drawn throughout. The course will also deal with methodological approaches to and outcomes of the systematic measuring of current European public opinion and their possible impact both on Europeans and Non-Europeans, who deal professionally with European partners.

EURO 7100 Case Studies in Language and Cultural Policy

The importance of language and culture is no more to be demonstrated as regards the development and unity of a nation. Each country has to ensure the role and status of its national language(s). However, as far as the training of qualified professionals is concerned, foreign language-culture education is gaining more and more importance with the increasing need of communication and interaction at different levels.

At the same time, most of the nations in Europe as well as in Asia, have to face multilingual and multicultural diversity, due to the presence of permanent and/or immigrant minorities.

Country case studies—among which the PRC and Hong Kong will always be included—will be used in order to illustrate the choices by decision-makers in view of implementation in the educational network at the national as well as international level through their representative institutions abroad.

The course will highlight the various concerns—educational, economic, social and political—to be found in the field of language and cultural policy.

EURO 7110 Case Studies in EU–China Economic and Trade Relations

With 380 million consumers and 20 per cent of global GDP, the European Union is one of the major markets for Chinese companies and also the source of substantial inward foreign direct investment. Local Chinese and local foreign or multinational businesses in Hong Kong handle a considerable share of imports/exports between China and the EU. This course will analyse the development of European-Chinese economic and trade relations since 1978, with particular emphasis on Hong Kong and the Pearl River Delta. It will address EU and national regulations governing investment in and export to the European Union as well as the prevailing business climate in Europe, as far as local enterprises are affected. It will also investigate the parameters for European business practice in Southern China and Hong Kong. The main focus will be on case studies of selected enterprises and the support activities of European Chambers of Commerce and/or Trade Commissions in Hong Kong and Guangdong. To this end, seminar sessions will alternate with presentations by guest speakers from such institutions or companies. On site visits in the Pearl River Delta region will also be organized.

EURO 7120 Dissertation/Project

The Dissertation is an essential component of the programme, as reflected in the assessment. It is intended to enhance the students’ capacity to construct a topic for research, to make use of the literature and methodologies of Social Sciences, to collect data and to develop analytical reasoning. For this reason, the taught courses devote a large part to theory building and methodologies for empirical investigation. Dissertations should be 15,000 to 20,000 words long, and may be written in English, French or German. They are prepared under the supervision of a member of academic staff. Students must prepare a written proposal and obtain approval for their course by the end of Semester 2. The Dissertation is then written in Semesters 3 and 4. Students defend their dissertation in front of a jury at the end of Year II. Alternatively, students may write a Project which will be more professionally oriented. It will be less-demanding regarding theory, and aimed at developing the students’ ability to diagnosis and problem-solving in practical situations. The Project will usually rely on the professional experience of students, and take the form of a case study. It will develop alternative propositions for action regarding the problem considered. Its length will be 10,000 to 15,000 words and may be written in English, French or German. They are prepared under the supervision of a member of academic staff. Students must prepare a written proposal and obtain approval for their course by the end of Semester 2. The Project is then written in Semesters 3 and 4. Students defend their project in front of a jury at the end of Year II.

EURO 7130 Study Abroad Course I

For students opting and eligible for study abroad, this course is selected in the host institution according to their concentration and research orientation.

EURO 7140 Study Abroad Course II

For students opting and eligible for study abroad, this course is selected in the host institution according to their concentration and research orientation.
EURO 7150  Study Tour  (0,*,*)
This study tour provides students with an opportunity to go on an extended educational visit to major destinations in Europe in order to study the very last developments of integration. It highlights the complexities and difficulties in constructing a European order in the aftermath of Communism in East Central Europe. The tour is designed to enhance students’ ability to perceive, evaluate and understand Europe in transition through lectures in local universities, site visits, meetings with professional milieus, use of media and discussions.
Course Descriptions

FAFS 7010 Food Microbiology (3,3,0) (E)
Prerequisite: Postgraduate standing
This course aims on the interaction of microorganisms and food in relation to foodborne diseases, food spoilage and even food bioprocessing. Food technologies to render and keep foods safe will be addressed in details. Most up-to-date analytical techniques for food biological safety monitoring with local relevance will be discussed in details.

FAFS 7020 Analytical Process and Applied Statistics (2,2,0) (E)
Prerequisite: Postgraduate standing
The objective of this course is to help students to develop an analyst's approach to solve chemical analytical problems by equipping them with important basic tools including statistics, sampling and analytical planning, data treatment and interpretation, and experimental design.

FAFS 7030 Sample Pretreatment Methods (1,1,0) (E)
Prerequisite: Postgraduate standing
This course introduces the principles and applications of traditional and modern sample pretreatment methods, including Soxhlet extraction, microwave extraction, pressurized liquid extraction, supercritical fluid extraction and solid-phase microextraction. Emphases will be placed on the sample pretreatment of herbal materials and food.

FAFS 7040 Food Analysis (3,3,0) (E)
Prerequisite: Postgraduate standing
This course discusses methods for food analysis in relation to the nutrition and safety aspects of food products, which are of increasing importance as industries strive to meet rising consumer expectation and regulatory requirements. This course addresses the principles and applications of various analytical tools in food analysis. Most up-to-date analytical techniques for food monitoring with local relevance will be discussed in detail.

FAFS 7050 Food Analysis Laboratory (3,*,*)
Co-requisite: FAFS 7040 Food Analysis
This course aims to provide thorough hands-on experience for students to perform and understand modern analytical techniques/instrumentation in food and its safety analysis.

FAFS 7060 Food Chemistry (3,3,0) (E)
Prerequisite: Postgraduate standing
This course provides students with knowledge on the chemical constituents of food, their functional significance in food systems and chemical transformation of these components in relation to food quality. The role of chemical additives and genetically modified organisms in food production is also discussed.

FAFS 7070 Food Toxicology (3,3,0) (E)
Prerequisite: Postgraduate standing
Main emphasis will be placed on the characteristics and toxicology of man-made (e.g. pesticide, additives) or naturally occurring (e.g. microbial, plant, animal toxins) contaminants in food.

FAFS 7080 Food Quality, Law and Safety Management (3,3,0) (E)
Prerequisite: Postgraduate standing
This course is designed to introduce students to the growing consumer demand in food safety and growing awareness of the food industry in the importance of maintaining high food quality. This course covers the principles and international standards of food quality and safety management, and provides an understanding of the legislative control related to food quality, safety and human health protection in Hong Kong.

FAFS 7090 Dissertation in Food Analysis and Food Safety Management (3,*,*)
Prerequisite: Students of MSc in Food Analysis and Food Safety Management
The course aims to train students to solve or handle real-life food analysis, safety and management issues by conducting an independent project.

FAFS 7100 Analytical Spectroscopy for Food Analysis (3,3,0) (E)
Prerequisite: Postgraduate standing
This course aims to provide a thorough discussion on the basic principles and applications of modern analytical spectroscopy at the advanced level. Emphasis will be put on the characteristics, analytical aspects, merits and limitations, as well as the practical applications of different spectrochemical methods on food analysis.

FAFS 7110 Mass Spectrometry for Food Analysis (1,1,0) (E)
Prerequisite: Postgraduate standing
This course aims to provide students with in-depth knowledge on mass spectrometry and its applications for food analysis.

FAFS 7120 Management of Public Health Risks (3,3,0) (E)
Prerequisite: Postgraduate standing
The course focuses on understanding the principle of epidemiological methods, their design and application. It also trains students to develop skills to identify the principal factors imposing on human and other environmental species and to assess the significance of emerging issues in an objective manner.

FAFS 7130 Separation Science (3,3,0) (E)
Prerequisite: Postgraduate standing
This course provides a systematic study of the modern techniques of gas chromatography, high-performance liquid chromatography, ultra-performance liquid chromatography and capillary electrophoresis. Emphasis will be placed on the theory, principle and application of these analytical separation techniques to real-world chemical analysis.

FAFS 7140 Laboratory Management (2,2,0) (E)
Prerequisite: Postgraduate standing
This course aims to provide students with up-to-date knowledge of laboratory management in modern chemical/clinical laboratories.

FAFS 7150 Pharmaceutical and Traditional Chinese Medicinal Analysis (1,1,0)
Prerequisite: Postgraduate standing
This course aims to provide students with in-depth knowledge on selected topics in pharmaceutical and traditional Chinese medicinal Analysis.

FAFS 7160 Advanced Study on Food Safety Management System (1,1,0)
Prerequisite: Postgraduate standing
The course is designed to train students to be familiar with and able to apply the HACCP principles to set up a food management system for a food establishment. This course continues from the FAFS 7080 the principles and international standards of food quality and safety management, and provides an in-depth understanding of the legislative control related to food quality, safety and human health protection in Hong Kong.

FILM 2005 Film History (3,3,0) (E)
The course will introduce students to some of the key moments in the history of the cinema, and to a number of key issues relevant to a study of the subject. Topics covered will include the historical context of film production, major movements, stylistic trends, directors and films.
FILM 2006 Introduction to Digital Video and Sound Production

The course aims to introduce students to the essential aspects of sequential media, especially digital video and sound production. With a view to understanding unique potentials, as well as limitations of the fundamental design with discrete media in the process of visual-aural communication, students will learn how to create and develop ideas via related practical skills including video shooting and editing, sound recording, and media design and production. In line with aesthetic and theoretical studies of different digital video and computer animation artworks, students will be provided with hands-on practices of digital video and sound production skills and knowledge. Both theoretical and practical trainings aim to provide students the developing multidisciplinary knowledge for using sequential media in digital video and computerized media productions.

FILM 2007 Principles of Photo-imaging

This course introduces students the basic visual grammar of photographic language. They will experience and appreciate contemporary photo imaging forms and concepts through a practical, analytical and critical approach. Students will learn photographic seeing from the practical knowledge of analog/film, digital manipulation and control of professional quality output.

FILM 2008-9 Film and Media Arts Practicum I

(1) Film Concentration: This course aims to engage students in projects operated by The Young Director (TYD). The TYD is a student organization, which is jointly run by second and third year of Film Concentration students. Students gain practical experience by participating in the planning and execution of moving image production, circulation and promotion projects.

(2) Media Arts Concentration: Students gain practical experience in managing Media Arts projects by operating under the Digiforce (DF). Digiforce is a student organization which is jointly run by second and third year Media Arts Concentration students. Through a series of projects, students learn how to plan, organize, visualize, design and work as a team.

FILM 2015 Script Writing

This course is designed on the principle that creativity can be cultivated through the deliberate and dynamic use of creative thinking and the creative process. Students will be encouraged to engage in critical and creative thinking in all aspects of learning and to gain hands-on experience of the creative process.

FILM 2016 Film and Video Cinematography

Instruction in the use of the equipment available for hands-on exercises is provided to illustrate fundamental principles of cinematography in film and video. Workshops are also conducted to allow students to learn to shoot in the studio and on location. By the end of the semester, students must demonstrate an ability to communicate in basic visual terms and to produce work in both film and video cinematography.

FILM 2017 Introduction to Film

This course introduces students to the fundamentals of cinema and media arts as interdisciplinary fields with distinct histories and practices. The course has a bifocal approach. The first part focuses on film elements and reading film through the study of key works. This part also emphasizes both the institution of cinema and specific film texts (including mainstream, avant-garde and non-fiction). Students will be asked to consider ways in which cinema makes sense to audiences, practitioners and theorists. The second part of this course will engage students with a comprehensive understanding of media arts by covering its historical developments and intersections between arts and digital technologies to the evolution of applications from early experimentations to contemporary creative and media arts. Students will learn the fundamental theories and principles that have empowered the media to serve as a tool for creative expression and as a medium of artistic production.

FILM 2025 Visual Communication

This course attempts to introduce students the basic knowledge of visual principles and its cultural and originate contexts. Students will identify visual communication as a form of non-verbal communications. The functions of visual design and its cognitive usage and context will be expressed and analysed. Examples of art and design will be employed to illustrate the different ideas and design approaches.

In addition, students need to study and identify the functions and development of visual practices and technological movement and its applications. This course will also facilitate students to express their own findings through visual studies.

Eventually students will be able to appreciate good visual practices and understand the aesthetics of visual communication in our everyday lives.

FILM 2026 Developing Creativity

The course aims at laying out a foundation for the students to develop their habits for thinking that will enable them to operate at the highest levels of creativity in their chosen field. Students will learn different creative thinking techniques through step-by step exercises, illustrated strategies, and inspiring real-world examples. The course will also introduce students to the levels of creativity, styles and creative obstacles and the process of creative problem solving. Students will recognize the above creative dimensions through critical self-evaluation of their own creativity. Exercises, assignments and projects aim to stimulate students’ creative potential, expand their imaginations and idea generation fluency.

FILM 2035 Fundamentals in Computer Graphics

This course is designed to introduce the fundamentals of computer graphics as how they are applied to arts and design, from both an academic and studio perspective. Both technical and aesthetic issues will be addressed. Aesthetic issues will encompass concepts, composition, appreciation and historical context. Technical topics will include raster and vector imaging, scanning, retouching, printing, animated graphics, and other related topics. The course is based on lectures, demonstration, and a series of workshops which will involve the creation of computer generated images.

FILM 2036 Cinema Theories and Aesthetics of Film

The course starts with a survey of the major concept of aesthetics. Fundamentals on the different perspectives, cultural in general and media in particular, on beauty will be discussed. Then the course will focus on film. It starts with the aesthetic elements in moving image production: frame, perspective, composition, camera movement, plan-sequence, montage, lighting, colour, sound, and last but not the least, acting. Then it proceeds to see how these elements join together to create different aesthetic forms of audio-visual works. Large amount of audio-visual materials will be presented in the classroom to acquaint students with different significant cinematic styles in film history. In the later part of the course, besides formal aspects, emphasis will be put on the experiential aspects. Philosophical questions concerning the essence of film will be addressed.

FILM 2037 Fundamentals of Media Arts

Art, science and technology are incorporated as an integral body of media arts in contemporary interdisciplinary education and exhibition environments with new possibilities of dynamic interactions. This course will introduce the meaning of media arts through the study of media history and archaeology from traditional film and video art to multimedia design, net art, digital art, computer animation, computer graphics, interactive installation, robotic art, biotechnology, and so forth. Different media arts and their applications of different media technologies and interface design will be studied to explore their relationship to transforming culture and society. Students will gain broader understandings and critical awareness of different concepts
and developments of media arts and mediated interaction from early experiments by futurists and constructivists to most recent practices like interactive games and virtual reality experiments with wearable and portable media. Eventually the students will be able to identify creative ideas of design solutions for different media arts and applications ranging from conceptual to virtual art, computer graphics to digital animation, and performance to interactive installation.

**FILM 2045 Art History (3,3,0) (E)**
This course is primarily aimed at art appreciation and introducing the academic discipline of art history and its development and application in media arts. Visual arts assimilated ideas from philosophy, religion, politics, and society in every aspect of our everyday life. Students will need to realize and understand these ideas into new forms of expression, eventually students will acquire the knowledge and influence of the art sources from which they came and every other conceivable aspect of the cultural context around them. Identifying the visual aesthetics and analysis in human history is imperative to this course.

**FILM 3005 Film and Video Editing (3,3,0) (C)**
Prerequisite: FILM 2016 Film and Video Cinematography
This course provides an exploration and practical application of the traditional and contemporary experimental theories of film editing. The fundamental steps of film post-production and new electronic technologies being utilized in film and video post-production are introduced.

**FILM 3006 Sound Recording and Mixing (3,3,0) (C)**
Prerequisite: FILM 2016 Film and Video Cinematography
The goal of the Sound Recording and Mixing course is to train the students in all the basic elements and stages of audio production as they relate to film/video production. During this course, demonstrations, equipment tutorials, hands-on workshops, in-class exercises and projects will be used to enable student to learn the concepts, skills and techniques of audio equipment and systems involved in the entire film and/or video production processes.

**FILM 3007 Film and Media Arts Research (3,3,0) (E)**
Methods
This course introduces students to the basic research methodologies used in film and digital media. We will identify the disciplinary elements of film and digital media studies and the cross-disciplinary aspects of film and digital media in contemporary contexts. The course is structured by a set of issues connected to art history, literary criticism, social and critical theory and philosophy. It draws on many conceptual, historical and methodological issues, challenging students to evaluate moving images critically and creatively. It also aims to explore contemporary screen theory as an interdisciplinary hybrid of formal, aesthetic, ideological, institutional and technological approaches.

**FILM 3008-9 Film and Media Arts Practicum II (0,*,*)**
(1) Film Concentration: This course aims to engage students in projects operated by The Young Director (TYD). The TYD is a student organization, which is jointly run by second and third year of Film Concentration students.
(2) Media Arts Concentration: Students gain practical experience in managing Media Arts projects by operating under the Digiforce (DF). Digiforce is a student organization which is jointly run by second and third year Media Arts Concentration students. Through a series of external and internal creative projects, students learn how to plan, organize, decide, visualize and work as a team and individually.

**FILM 3015 Digital Animation (3,3,0) (C)**
This course introduces the history, language, principles, aesthetics and digital tools used in the creation of animation within the context of art and design. Focus is on understanding the development of animation, the mechanism of animation, and the techniques of animation sufficient to produce projects of merit. The course is organized to maximize hands-on experience and will include numerous in-class exercises. Because of this, attendance at and participation in the weekly classes is extremely important and is considered in grading calculations.

**FILM 3016 Non-fiction Video Production (3,3,0) (C)**
The course introduces the variety and possibility of non-fiction video productions. It aims to illustrate how the non-fiction video responded to personal, social, political, and economic realities and to changes in technology and systems of distribution. Students will broaden and widen the perspective in the video creation. It will introduce all essential stages of producing a non-fiction from generate idea, pre-production, production, and post-production.

**FILM 3017 Studies in Television (3,3,0) (E)**
This course is designed to acquaint students with knowledge of television history, institutions and cultures and methodologies of television studies. The first part of the course is an overview of television, with a focus on institutions and structures of television. The second part focuses on television as a manifold cultural form and how contemporary literary, media, and cultural theories have redefined studies of television. The impact of television's new trends and orders, including transnational expansionism, deregulation, and new technology will also be discussed.

**FILM 3025 Digital Aesthetics and Practices (3,3,0) (E)**
This course provides a further study and understanding of digital design principles and practices through the creative process. The learning goal will focus on the aesthetic as well as cognitive theory and applications of visual ideas and industrial standard by different creative media. The major learning activities will be hands-on practices in digital media and design experience of communication and transformation such as graphic arts, multimedia design and interactive publication. Exploration of content creations and media solutions in contemporary creative business are expecting to be realized and delivered by students. Cross-media narrative skill and visualization techniques will be required to achieve the creative expression and idea. In addition, exploiting different visual skill sets together with demonstrations on professional techniques will be provided to students. After completing this course, students will be able to understand the discourse of design solutions and cultural changes in digital media aesthetics and practices.

**FILM 3026 Documentary Photography (3,3,0) (C)**
This course introduces the documentary vocabulary and theory through examination of a series of thematic visual works, i.e. photography, video, film, and new media from historical and sociological perspective. Students will be encouraged to form their holistic perception and apply their formulation of visual interpretation to their surrounding reality using photography as a medium.

**FILM 3027 Television Studio Production (3,3,0) (C)**
Prerequisite: FILM 2016 Film and Video Cinematography
The course aims to introduce all essential aspects of TV studio production for incipient students. Students will learn techniques of multi-camera shooting in television studio. The equipment, personnel and crew will be explained. Fundamental aesthetics of shot composition, shot variation, shot arrangement, light, use of sound and music, etc. will be instructed. Students will work as group to explore their own strengths and produce project to acquire various knowledge and techniques in television studio.

**FILM 3035 History and Aesthetics of Chinese Cinema (3,3,0) (C)**
Cinema
Students learn the general development of Chinese Cinema, the major concepts of film aesthetics and the key idea of Chinese film aesthetics. They will be able to appreciate the Chineseness in Chinese films and write about the achievements of major films aesthetically.
FILM 3036 Hong Kong and Taiwan Cinema (3,3,0)
This course is designed to investigate histories, aesthetics, genres, directors and modes of production of Hong Kong and Taiwan cinema. Students need to have a basic understanding of cinema as an artistic medium as well as a cultural product subject to market economy and cultural policy of nation-states. Lectures focus on the idea of cinema as a never-ending process of struggles among filmmakers, film languages, the film industry, official cultural agendas, the audiences, and film culture. Each class meeting consists of screening and lectures.

FILM 3037 Interactive Arts I: Visual Programming (3,3,0) (E)
This course aims to extend students’ visual literacy and application of creative ideas from static medium to dynamic interactive media with the introduction of programming skills and the relationship between codes and visual elements. In order to harness the full potentials of the emerging dynamic media, a thorough understanding of the general programming principles and interactivity design is indispensable. However, this course is not going to train students as programmers but prepare them with sufficient knowledge to develop and exploit the dynamic media for their creative endeavors. Students will learn the underlying mechanisms of manipulating, creating and transforming visual elements using programming codes. Moreover, students will explore the domain of generative visuals and arts through the evolutional computing concepts of iterations, recursion, random function and L-system. After finishing this course, students will be able to develop dynamic and generative visual applications for various domains of creative and media productions.

FILM 3045 Creative Arts and Visual Strategy (3,3,0) (E)
This course introduces the art and science of persuasion: creative concepts. It outlines the criteria of effective creative communication, the techniques and creative process involved and how to generate ideas from brief to creative strategy. It gives students an overview of the creative department in creative bureaus. Students will also analyse the creative strategies of awarded campaigns to uncover the secrets of effective communication. Learning will be emphasized through participating in real world competition, practical class exercises and group projects. Students will judge the aspect of good visual strategies and come up with better solutions of their own.

FILM 3046 Radio Production (3,0,0)
The goal of this course is to introduce radio terminology and the operation and production aspects of radio studio work. Topics include sound recording, editing and mixing technique, music and sound effects for radio, voice delivery, programme design and radio scriptwriting. Student will get practical experience in audio labs and broadcast control rooms and further their skills by creating both short-form and long-form radio programme formats such as radio drama, features, music programmes, talk shows, phone-in programmes, interviews as well as radio jingles and commercials.

FILM 3047 Studies in Hollywood Cinema (3,3,0) (E)
The objective of the course will be to introduce students to the history of Hollywood film production, and to a number of key issues relevant to a study of the subject. Topics covered will include the development of the studio system, relationship to society, the star system, and key films and directors. The second part of the course will focus on the films of one major film director.

FILM 3055 3D Modelling, Texture and Rendering (3,3,0) (E)
3D computer graphics and digital animation have been incorporated into many different forms of digital media and design production among disparate sectors of creative industries. This course extends the foundational knowledge of computer graphics and aims to prepare the students with histories, theories, principles, genres, and practical skills of 3D modelling, texturing and rendering from preproduction, production to postproduction. The students will learn both technically and artistically (1) different methods of geometric modelling—NURBS, polygon and subdivision surfaces; (2) shading and texturing—from surface shading to procedural texturing; and (3) lighting and rendering—lighting and shadows, raytracing and radiosity. Simple animation and camera techniques from keyframing to path animation will be introduced. Eventually, the students should be able to create innovative 3D design from concepts, sketches and storyboards to 3D models and renderings for different kinds of 3D digital visualization and simple animation applicable to film, TV, game, environmental and industrial design, as well as other multimedia productions.

FILM 3056 Apps Design and Programming (3,3,0) (E)
Smartphones and tablet computing have offered traditional software applications an outreach from general desktop computers to an unprecedented mobile and networked platform. This new landscape has spawned a new breed of software applications called Apps which revolutionize how people entertain, socialise and communicate. This course aims to introduce the frameworks and principles behind the Apps design from both platform dependent and independent perspectives. Starting from general principles of Apps design to specific platform programming, students will learn both theories and practical skills to exploit the creative potentials of mobile interactions for different types of applications ranging from entertainment to social networking. The latest open standard Web technologies such as HTML, JavaScript and CSS will be introduced as the backbone for platform-independent Apps design while contemporary platforms such as iOS and Android will be covered in specific implementations.

FILM 3057 Character Animation (3,3,0) (E)
This course builds on the knowledge foundation from the courses “Computer Graphics” and “3D Modelling, Texture and Rendering” and focuses on the principles and techniques in developing character animations for narrative purposes. Unlike motion graphics and effects animations, character animation demands the capability of relating the characters with the audience for effective communication of messages. This can only be achieved with fluid animations and vivid characters’ personalities. This course will start with the classical Disney animation principles and demonstrate how to apply these in various scenarios to deliver the sense of weight and convincing physical movements. Students will then learn and master the art of timing and spacing in order to express emotions in the form of animation. This course will also cover some basic principles in acting, posing and body languages so that students can develop characters for performance and storytelling applications in film, TV and games.

FILM 3065 Creative Media and Art Direction (3,3,0) (E)/(C)
This course provides an overview of creative media and art direction. Student will learn art direction through the study of different creative media applications ranging from traditional film and multimedia design to digital animation and interactive installation. The course will establish an understanding of thinking conceptually and visually, current art direction standards, skills necessary for entry level work, behaviours and attitudes towards professional design and production processes. After finishing this course, students will have better attention to details, improved craft skills, sharpened critical instincts and a deeper understanding of art direction in different creative media and disciplines.

FILM 3066 Television Programming and Concepts (3,3,0) (E)
This course explores TV programming strategies, practice, sources, and services at local (Hong Kong), national (China) and international levels; network, public, and independent broadcast and cable operations; audience research; schedule development.
This course explores the management of television within the new information environment. Emphasis is focused on the evolution of the various programme types, the planning of programme formats, and the creation of programme ideas. It is designed to give students an understanding of the contextual factors that affect the structures, policies, programming, and management practices of various telecommunications industries. The convergence of broadcasting, cable television, computing, and telephony will be examined. The function of telecommunications in providing new communications products and information services will be covered. Programming strategies, schedule development, and audience research will be discussed.

FILM 3067 Creative Media Management (3,3,0) (E)
This course is designed for student to learn and acquire the knowledge of operational strategies and business communication in relation with Hong Kong creative industry. This course is to introduce the basic understanding of the business world and the foundation of communication design entities and to the management concepts, which are specific to the process of communication design. Students will be able to identify and apply economics to creative endeavours. They will develop an understanding of people as resources and individuals in different commercial sectors and learn the strategic skills of project management and problem solving. In reality, student will need to learn and understand the genuine practices of creative industry. Study of departmental works and role-play of operating a creative company will be introduced. Students will eventually distinguish business strategies and opportunities in the real world as distinct from the need for better creative media management.

FILM 3075 Expanded Cinema (3,3,0) (E)
This course investigates how artists perceive latest technologies such as mobile devices, GPS technologies and AR Drones, and their technological, cultural discourses and implications. This intensive studio course, which focuses upon developing innovative processes through working on 3 group projects that are related to sound editing/processing, location-based (GPS) cinema and drones for filmmaking. No computer programming knowledge is required.

FILM 4005 Advanced Animation and Special Effects Workshop
Prerequisite: FILM 3015 Digital Animation
This course focuses on the overall workflow of an animation production, explores advanced issues of 3D Animation, and introduces the basic principles behind each process among the spectrum of special effects that are being practised in the current film and video industry. Hands-on experience is provided in the workshops in order to assist students in expanding their visual vocabularies. The course is organized to maximize hands-on experience and will include numerous in-class exercises. Because of this, attendance at and participation in the weekly classes is extremely important and is considered in grading calculations.

FILM 4006 Advanced Experimental Image Processing
This course will advance students’ fluencies in photographic expression by introducing them the analogue/film experiment to advanced manipulation of digital capture. Students will learn pin-hole imaging technique, view camera capture and advanced photographic lighting and design technique to create high quality digital output, of which utilizing the industry standard for photography exhibition. The technique and photo design proficiency will be developed within a context of historical, critical and conceptual photography conventions.

FILM 4007 Advanced Script Writing (3,3,0) (C)
Prerequisite: FILM 2015 Script Writing
This course explores the principles of different dramatic forms. Issues in comparative drama, media aesthetics and adaptation will also be discussed. Advanced techniques for creating full length original or adapted script will be introduced.

FILM 4015 Film and Television Directing (3,3,0) (C)
This course covers the fundamental, practical elements for directing dramatic film and television productions in the studio and on location. The director’s role and the working relationships among actors, producer, art designer, cameraman, editors and music director, etc. are explored. Opportunity to experiment with the creative use of camera movement as well as mise-en-scene is provided.

FILM 4016 Film and Media Arts Internship (0,0,0)
Prerequisite: Year III standing
(1) Film Concentration: Cinema and Television students are encouraged to undertake a non-graded and zero-credit professional internship during their study. The aim is to help them find out their strength and weakness, learn and apply working experience in real-world industry setting, realize their responsibility as a team member and communicate with other people in a real working situation.

(2) Media Arts Concentration: Digital Graphic Communication students are encouraged to undertake a non-graded and zero-credit professional internship during their study. The internship is normally of at least two months full-time employment or professional practice during the summer between the second and third years but it can be a minimum of 160 hours of work. Students are required to conform to all reasonable requirements of their internship employer. Both the employer and the student file reports with the Department of Communication Studies after the internship.

FILM 4017 Motion Graphic Design (3,3,0) (C)
This course will explore the design requirements for professional quality broadcast graphics and title design for feature films and multimedia projects. Using combinations of still images, graphics, video footages and audio sound tracks, we will examine the relationships of motion, pacing, textures, transitions, design and composition in space and time. Emphasis will be placed on composing techniques, design concepts, art direction, aesthetics and the overall style of professional motion graphics productions. Asset management, aspect ratios, resolutions, interpolation algorithms, colour depth and image stabilization techniques are also addressed. Students will learn to work with lighting, grain matching, perspective control and camera moves to create the final composite. The Adobe Photoshop, Adobe Illustrator, Adobe After Effects and Apple Final Cut Pro software packages will be used to illustrate the principles and techniques and to produce the projects. The course is organized to maximize hands-on experience and will include in-class critiques, exercises, and work sessions. The critiques will be run as seminar-style discussions, with everyone participating in the critiques and discussions of each student’s work. Because of the way the classes run, attendance and the active participation in the weekly classes is considered very important and is considered in grade calculations.

FILM 4025 Interactive Arts II: Interface and Game Design
This course aims to equip students with the thorough understanding of the computational concepts behind the responsive interfaces and intelligent games so that they can apply the techniques in developing new interfaces and games on different media platforms. Interactive and intelligent visual interfaces are the windows and faces of various contemporary media such as games, smartphones, tablets and interactive TV. Those engaging visual interface and novel interaction experience are driven by sophisticated computational concepts and meticulous implementations. Going beyond buttons and point-and-click interface, this course will cover physical-based interfaces built with particles, springs, elasticity, forces and collisions, and explore various input modalities using webcam and microphone for gesture and voice recognition. Special topics on Path-finding, Cellular Automata and Genetic Algorithm will also be introduced to expand student’s arsenal of tools in interactive art and design development.
The Honours Project is proposed and designed by the student, with the approval of a supervising faculty member, in an area related to the student's selected final major electives. The Honours Project involves the individual student in a creative pursuit and represents the peak of the student's creative achievements in the course. Students receive regular reviews of their progress from advisors. The final project must be presented in production or written format and will be assessed by a panel of teaching staff.

The proposed project categories may come from the following fields: media arts research, narrative and experimental animation, interactive arts and installations, creative visual design, and the creative use of electronic and digital media techniques. Workshops and seminars provide an informal forum to discuss progress in the work.

An Honours Project is proposed and designed by the student, with the approval of a supervising faculty member, in an area related to the student's selected final major electives. The Honours Project involves the individual student in a creative pursuit and represents the peak of the student’s creative achievements in the course. Students receive regular reviews of their progress from supervisors. The final project must be presented in production or written format and will be assessed by a panel of teaching staff. The proposed project categories may come from the following fields: film and video production, animation, scripting, research, publishing/web design, creative strategy and multimedia installation. Prior to the approval of the project, the student must submit a written proposal. Assessment criteria include judgments on communication and artistic quality, and the creative use of electronic and digital media techniques. Workshops and seminars provide an informal forum to discuss progress in the work.

FIN 1610 Financial Planning and Investment (3,3,0) Analysis
This course provides students with an understanding of basic investment products and financial planning techniques commonly used today. Various investment products will be introduced in this course, such as common stocks, fixed income securities, unit trusts, derivatives, etc. Particular attention is given to forming a sound and executable financial plan. This course is offered to non-BBA students only.

FIN 2210 Banking and Credit (3,3,0)
Prerequisite: BUS 1240 Business and Corporate Social Responsibility or BUS 1630 The World of Business
This course offers students a basic understanding of banking and the importance of an efficient banking industry to the working of a market economy. It examines the structure of the banking industry, the role of the central bank, and the basic functions of commercial banks. Emphasis is placed on the general environment of banking in Hong Kong, financial instruments being offered by the banks and analysing the performance of a commercial bank and also the credit analysis of bank customers.

FIN 2230 Financial Management (3,3,0)
Prerequisite: ACCT 1210 Principles of Accounting I, or ACCT 1220 Principles of Accounting II, or ACCT 1710 Introduction to Financial Accounting, or BUS 1240 Business and Corporate Social Responsibility or BUS 1630 The World of Business or FIN 1610 Financial Planning and Investment
This course is designed to provide business students with solid foundation on finance concepts and essential basic knowledge of financial instruments, markets and institutions. It also aims to
equip students with the techniques for evaluating financial assets, assessing capital investment opportunities and making long-term and short-term financial decisions.

FIN 2250 Investment Management (3,3,0)
Prerequisite: FIN 2230 Financial Management, or FIN 2260 Financial Management or FIN 2280 Principles of Financial Management

This course examines the investment environment in Hong Kong, the basic principles of valuation of financial assets, and the development of portfolio and capital market theories. The purpose is to offer students guidance in the management of financial investments.

FIN 2260 Financial Management (2,2,0)
Prerequisite: (1) ACCT 1110 Principles of Accounting I and ACCT 1120 Principles of Accounting II, or (2) ACCT 1710 Introduction to Financial Accounting, BUS 1180 Introduction to Business or BUS 1630 The World of Business

This course enables students to (1) understand the fundamental concepts in finance, (2) assess alternative investment possibilities, and (3) evaluate different sources of financing projects.

FIN 2270 Financial Management (3,3,0)
Prerequisite: PA 0021 Financial Accounting II (HKBU's Associate of Science in Professional Accountancy curriculum) or PA 0051 Business Enterprise (HKBU's Associate of Science in Professional Accountancy curriculum) or Equivalent

Finance is the cornerstone of a business and good financial management is vital to its success and growth. This course enables students to (1) understand the fundamental concepts in finance; (2) assess alternative investment possibilities; and (3) evaluate different sources of financing projects. On completion of this course, students should have a good understanding how to choose among the variety of investment and financing possibilities that are available in the market.

FIN 2280 Principles of Financial Management (3,3,0)
Prerequisite: ACCT 1710 Introduction to Financial Accounting, or BUS 1630 The World of Business or FIN 1610 Financial Planning and Investment Analysis

This course introduces the basic concepts and techniques of business valuation for non-business students. The course enables students to (1) understand the fundamental concepts in finance, (2) assess alternative investment possibilities, and (3) evaluate different sources of financing projects.

FIN 2610 Introduction to Futures and Options Markets (3,3,0)
Prerequisite: FIN 2250 Investment Management

This course introduces students to futures, options, and other derivative contracts. Class lectures will be focused on the theoretical aspects of these securities; however, students' understanding of the practical issues relating to these contracts for the local and foreign markets will be enhanced by their works on a term project.

FIN 3110 Fixed Income Securities (3,3,0) (E)
Prerequisite: FIN 2250 Investment Management

This course explores various fixed-income securities and the methods for analysing them. Moreover, the course also discusses interest rate related derivative instruments and how to use these contracts to modify the exposures and enhance the yields of the fixed-income portfolios. Class lectures will be focused on the theoretical aspects of these securities. Formal lectures will be followed with class discussions. Students' understanding of the practical issues relating to these contracts for the local and foreign markets will be enhanced by their works on a term project.

FIN 3120 Business Valuation Using Financial (3,3,0) (E)

Statements
Prerequisite: FIN 2230 Financial Management or FIN 2260 Financial Management or FIN 2280 Principles of Financial Management and ACCT1210 Principles of Accounting I or ACCT1220 Principles of Accounting II or ACCT1710 Introduction to Financial Accounting

This course introduces analytical tools and business valuation techniques commonly used by professional business analysts, investment bankers, and stock brokers. Students equipped with these tools will be able to evaluate the financial position and operating performance of an enterprise, and conduct basic business valuation in various industries, both domestically and internationally.

FIN 3240 Multinational Finance (3,3,0) (E)
Prerequisite: (1) FIN 2230 Financial Management, FIN 2260 Financial Management or FIN 2280 Principles of Financial Management, and (2) FIN 2610 Introduction to Futures and Options Markets

This course is designed to help the student comprehend the issues faced by the firm operating in an increasingly international environment, and to deal with them in an efficient manner. International dimensions of finance are explored from a corporate perspective. The nature, role and current state of international financial markets are considered.

FIN 3320 Financial Markets in China (3,3,0) (E)
Prerequisite: FIN 2230 Financial Management or FIN 2280 Principles of Financial Management

This course is designed to help the students understand the issues faced by firms operating in China, and to deal with them in an efficient way. It examines the structure of financial system, the development of financial market, the regulation of capital market, the management of financial institutions, and the operation of corporations in China. Emphasis is placed on the general environment of financial market in China.

FIN 3610 Financial Forecasting (3,3,0) (E)
Prerequisite: (1) BUS 1190 Mathematics for Business or equivalent, (2) BUS 1200 Statistics for Business or equivalent, and (3) FIN 2230 Financial Management, FIN 2260 Financial Management or FIN 2280 Principles of Financial Management

This course introduces students to ordinary investment asset forecasting techniques that include technical analysis and traditional time series methods, linear and nonlinear regression, ridge regression and neural network. Class lectures will be focused on the applications of these methods in the forecasting of stock prices, earnings, dividends and financial ratios. Students' understanding of the practical issues relating to these methods will be enhanced by their work on project assignments and a term project.

FIN 3710 Management of Financial Institutions (3,3,0)
Prerequisite: (1) FIN 2230 Financial Management, FIN 2260 Financial Management or FIN 2280 Principles of Financial Management, and (2) FIN 3110 Fixed Income Securities

This course focuses on the management of financial institutions, such as banks, unit trust companies and insurance companies. Using the risk management approach, it provides students with the understanding of the challenge of globalization to the international financial institutions.

FIN 3730 Corporate Finance (3,3,0) (E)
Prerequisite: FIN 2230 Financial Management, FIN 2260 Financial Management or FIN 2280 Principles of Financial Management

This course addresses the controversial issues and the more advanced topics in financial management. It offers students
an opportunity to examine the theory of corporate finance and the role theory can play in leading practitioners towards sound financial decisions.

**FIN 3760 Financial Risk Management (3,3,0) (E)**
Prerequisite: FIN 2610 Introduction to Futures and Options Markets
Initially much neglected by non-financial and financial institutions, risk management has become an increasingly important area of finance and nowadays attracts widespread attention in companies in various business sectors. This course will apply financial risk management methods using concepts from areas such as value at risk, derivatives, hedging and financial engineering. Some of the markets studied will include commodities, stocks, bonds, and currencies. Analytical methods to quantify market risks, interest rates risks, forex risks, credit risks as well as operational risks will be covered in this course. This course aims at training future managers to use the framework to actively manage the financial risks their organization faces.

**FIN 3790 Seminar in Finance (3,3,0)**
Prerequisite: FIN 2250 Investment Management
Under guidance of the instructor, students have the opportunity to explore and discuss in this seminar, the latest developments and the major areas of concern in the field of finance.

**FIN 3810 Advanced Financial Planning (3,3,0) (E)**
Prerequisite: FIN 2610 Introduction to Futures and Options Markets
This course provides students with an understanding of the financial planning process. The six processes will be discussed, including (1) data gathering, (2) goal setting, (3) identification of the problems, (4) preparation of written alternatives and recommendations, (5) implementation of agreed recommendations, and (6) review and revision of the plan. The course emphasizes the integrated approach of financial planning process and help students to attain practical skills to prepare and monitor financial plans on behalf of the investors.

**FIN 7070 Finance and Accounting for the Public Sector (3,3,0)**
This course intends to introduce students with the principles and practices of financing, accounting and financial management for the public sector. Fundamental concepts and applications of financial management in a dynamic financial market environment will be covered in the course, to develop students' knowledge of fundamental financial management and their ability in understanding and applying relevant tools to make appropriate decisions concerning short-term and long-term financing, investing and financial planning for individual entities, including governments and other non-profit organizations. In particular, the function of financial institutions and capital market, the valuation, risks and returns of financial assets, the capital structure and cost of capital, the governmental funds (such as general and special funds, capital project funds, trust and fiduciary funds, internal service funds), debt services, budgeting and budgetary control, working capital management, governmental accounting and reporting, and public sector auditing will be delineated to a greater extend. Students should obtain, through this course, a comprehension of the updated development of the theories and practices of finance and accounting, with a focus of that in the public sector.

**FIN 7080 Business Finance (3,3,0) (E)**
This course introduces the basic concepts and techniques in making investment and financing decisions. It enables students to evaluate some basic investment options, understand how corporations finance their investments, and appreciate different capital structure.

**FIN 7090 Corporate Finance (3,3,0) (P)**
This course introduces the basic concepts and techniques in making investment and financing decisions. It enables students to evaluate some basic investment options, understand how corporations finance their investments, and appreciate different capital structure.

**FIN 7210 Corporate Finance (3,3,0) (E)/(P)**
This course introduces students to the concepts and techniques in making business financial decisions. The course focuses on the following issues concerning corporate financial managers. These include the decision over the means of financing (Financing Decision), the selection of investment projects (Capital Budgeting), and the making of short-term financial decisions (Current Asset Management). Such knowledge should be helpful to students to explore into other Finance subject areas such as Investments, Personal Financial Planning, Banking, Real Estates, Insurance, Derivatives, International Finance, and Risk Management. Although the corporate perspective will be adopted throughout the course, it will become apparent that the theories, concepts, and techniques are applicable to personal and public finance decision-making. Upon completion of the course, students are expected to gain an appreciation of the role of the financial discipline in the overall economic decision-making process.

**FIN 7220 Investment and Portfolio (3,3,0) (E)/(P)**
Analysis
This course analyses different principles in the valuation of financial assets including common, preferred stocks and bonds. The development of portfolio concepts and capital market theories are introduced. The issue of market efficiency is investigated while asset pricing models are discussed. Techniques on performance evaluation are introduced and performance of mutual funds is also examined. After completing this course, students should be able to perform sound investment and portfolio analysis.

**FIN 7230 Financial Strategy (3,3,0) (E)/(P)**
This is another capstone course of the MSAAF programme. The course builds on the core elements or foundation of Finance and Accounting knowledge. The objective of the course is to provide students with knowledge to understand the international financial environment and its impact to Multinational Corporation. The course extends the corporate finance theory from local to international dimension. All traditional areas of corporate finance are approached from the perspective of Multinational Corporation.

**FIN 7240 Derivative Securities and Risk Management (3,3,0) (E)/(P)**
This course enables students to understand the fundamental concepts in derivatives and risk management and their applications. Derivatives have been used extensively in hedging, arbitrage, speculation, and the design of financial products. Executives with knowledge in derivatives can better assess the risk of a business entity. Precautions of using derivatives will also be emphasized. Besides application of derivatives in risk management, other techniques in risk management are introduced. In the global environment of business, risk management is an indispensable tool for business managers. Students will be able to apply the concepts in this course to real-world situations after completion of this course.

**FIN 7250 Corporate Financial Management (3,3,0)**
This course intends to introduce students with the principles and practices of financing, and corporate financial management. Fundamental concepts and applications of financial management in a dynamic financial market environment will be covered in the course, to develop students' knowledge of fundamental financial management and their ability in understanding corporate decision in short-term and long-term financing, investing and financial planning. In particular, the function of financial institutions and capital market, the valuation, risks and returns of financial assets, the capital structure and cost of capital, debt services, budgeting and budgetary control and working capital management will be covered in this course. Students should obtain, through this course, a comprehension of the updated development of the theories and practices of corporate financial management.
The objective of this course is to develop an understanding of the use of information contained in financial reports in various business decision-making contexts, and how to integrate accounting and finance theories in valuing businesses. This course attempts to introduce some analytical tools commonly used by users of financial statements and business valuation techniques commonly used by professional business analysts and financial brokers. With these tools, users of financial statements will have a better understanding of the financial positions and operating performance of an enterprise. Equipped with a better understanding of the business valuation techniques introduced in this course, students should be able to conduct basic business valuation for different business settings in various industries.

This is a three-unit elective course that can be selected under special circumstance when application and approval in advance is required. The independent study or integrative project is designed only for senior executives who may not be able to attend class at the end of programme due to unforeseeable timing conflict with the scheduled class time, or for students who have obtained appropriate prior training on research (proof is needed) and would like to take an individual graduation project concentrating on the integrative application of both accounting and finance knowledge. The independent study/project can be selected to substitute only one elective course.

This course provides MPhil and PhD students with a chance to discuss the contemporary issues in finance and investment, including: asset pricing, financial derivatives, securities market structure, and financial engineering. Also, research methodologies are reviewed to enhance students' research abilities.

This course aims to provide MPhil and PhD students with a better understanding of some selected topics in finance, including: stock markets, portfolio management, international investment, and fixed income securities. Research methodologies are reviewed to enhance students' research abilities.

This course aims to provide MPhil and PhD students with a better understanding of some of the basic principles of valuation of financial assets, and fundamental concepts in finance; (2) assess alternative investment possibilities, including real investment in the context of various disciplines of business, including marketing; and (3) evaluate different sources of financing projects. This course is offered to non-BBA students only.

FIN 7110 Contemporary Issues in Finance (3,3,0)

This course introduces students to futures, options, and other derivative contracts. Class lectures will be focused on the theoretical aspects of these securities; however, students' understanding of the practical issues relating to these contracts for the local and foreign markets will be enhanced by their work on a term project.

FIN 2005 Financial Management (3,3,0) (E)

This course is designed to provide business students with solid foundation on finance concepts and essential basic knowledge of financial instruments, markets and institutions. It also aims to equip students the techniques for evaluating financial assets, assessing capital investment opportunities and making long-term and short-term financial decisions.

FIN 2006 Banking and Credit (3,3,0) (E)

This course offers students a basic understanding of banking and the importance of an efficient banking industry to the working of a market economy. It examines the structure of the banking industry, the role of the central bank and the basic functions of commercial banks. Emphasis is placed on the general environment of banking in Hong Kong, financial instruments being offered by the banks and analysing the performance of a commercial bank and also the credit analysis of bank customers.

FINE 2007 Principles of Financial Management (3,3,0)

Prerequisite: ACCT 1007 Introduction to Financial Accounting, or ACCT 2015 Introduction to Management Accounting or Equivalent

Very often, companies assign a group by product line or geographical basis. The group is responsible for all aspects of business, including marketing, vital to bring in revenue, and finance, essential for company to operate and reward its stakeholders. This course enables students to (1) understand the fundamental concepts in finance; (2) assess alternative investment possibilities, including real investment in the context of various disciplines of business, including marketing; and (3) evaluate different sources of financing projects. On completion of this course, students should have a good understanding how to choose among the variety of investment and financing possibilities that are available in the market and how these decisions are related to non-finance areas, including marketing.

FIN 3005 Investment Management (3,3,0) (E)

Prerequisite: FIN 2005 Financial Management or FIN 2007 Principles of Financial Management

This course examines the investment environment in Hong Kong, the basic principles of valuation of financial assets, and the development of portfolio and capital market theories. The purpose is to offer students guidance in the management of financial investments.

FIN 3006 Introduction to Futures and Options Markets (3,3,0) (E)

Prerequisite: FIN 3005 Investment Management

This course introduces students to futures, options, and other derivative contracts. Class lectures will be focused on the theoretical aspects of these securities; however, students' understanding of the practical issues relating to these contracts for the local and foreign markets will be enhanced by their work on a term project.

FINE 3007 Fixed Income Securities (3,3,0) (E)

Prerequisite: FIN 3005 Investment Management

This course explores various fixed-income securities and the methods for analysing them. Moreover, the course will also discuss interest rate related derivative instruments and how to use these contracts to modify the exposures and enhance the yields of the fixed-income portfolios. Class lectures will be focused on the theoretical aspects of these securities. Formal lectures will be followed with class discussions. Students' understanding of the practical issues relating to these contracts for the local and foreign markets will be enhanced by their work on a term project.
This course addresses the controversial issues and the more advanced topics in financial management. It offers students an opportunity to examine the theory of corporate finance and the role theory can play in leading practitioners towards sound financial decisions.

FINE 3016 Financial Forecasting (3,3,0) (E)
Prerequisite: FINE 2005 Financial Management or FINE 2007 Principles of Financial Management
This course introduces students to ordinary investment asset forecasting techniques that include technical analysis, traditional time series methods, linear and nonlinear regressions, ridge regression and neural network. Class lectures will be focused on the applications of these methods in the forecasting of stock prices, earnings, dividends and financial ratios. Students' understanding of the practical issues relating to these methods will be enhanced by their work on project assignments and a team-project.

FINE 3017 Management of Financial Institutions (3,0)
Prerequisite: FINE 2005 Financial Management or FINE 2007 Principles of Financial Management and FINE 3007 Fixed Income Securities
This course focuses on the management of financial institutions, such as banks, unit trust companies, insurance companies. Using the risk management approach, it provides students the understanding of the challenge of globalization to the international financial institutions.

FINE 4005 Multinational Finance (3,3,0) (E)
Prerequisite: FINE 2005 Financial Management or FINE 2007 Principles of Financial Management and FINE 3006 Introduction to Futures and Options Markets
This course is designed to help the student comprehend the issues faced by the firm operating in an increasingly international environment, and to deal with them in an efficient manner. International dimensions of finance are explored from a corporate perspective. The nature, role and current state of international financial markets are considered.

FINE 4006 Financial Risk Management (3,3,0) (E)
Prerequisite: FINE 3006 Introduction to Futures and Options Markets
Initially much neglected by non-financial and financial institutions, risk management has become an increasingly important area of finance and nowadays attracts widespread attention in companies in various business sectors. This course will apply financial risk management methods using concepts from areas such as value at risk, derivatives, hedging and financial engineering. Some of the markets studied will include commodities, stocks, bonds, and currencies. Analytical methods to quantify market risks, interest rates risks, forex risks, credit risks as well as operational risks will be covered in this course. This course aims at training future managers to use the framework to actively manage the financial risks their organization faces.

FINE 4007 Seminar in Finance (3,0)
Prerequisite: FINE 3005 Investment Management
Under guidance of the instructor, students have the opportunity to explore and discuss in this seminar, the latest developments and the major areas of concern in the field of finance.

FINE 4015 Advanced Financial Planning (3,3,0) (E)
Prerequisite: FINE 3006 Introduction to Futures and Options Markets
This course provides students with an understanding of the financial planning process. The six processes will be discussed, including (1) data gathering, (2) goal setting, (3) identification of the problems, (4) preparation of written alternatives and recommendations, (5) implementation of agreed recommendations and (6) review and revision of the plan. The course emphasizes the integrated approach of financial planning process and help students to attain practical skills to prepare and monitor financial plans on behalf of the investors.

FINE 4016 Business Valuation Using Financial Statements (3,3,0) (E)
Prerequisite: ACCT 1005 Principles of Accounting I or ACCT 1006 Principles of Accounting II or ACCT 1007 Introduction to Financial Accounting or FINE 2005 Financial Management or FINE 2007 Principles of Financial Management
This course introduces analytical tools and business valuation techniques commonly used by professional business analysts, investment bankers, and stock brokers. Students equipped with these tools will be able to evaluate the financial position and operating performance of an enterprise, and conduct basic business valuation in various industries, both domestically and internationally.

FINE 4017 Financial Markets in China (3,3,0) (E)
Prerequisite: FINE 2005 Financial Management or FINE 2007 Principles of Financial Management
This course is designed to help the students understand the issues faced by firms operating in China, and to deal with them in an efficient way. It examines the structure of financial system, the development of financial market, the regulation of capital market, the management of financial institutions, and the operation of corporations in China. Emphasis is placed on the general environment of financial market in China.

FREN 1005 French I (3,3,0) (F)
Prerequisite: FREN 1005 French I or equivalent
This course aims to give students the ability to conduct a simple conversation in French (introducing oneself and one's family, talking about one's preferences, telling the time...). To achieve this, a range of classroom activities are provided, for which active participation is strongly recommended. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. By the end of French II, students should have reached the A1 level of the CEFRL (Common European Framework of Reference for Languages), and be able to commence A2 level.

FREN 1006 French II (3,3,0) (F)
Prerequisite: FREN 1005 French I or equivalent
This course builds on the acquisitions of French I and aims to give students the ability to conduct a simple conversation in French in order to deal with situations one might encounter while travelling in France (booking a room in a hotel, ordering a meal in a restaurant, asking one's way in the street, buying a train ticket, buying clothes, etc.). To achieve this, a range of classroom activities are provided, for which active participation is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. By the end of French II, students should have reached the A1 level of the CEFRL (Common European Framework of Reference for Languages), and be able to commence A2 level.

FREN 1007 Introductory French Language and Culture (3,3,0)
This course aims to equip students with some of the language and cultural skills needed to handle a short stay in France. By the end of the course, students should be able to use French in some of the most common travelling and daily life situations. They should also have a better understanding of various aspects of current French society.

FREN 1008-9 European Language in Context I (8,6,6) (F)
This course is designed for the French stream of the European Studies programme. It seeks to introduce the French languages in the context of living, studying and working in the French speaking areas of Europe. At the end of this course students achieve the
A2-Level of Competence of the Common European Framework of Reference for Languages (CEFR) as laid down by the Council of Europe.

**FREN 1610 French I** (3,3,0) (F)
This course aims to give students the ability to conduct a simple conversation in French (introducing oneself and one’s family, talking about one’s preferences, telling the time…). To achieve this, a range of classroom activities are provided, for which active participation is strongly recommended. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught.

**FREN 1620 French II** (3,3,0) (F)
Prerequisite: FREN 1610 French I or equivalent
This course builds on the acquisitions of French I and aims to give students the ability to conduct a conversation in French in order to deal with situations one might encounter while travelling in France (booking a room in a hotel, ordering a meal in a restaurant, asking one’s way in the street, buying a train ticket, buying clothes, etc.). To achieve this, a range of classroom activities are provided, for which active participation is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. By the end of French II, students should have reached the A1 level of the CEFR (Common European Framework of Reference for Languages), and able to commence A2 level.

**FREN 1630 Introductory French Language and Culture** (3,3,0)
This course aims to equip students with some of the language and cultural skills needed to handle a short stay in France. By the end of the course, students should be able to use French in some of the most common travelling and daily life situations. They should also have a better understanding of various aspects of current French society.

**FREN 2005 French III** (3,3,0) (F)
Prerequisite: FREN 1006 French II or equivalent
This course builds on the acquisitions of French I and II and aims to give students the ability to conduct a conversation in French in order to deal with situations a person might encounter while staying in France for a few months (registering on a French language course, finding a flat, looking for a job, talking about one’s daily life, seeing the doctor, etc.). To achieve this, a range of classroom activities are provided, for which active participation by students is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. In French III, students work at the A2 level of the CEFR (Common European Framework of Reference for Languages).

**FREN 2006 French IV** (3,3,0) (F)
Prerequisite: FREN 2005 French III or equivalent
This course builds on the acquisitions of French I to III and aims to give students the ability to conduct a simple conversation in French. While many activities are still dealing with transmitting information (talking about what’s on TV, listing the movies currently on show, describing a traditional Chinese festival, etc.), the focus is progressively switching to expressing ideas and opinions and arguing for or against them (discussing with family or friends about which TV programme to watch, what to do in the evening or the following weekend, etc.). To achieve this, a range of classroom activities are provided, for which active participation is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. In French IV, students work at the A2 level of the CEFR (Common European Framework of Reference for Languages), with some activities being at B1 level.

**FREN 2008-9 European Language in Context II** (8,6,6) (F)
Prerequisite: FREN 1008-9 European Language in Context I (French)
This course is the continuation of FREN 1008-9 and aims to equip students with the necessary knowledge and skills to pursue academic studies as well as internships in France during year III. To this end, the course will help the students to: reach a sufficient and autonomous level of spoken/written French language; collect useful information about French civilization and contemporary society; and last but not least, acquire the right attitudes that will enhance their learning and communication strategies. Students at the end of this course achieve the B2-Level of Competence of the Common European Framework of Reference for Languages (CEFR) as laid down by the Council of Europe.

**FREN 2111-2 European Language II (French)** (8,6,6)
Prerequisite: FREN 1111-2 European Language I (French)
This is a continuation of the Year I course (FREN 1111-2). The objective is to have students reach acceptable standards in French language for further studies and internship period while in Europe during Year III.
At the end of Year II, all students must at least be able (1) to understand recorded statements and topical conversations in standard French about previously not specified situations at normal speed; (2) to participate actively and with clear pronunciation and correct grammar in conversations about previously not specified topics of general interest; (3) to present orally with clear pronunciation and correct grammar personal findings about previously specified topics of general interest; (4) to understand texts of a length of not less than 1,000 words in regard to their overall intentions and line of argumentation with the help of a monolingual dictionary (the texts will cover general-interest topics as well as political, historical, economic or other social issues); (5) to summarize texts of a length of not less than 1,000 words orally and/or in written form; (6) to take appropriate notes when listening to an oral presentation delivered at slow speed; and (7) to write personal and formal letters according to accepted standard conventions.

The aspect of area background studies will be intensified in line with EURO 2110 Contemporary European Societies I: The French-Speaking Countries delivered during the second semester.

**FREN 2620 French III** (3,3,0) (F)
Prerequisite: FREN 1620 French II or equivalent
This course builds on the acquisitions of French I and II and aims to give students the ability to conduct a conversation in French in order to deal with situations a person might encounter while staying in France for a few months (registering on a French language course, finding a flat, looking for a job, talking about one’s daily life, seeing the doctor, etc.). To achieve this, a range of classroom activities are provided, for which active participation by students is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. In French III, students work at the A2 level of the CEFR (Common European Framework of Reference for Languages).

**FREN 2630 French IV** (3,3,0) (F)
Prerequisite: FREN 2620 French III or equivalent
This course builds on the acquisitions of French I to III and aims to give students the ability to conduct a simple conversation in French. While many activities are still dealing with transmitting information (talking about what’s on TV, listing the movies currently on show, describing a traditional Chinese festival, etc.), the focus is progressively switching to expressing ideas and opinions and arguing for or against them (discussing with family or friends about which TV programme to watch, what to do in the evening or the following weekend, etc.). To achieve this, a range of classroom activities are provided, for which active participation is expected. Aspects of French culture are introduced, particularly through the Internet. Pronunciation and grammar are also taught. In French IV, students work at the A2 level of the CEFR (Common
It uses movies as a medium to present some of French society's current major issues. These topics are then discussed and analysed cross-culturally. This course is taught in English. No prior knowledge of French is necessary.

FREN 4008-9 European Language in Context III (2,2,0) (F)
Prerequisite: FREN 1008-9 European Language in Context I (French) and FREN 2008-9 European Language in Context II (French)
This language course is based upon the experience and knowledge acquired by the students during one year in a European French-speaking country. That is why at the very beginning of the first semester, a test will be given to assess the students' proficiency in oral and written French. The results of this test will determine the content, organization and progression in the course, which may vary from year to year. Nevertheless, the four skill areas of listening, speaking, reading and writing will always remain the main components of this course.

The students are expected to be able to talk about various aspects of European French-speaking countries (social, economic, political, etc.) studied in EURO 4015 Contemporary European Societies II: questions d'actualité as well as of Hong Kong/mainland China in a correct and adequate style. They are also requested to make an oral presentation about the topic chosen for their Honours Project dissertation, which is to be followed by a group discussion.

Small activity workshops will be set up in which the students will improve their writing skills (syntax, style, grammar, etc.) according to their needs in the perspective of the preparation of their Honours Project dissertation.

GCHC 1005 China and the Global Economy (3,2,1) 1800–2000
During the last three decades China has experienced very rapid economic growth. Much of the popular as well as academic commentary on the contemporary Chinese economy begins with the economic reforms of the late 1980s and assumes that the introduction of market competition can explain almost all that has happened. This course will consider the contemporary Chinese “economic miracle” in the context of the last 200 years, exploring links between China’s traditional business practices and contemporary economic patterns.

http://ge.hkbu.edu.hk/course/GCHC-1005/

GCHC 1006 Modern China and World History (3,2,1) (C)
This course aims to introduce China’s relations with the outside world from the Opium World to the present. It discusses the treaty system, the impact of WWI on China, the Washington Conference, the Sino-Japanese War, and China’s opening to the world in 1978. In addition, it traces the problems, difficulties, and prospects of China’s foreign relations. The course examines the impact of issues like human rights on China’s relations with other countries and international organizations.

http://ge.hkbu.edu.hk/course/GCHC-1006/

GCHC 1007 Christianity and China (3,2,1) (C)
This is a survey course of the history of Christianity in China which aims at acquainting students with the development of Christianity in China from the Tang dynasty to the present and at helping them to grasp the reasons for the ups and downs of Christian missions in China. A special emphasis will be placed on the overall impact of missionaries on the transformation of modern China.

http://ge.hkbu.edu.hk/course/GCHC-1007/

GCHC 1015 Culture and Everyday Life in Modern China (1840–1949) (3,2,1) (C)/(P)
This course aims to provide an overview of social and cultural development in China from the 1840s to the 1940s, attempting to look at the changes and continuity in arts, music, fashion, food, travel, architecture, education as well as other everyday life's practices in a time when Western culture exerted a growing influence on Chinese culture.
influence on the Chinese people. While paying particular attention to Chinese people’s unique ways to respond to the inflow of Western values and lifestyle, this course also throws light on the gradual transformation of Chinese culture when traditions met modernity.

http://ge.hkbu.edu.hk/course/GCHC-1015/

GCHC 1016 European Culture since the Enlightenment (3,2,1) (E)

European culture has experienced dramatic ups and downs since the eighteenth century. While the great thinkers of the Enlightenment, dissatisfied with despotism and religious intolerance in Europe, turned to see China as their national model, European culture characterized by rationalism, industrial progress, parliamentary democracy, scientific and technological advancements etc. helped shape the modern world. The two world wars, the rise of totalitarianism, and the economic downturn seemed to mark its decline. However, European artistic, scientific and education accomplishments are still too important to be overlooked in the post-war era. This course throws light on major European cultural developments and assesses their worldwide impact since the eighteenth century. 

http://ge.hkbu.edu.hk/course/GCHC-1016/

GCHC 1017 Gender Issues in Imperial Chinese History (3,2,1)

This course aims at providing students with basic knowledge on gender issues in imperial Chinese history. A variety of interesting topics such as arranged marriage, concubinage, widow chastity, footbinding, femme fatale, gender-specific education, male-constructed ideology, male friendship, masculinity and femininity will be covered. Students will not merely be taught to rediscover women in history, but also to understand the significance of gender in history, as well as to re-examine history with a gender perspective. The course will offer a gender analysis of imperial Chinese history through demonstrating how history would look different if a gender perspective is added. The importance of gender as a category of analysis will also be taught.

http://ge.hkbu.edu.hk/course/GCHC-1017/

GCHC 1025 Historical Changes and Intellectual Trends in 20th Century China (3,2,1) (C)/(P)

Focusing on major intellectual movements in the last hundred years, including the Chinese Enlightenment, the rise of socialism, nationalism, the Cultural Revolution and the great reform since 1978, this course aims to trace how twentieth century Chinese intellectuals respond to social, political and economic changes by critically reviewing Chinese culture and by integrating Western cultural elements into the traditional worldview and ways of life. Special attention will be given to the contributions of leading Chinese thinkers, and their works and theories which have lost little of their influence in 21st century China.

http://ge.hkbu.edu.hk/course/GCHC-1025/

GCHC 1026 Hong Kong in World History (3,2,1) (C)

This course offers a survey of Hong Kong history in general and its relevance to world history in particular. Chronologically, it covers a wide range of time span from the early history through archaeological findings to the contemporary developments through a wide range of source materials and scholarly literature. Thematically, it discusses basic patterns of development in history that are of relevance to nowadays Hong Kong.

http://ge.hkbu.edu.hk/course/GCHC-1026/

GCHC 1027 Modern Military History: China and the West (3,2,1) (E)

This course deals with the military traditions of China and the West, which include Europe and America, and the changes that they have experienced since the late eighteenth century. Through analysing the advancement of their war technology, military structures, organization, strategy and war practice, this course aims to acquaint students with not only modern major military events and developments, but also the impact of war on their cultures and societies in the last two hundred years. 

http://ge.hkbu.edu.hk/course/GCHC-1027/

GCHC 1035 Popular Culture in Modern China (3,2,1) (C)

This course provides a historical survey of popular cultures from the early twentieth century to contemporary China, including Taiwan and Hong Kong, with special emphasis on how cultural production, media technology, business culture and political discourse interact to shape their development.

http://ge.hkbu.edu.hk/course/GCHC-1035/

GCHC 1036 Tackling Popular Misconceptions about Chinese History and Civilization (3,2,1) (E)

This course adopts a query-based approach and will guide students to tackle a number of existing influential misconceptions about Chinese history and civilization. Common misunderstandings on traditional Chinese manners and customs, political practices and institutions, agricultural and commercial activities, and religions and philosophy will be chosen for discussions. It is expected that after completing this course, students will be able to tell what common people knew about China is wrong and that much more sophisticated understandings can be achieved by means of historical inquiries.

http://ge.hkbu.edu.hk/course/GCHC-1036/

GCHC 1037 Taiwan: Past, Present and Future (3,2,1) (C)

This course examines the origins and development of major issues of contemporary Taiwan, including its political system, its relations with mainland China, the power struggle between the KMT and the DPP, the rise and fall of its economy since the 1980s, social structures and social changes, the emergence of a new Taiwanese culture and the impact of de-sinicization, etc. Special emphasis will be put on figures, events and factors that have created and shaped the above issues.

http://ge.hkbu.edu.hk/course/GCHC-1037/

GCHC 1045 The Heritage of Asian Civilizations: Persians, Arabians and Indians (3,2,1)

This course aims to acquaint students with the cultural achievements of some Asia’s oldest nations, including the Persians, the Indians and the Arabs, and their persistent influence in the contemporary world. In addition to investigating into their art, architecture, myths, religions, science, philosophy and literature, etc., this course strives to show how they were transmitted to different parts of the world. It is hoped that students, after taking this course, will be able to appreciate the Asian traditions and to analyse some current issues in Asia from cultural perspectives.

http://ge.hkbu.edu.hk/course/GCHC-1045/

GCHC 1046 The Rise of Contemporary China (3,2,1) (E)

This course aims to introduce contemporary Chinese history from 1949 to the present. It discusses the rise of Communism in China, the different political movements (campaigns), the role of Mao Zedong and other political leaders in shaping the country’s development, and the relaxed outcomes and problems. Then, the course assesses the contribution of Deng Xiaoping and the Four Modernizations. It also traces the various economic policies from 1949 to the present.

http://ge.hkbu.edu.hk/course/GCHC-1046/

GCHC 1047 Traditional Chinese Culture and the Contemporary World (3,2,1) (C)

For quite a long time, Western thinkers and their non-Western disciples, having great faith in science, rational reasoning, universalism, progress, individualism, etc., rejoice the “depreciation of the old and traditional” in modern society. For them, traditions stand in the way of modernization that promises them “permanent innovation” and “continual creation of the new”. However, social and cultural problems of contemporary Western society and the enviable development of non-Western societies in the last decades compel them to believe that “modernity does not dissolve
GCHC 1055 Music, Society and Culture (3,3,0) (E)
The course addresses changes in and the significance of musical styles and music-making, and the functions of art music and popular music in society. Specific topics explored include the practice and value of music in musical culture; music and social meaning; music and politics; music and gender; music in worship; the construction of music markets; the globalization of music production; and production and reproduction technologies.
http://ge.hkbu.edu.hk/course/GCHC-1055/

GCHC 1056 Musical Civilizations of the East and West (3,3,0)
The course provides a broad perspective of exploring civilizations of the East and West by investigating the development of music, from the angles of history, culture, theories and performance context. Students will learn to appreciate a selected repertoire of music, including Western classical music and music from China, Japan and Korea, and trace their origins through appreciating, analysing and working out how particular pieces are evolved. It will be possible to make a connection between music and other disciplines, such as literature, visual art, dance, drama and rituals. Parallels drawn between the different musical cultures allow students to develop a global and critical attitude in appreciating music, which can then be extended to other arts. It is envisaged that traditional geographic and cultural boundaries will be minimized, as a comparative approach is adopted in handling music of different cultures.
http://ge.hkbu.edu.hk/course/GCHC-1056/

GCHC 1057 Chinese Popular Music: Its Cultural and Musical Meanings (3,3,0) (C)
This course introduces students to the history, style characteristics, and sociopolitical meanings of Chinese popular music from the Mainland, Hong Kong and Taiwan. Its aims are three-fold: (1) to help students develop the listening skills to differentiate the musical/style characteristics of different types of Chinese popular music from different eras; (2) to provide students an overview of the trends and developments in Chinese popular music in the context of the PRC, Taiwan and Hong Kong’s sociopolitical history; (3) to foster students’ critical abilities through examining the various meanings of popular music in the larger context of popular culture and in relationship to issues of gender, identity, globalization, marketization, politics, subculture, etc.
http://ge.hkbu.edu.hk/course/GCHC-1057/

GCHC 1056 Music, the Arts, and Ideas (3,3,0)
Through examining how music and our musical tastes and activities form an important part of our personal and cultural identities, this course will provide an introduction to aesthetics—the philosophy of art—from a music perspective. Students will be introduced to (1) questions about the nature of music (and art in general) and the nature of musical creation in a non-musical-technical manner; (2) major Western philosophical theories about music from antiquity to the 20th century; (3) problems in critically and aesthetically evaluating music of all kinds, from the popular music industry, to traditional musics, to the Western classical repertory; and (4) some current topics in music with philosophical ramifications, including culture and copyright, politics and music, and music as a commodity in advertising and media. Individual instructors may emphasize particular areas of expertise in music, aesthetics, and philosophical discourses.
http://ge.hkbu.edu.hk/course/GCHC-1056/

GCHC 1058 Aesthetics, and Philosophical Discourses (3,3,0) (E)
In the course of development of Western history, Christianity as a paradigm underwent several changes in response to the social and cultural challenges in the West on the one hand, and inserting significant impacts on the Western society and individuals on the other. This course will use Thomas Kuhn’s theory of paradigm change and Hans Kog’s analysis on Christianity as foundation, through which its impacts on individual spirituality and social life, aesthetics, economics and politics in the West will be examined. This course will study the development of Christianity as western weltanschaun in the first four centuries after Jesus Christ, and the Renaissance and the Reformation and see how they affected the individual, cultural and social life in Europe.
http://ge.hkbu.edu.hk/course/GCHC-1058/
GCHC 1085 Human Civilization, Cultural Heritage and Landscapes (3,3,0)
In the long period of human civilization, people have created many magnificent historical landmarks and cultural landscapes. The course will introduce students to the concept of civilization and cultures. In particular, cultural heritage and landscapes will be discussed as products of human history, civilization, cultures, and physical spaces. By using both local and worldwide examples, the course will assist students in acquiring the skills to observe and interpret cultural landscapes.
http://ge.hkbu.edu.hk/course/GCHC-1085/

GCHC 1086 The Making of Humankind (3,3,0)
The course will present an alternative history demonstrating how non-traditional approaches (archaeological, geological, science archives) can tell stories from the past. An introduction will be given to the history of planet Earth and how events in the distant past have determined the nature of, and limits to, our modern civilizations. A more intensive narrative is developed dealing with human pre-history and the initiation of the earliest human cultures. The main focus will be on understanding our own ancestors and their spread across the world. Their cultural adaptations will be discussed by examining the development of stone tools, the origins of art, the earliest forms of writing, and the shift from hunter-gathering to agricultural and fishing activities and, subsequently, to the rise of the earliest civilizations. Questions will be raised as to what may happen to us in the future, given the evidence of our past.
http://ge.hkbu.edu.hk/course/GCHC-1086/

GCHC 1087 Collective Memories, Constructed Cultures: The European Museum (3,2,1)
The course will introduce the major European cultural centers, which have developed around the existence of large-scale public museums. Students will study the origins of such museums, their evolving structures (including attendant research institutions) and functions, and the controversies surrounding their collections and activities in past and present. Emphasis will be given to their role in heritage conservation and national identity building, as well as trans-national cultural research, dialogue and conflict. The course will finally discuss contemporary approaches to commoditize museums while at the same time sustain their capacity to influence national and global cultural discourse.
http://ge.hkbu.edu.hk/course/GCHC-1087/

GCIT 1005 Essential IT for Enterprises (3,1,2) (E)
This course aims to provide students with an overview of the business IT environments from large enterprises to SoHo (Small office Home office). It covers key concepts of information technology, specifically addressing the opportunities it brings to the business world at large, and SoHo startups in particular. This course also aims to let students experience how information technology increases the efficiency and productivity in the workplaces. It covers topics including e-commerce, e-marketing, network security, intellectual property, etc. Practical knowledge on business applications such as spreadsheet, database and web portal management software will also be stressed.
http://ge.hkbu.edu.hk/course/GCIT-1005/

GCIT 1006 IT for Success in Everyday Life and Work (3,1,2) (E)
This course aims to prepare students for the challenges of their everyday life and work by equipping them with practical knowledge and skills to engage in fast-moving information technology. Its main thrust is the incorporation of essential forward-looking IT concepts illustrated with real-world examples and coupled with hands-on experiences in the support of problem solving and creative application of IT.
http://ge.hkbu.edu.hk/course/GCIT-1006/

GCIT 1007 IT and Digital Media (3,1,2) (E)
Due to the advancement of information technology, more traditional media, like photo, music, movie, etc, have become digital and some also contain interactive elements like computer games. Digital media even change our daily experience, like the way of advertising. This course aims to introduce the key IT concepts behind different digital media, explain the proper use of IT to better manage them, as well as how the evolution of digital media affects different aspects of our daily life. This course also aims to introduce various digital media software tools and let students experience the content creation of various digital media.
http://ge.hkbu.edu.hk/course/GCIT-1007/

GCIT 1015 IT Innovations Shaping Our World (3,1,2) (E)
This course aims to equip students with knowledge on the key IT innovations that are shaping our world, including the latest development of digital media technology, the advancement of digital communication technology, and the development of smart IT systems, for digital media technology, this course covers latest standards and basic scientific principles of digital imaging, digital TV and digital music, this course also introduces the key of IT innovations in telecommunications and wireless technologies.
http://ge.hkbu.edu.hk/course/GCIT-1015/

GCIT 1016 Life-long Learning with Information Technologies
This course is designed to develop students’ understanding about the theories behind various IT-supported learning strategies. It focuses on the enhancement of learning by adopting a variety of IT-supported learning strategies. With both theoretical and practical components, this course aims to enable students to explore their individual learning style and consequently develop their own learning methods with the appropriate use of technologies to cater for their study needs in university settings and for life-long learning.
http://ge.hkbu.edu.hk/course/GCIT-1016/

GCLA 1005 University Chinese (3,2,1) (C)/(P)
本課程共有三個教學單元：(一) 演辯技巧與實踐；(二) 評判式閱讀與寫作；(三) 進階語文知識。每個單元的教學目的是：單元一：分析演辯的策略與技巧，並通過實踐，提高學生的演辯能力；單元二：介紹評判式閱讀與寫作的理論和策略，指導學生撰寫評論文章；單元三：講授字詞句進階知識，幫助學生了解中國語言的文化內涵，提高漢語教學。本課程包括三個教學和學習單元：1) Practice on speech and debating skills; 2) Critical reading and writing; 3) Advanced language knowledge. The objectives of each unit are: Unit 1: To examine the strategies and techniques of speech and debate, and to improve the debating and public speaking competence of students through practice; Unit 2: To introduce students to the theories and strategies of critical reading and writing, and to guide students in writing critical reading reviews of an academic, expository or argumentative nature; Unit 3: To equip students with advanced Chinese language knowledge for a better understanding of the cultural elements of Chinese language and the enhancement of effective communication.
http://ge.hkbu.edu.hk/course/GCLA-1005/

GCLA 1008 University English I (3,2,1) (E)
Important contemporary themes are selected to motivate and engage students in thought-provoking and purposeful use of English. The themes also provide a framework for a diversity of multimedia materials, including academic texts, news reports, magazine articles, web articles and videos, TV and radio programmes, etc. Students will have extensive opportunities to read and listen to, as well as discuss and write about, major issues arising from each theme, thereby improving both their language proficiency and their intellectual maturity and cultural knowledge. Generic academic and professional skills (summary writing, graph/table description, discussion strategies, etc.) are distributed and explicitly practised in the course.
http://ge.hkbu.edu.hk/course/GCLA-1008/
**GCLA 1009 University English II** (3,2,1) (E)  
This course, as a continuation of University English I, adopts the same approach to reinforce the learning outcomes at a more advanced level. Students will have extensive opportunities to read and listen to, as well as discuss and write about, major issues arising from each selected contemporary theme. Students will learn to read and analyse the issues critically and from multiple perspectives to gain a deeper understanding and insight, and to present their arguments and points of view convincingly in class and in writing. Advanced academic and professional skills (synthesizing, debating, panel discussion, etc.) are distributed and explicitly practised in the course.  
http://ge.hkbu.edu.hk/course/GCLA-1009/  

**GCLA 1015 Chinese I** (3,3,0) (P)  
漢語一  
This course is mainly designed for students whose native language is not Chinese. It aims to teach the four basic skills of language learning in Chinese: listening, speaking, reading, and writing. Students will learn how to read the Chinese Pinyin system, as well as how to read and write Chinese characters. In addition, students will learn how to converse in daily life situations, learn how to read simple passages, and learn the basics of grammar, as well as learn how to write characters and simple sentences.  
http://ge.hkbu.edu.hk/course/GCLA-1015/  

**GCNU 1005 Beating the Odds** (3,3,0) (E)  
This course begins with a list of well-selected and counterintuitive examples to help students become aware of the existence of mathematics in every aspect of our lives. Chance plays a huge part in life; one will have a better management of risk and opportunities and hence higher odds to become a winner in life if he knows more about how probability works. Rather than focusing on calculating a few specific combinations or permutations, which are tiresome and tedious to most, this course uses real-life situations as incentives and utilizes mathematics as a tool to figure out the “Best Bet” in some everyday problems. Casinos and games are topics commonly seen in probability; after equipping students with the knowledge necessary for identifying the “Best Bet”, we move on to a very practical problem—knowing that the chance of winning is 99.9%, how much should we invest on this “Best Bet”? Our investigations (not the formulas and calculations) are then extended to cover more real-life situations in which its odds cannot be predicted by counting techniques. Students will discover new ways of expressing known information, connecting reality to math, applying meta-tools to predict chances, and making statistically-justifiable decisions.  
http://ge.hkbu.edu.hk/course/GCNU-1005/  

**GCNU 1006 Discovering Hong Kong by Statistical Software** (3,3,0) (E)  
This course serves as an introduction to statistical analysis, engaging basic descriptive statistics and advanced regression models. Students often memorize the relevant equations and symbols without understanding the reasoning and motivations behind them, which is not a student-friendly approach to learning statistics. Here, we skip all of the hard statistical ideas in distribution, formulas or calculus, which differs from traditional courses targeting major-students. Rather, this course is concerned with the logical processes involved in obtaining answers. Statistical software is useful in helping students grasp the underlying concepts involved. Students are able to follow the appropriate steps and engage with the innovative pedagogy. This course uses examples from real-life situations and local data, rather than complicated calculations, to guide students in building a strong foundation in statistical thinking, which enables them to develop problem-solving techniques and to criticize statistical arguments. This course can also open up a window into the use of statistics, which will encompass not only simple descriptive statistics, but also other influential methods including statistical tests. Ultimately, students will conceptually come to know more about statistical tests than their mouse-clicking counterparts.  
http://ge.hkbu.edu.hk/course/GCNU-1006/  

**GCNU 1007 Estimating the World** (3,3,0) (E)  
This course begins by introducing the motivations behind why we need to estimate. While simple estimations can be done easily with pen and paper, more complicated ones will require the help of modern computing algorithms. To become proficient in computing, students will learn the differences between familiar mathematical operators (i.e. addition, subtraction, multiplication and division) and operations (i.e. square root and exponential), as well as the corresponding operators and operations built into computers. Equipped with the “computational senses”, students (who are assumed to have no previous exposure to calculus and linear algebra) will be introduced to several carefully selected numerical methods applicable to real-life applications, which are simulated with the aid of the popular mathematical software MATLAB. Similar to how today’s researchers approach research topics and handle newly invented algorithms, we will adopt a step-by-step investigative experimental approach instead of a theoretical one. This course will guide students to experience and understand the essence of estimation via computing by building links to several basic mathematical ideas, such as sequences and limits. Although numerical methods covered in this course are limited, their applications to real-life problems are not. This course aims to transform the next generation of citizens in Hong Kong from a fact-consumer into informed question-asker, with topics such as, “How can I estimate the Gini index for Hong Kong using basic facts and data?” “How polluted is the air inside the cross harbor tunnel?” and “Taking inflation into account, is the cost of raising a child in Hong Kong really $4 million?” Under this course, logical thinking and scientific reasoning combined with hands-on experiment will allow students to verify the trustworthiness of quantitative estimations reported in the news and its impact on daily life.  
http://ge.hkbu.edu.hk/course/GCNU-1007/  

**GCNU 1015 Manage Your Money without Formulas** (3,3,0) (E)  
This course begins with an introduction to different types of interest arisen in e.g. savings, student loans, credit cards, mortgages and life insurance policies, followed by basic growth models and the more complicated annuity models commonly found in Hong Kong. An EXCEL Tutorial will also be included in order to introduce the computer skills needed to model and solve problems using EXCEL spreadsheets. We will also cover more advanced ideas including forecasting trends in interest rates, estimating the market-price behavior, and carrying out simulations. This knowledge will allow students to select the best deals from the overwhelming number of plans offered by Hong Kong financial institutions. Local examples not only provide a sense of familiarity for students, but also make the skills acquired in this course applicable to Hong Kong situations. These examples will help build a strong foundation in logical thinking and problem solving and enable students to use cost-benefit analysis as a decision-making tool in their daily lives. We hope this course will help students learn to enjoy using mathematics in real life.  
http://ge.hkbu.edu.hk/course/GCNU-1015/  

**GCNU 1016 Mathematics Around Us** (3,3,0) (E)  
This course aims to “make sense” of the mathematical topics Hong Kong students spend years to learn (mainly for examinations). Although the compact syllabus in high school makes good use of students’ golden learning years to improve their calculation skills, the standalone and often unrelated topics can result in a lack of connections and linkages to real-life. Students may wrestle with abstract mathematical concepts and robotic calculations that appear to be impractical. To change the already-frustrated students’ view towards mathematics and allow them to enjoy and benefit from mathematics, a deeper understanding of both the foreground (i.e. real-life applications around us) and background (i.e., motivation and origin) must
be provided. Don’t let years of efforts end in vain! This course begins with the mathematical logic in our daily conversions. This practical opening provides students a sense of familiarity and allows them to gradually see the usefulness of mathematics. To answer a common question from students, “Why am I learning this?”, the interconnections between high school geometry, trigonometry functions (i.e. sin, cos, and tan), Pi, nature numbers, and complex numbers will be built from a historical and practical point of view. The applications of these high school topics in daily life and beyond will also be presented, in the hopes that they may capture students’ imaginations.

http://ge.hkbu.edu.hk/course/GCNU-1016/

GCNU 1017 Mathematics of Fairness (3,3,0) (E)
This course begins with an introduction to the way in which statistical information can be used to interpret and affect election phenomena and other everyday issues. Students will learn a number of election systems and address the problem of finding the best decision-making procedures. Moreover, a variety of possible methods of electing our future Chief Executive are investigated (although we cannot promise you that he or she will ever be elected through universal suffrage). After equipping you with the knowledge of different electoral systems, we then introduce you to the weighted voting system, in which voters may be treated unequally. Next, the course turns to an investigation of a number of simplified but real-life cases, such as the distribution of seats in the Legislative Council of Hong Kong. Finally, we address the mathematically well-known cake-cutting problem, which is formally known as the fairness problem. Students will find the answer to many fairness-related questions in this course.

http://ge.hkbu.edu.hk/course/GCNU-1017/

GCNU 1025 Numbers Save the Day (3,3,0) (E)
Numbers play numerous roles in our everyday lives. They are used to describe the natural world, to communicate information, and to model important daily applications. This course begins with a simple math topic: “integers 1, 2, 3,...” and guides students through its important (unknown to most) properties and everyday applications. After a reminder about the basic properties of numbers, besides the obvious example of telephone numbers, students will begin to see the how “features” can be hidden within, say, our HKID number. From “fun to know” to “extremely important” applications, topics will range from such things as the composition of digital pictures and photo-touching software to security that helps us assess the risk of everyday online transactions (which is based completely on “numbers”). With a newfound awareness of “numbers” around them, students can make sense of many more things in their daily lives. We hope that this course will help students see the many diverse applications of mathematics and what makes it all possible.

http://ge.hkbu.edu.hk/course/GCNU-1025/

GCNU 1026 Smart Decisions (3,3,0) (E)
This course focuses on finding the best way to solve a given problem—the so-called operations research, management science, or optimization methods. We begin with a walk-through to help students see the hidden mathematics, or mathematical model, behind seemingly unrelated real-life situations, such as, “What is the quickest way check out a shopping mall or a tourist area?” While small-scaled problems can usually be solved by intuition or trial-and-error, a logical and systematical approach must be used to tackle the large-scaled ones. One of our main goals is to generalize the concept of “function” learned in high school and extend its applications to real-life problems. Students will learn that functions can take in different inputs other than real numbers; for examples, the route one decides to go around in the shopping mall is an input. Identifying the appropriate “function” is highly situational-dependent which is exactly where students can build the connections between real-life and mathematics. Instead of presenting cookbook-procedures as is (which we find dull, meaningless, and inflexible), we will aim to learn all motivations behind the solution process; say, “How hard is the problem really?” For difficult ones (even with today’s speedy computers), it makes sense to go with the second-best or near-optimal approach than insisting on having the “best” way. We hope that this course will help students getting used to “practical-mathematics” and benefit from doing so in their future career achievements.

http://ge.hkbu.edu.hk/course/GCNU-1026/

GCNU 1027 Speaking of Statistics (3,3,0) (E)
This course begins with an introduction to different ways to interpret data in a proper statistical sense or misinterpret data with unjustifiable arguments. Misuse of statistical claims and data are not at all uncommon in Hong Kong. To become a smart consumer or citizen, we must not blindly believe in everything we are being told. Even though not everyone is trained to be a statistician or a scholar (which is not what we aim to do either), having some overall idea about how statistics works helps us be aware of the phony statistics around us and remain doubtful about the credibility of various claims. This course uses real-life examples to help students build a strong connection between the presented materials to the real world. We go easy on calculations; it is more important to understand “What are we doing?” and “Why are we doing this?” than the actual calculation (which is mostly done by computer software nowadays). By having the full picture in sight, students can see why a “statistically significant” discovery can be unimportant or even irrelevant—which is commonly used to trick people who “think” they understand statistics. We hope that this course will help students strengthen and apply their logical thinking skills effectively to their reading (i.e. by identifying the suspicious data), writing (i.e. by producing honest self-favorable data), and future learning (i.e. by extending the critical skill to other fields of study).

http://ge.hkbu.edu.hk/course/GCNU-1027/

GCNU 1035 Introduction to Spatial Numeracy (3,2,1) (E)
The course will teach students mathematical concepts and tools for measuring space, location and spatial relationships in terms of distance, direction, location, size, area, etc. These include plane and spherical geometries such as coordinates, latitude, longitude, Euclidean and great circle distances, etc. The course will also introduce basic quantitative spatial models and tools for mapping, positioning and navigating, for examples Google Earth, Geographical Information Systems and Global Positioning Systems, and satellite images.

http://ge.hkbu.edu.hk/course/GCNU-1035/

GCNU 1036 Business Numeracy (3,3,0) (E)
Taking you clearly and concisely through numerous fundamental functions, both elementary and advanced, this course arms you with the tools necessary to not only approach numbers with more confidence, but also solve business numeracy problems more easily, analyze information more accurately, and make decisions more effectively. Quantitative writing assignments (e.g. understanding how economic indicators, market share, market price, share prices, financial ratios, volume of units produced, profit margins, cost of living indexes, supply and demand statistics have impacts on the business environment) in this course will not only enrich students’ computational ability, but also provide an adventure for students to explore, to deduce and to draw conclusions based on numerical or other quantitative evidence.

http://ge.hkbu.edu.hk/course/GCNU-1036/

GCPE 1005 Badminton (1,2,0) (C)
This course aims to acquaint students with the basic rules, knowledge, as well as the basic motor skills of badminton. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance badminton performance. Upon completion of this course, students will be able to perform the basic skills of badminton, apply the offensive and defensive strategies under game situations, and adopt an active healthy lifestyle.

http://ge.hkbu.edu.hk/course/GCPE-1005/
GCPE 1006 Basketball (1,2,0) (C)
This course aims to acquaint students with the basic skills and techniques of basketball. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance basketball performance. Upon completion of the course, students will be able to perform basketball techniques in shooting, dribbling, passing and catching; understand the competition rules and scoring method; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1006/

GCPE 1007 Competitive Sport for People with Special Needs (1,2,0) (C)
This course aims to acquaint students with the knowledge in the work of a selected National Sport Association that offers competitive sport for people with mobility/sensory/health needs. It also helps students acquire knowledge in physiological and psychological effects of the selected sport practised by persons with mobility/sensory/health needs. 
http://ge.hkbu.edu.hk/course/GCPE-1007/

GCPE 1015 DanceSport—Latin Dance (1,2,0) (C)
This course aims to acquaint students with the fundamental knowledge and motor skills in Latin Dance of DanceSport. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance performance of Latin Dance of DanceSport. Upon completion of this course, students will be able to perform the basic routines of the selected types of Latin Dance of DanceSport; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1015/

GCPE 1016 DanceSport—Standard Dance (1,2,0) (C)
This course aims to acquaint students with the fundamental knowledge and motor skills in Standard Dance of DanceSport. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance performance of Latin Dance of DanceSport. Upon completion of this course, students will be able to perform the basic routines of the selected types of Standard Dance of DanceSport; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1016/

GCPE 1017 Exercise and Sport for People with Special Needs (1,2,0) (C)
The course is offered to students whose mobility/sensory/health needs require special teaching and learning attention. It aims to provide students with an understanding of the benefits of exercise and sport for persons with mobility/sensory/health needs, skills to participate in exercise/sports, and knowledge in selecting and performing exercise and sport. 
http://ge.hkbu.edu.hk/course/GCPE-1017/

GCPE 1025 Fitness and Body Building (1,2,0) (C)
This course aims to acquaint students with the scientific bases and techniques in fitness training in the sports of body building, including weight training machines, free weights, calisthenics, fitball, body bar, and theraband exercise. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance the effects of fitness training. 
http://ge.hkbu.edu.hk/course/GCPE-1025/

GCPE 1026 Flag Football (1,2,0)
This course aims to acquaint students with the basic knowledge and motor skills in flag football, including the rules, scoring, terminology and equipment of flag football. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance flag football performance.
http://ge.hkbu.edu.hk/course/GCPE-1026/

GCPE 1027 Flying Disc (1,2,0) (C)
This course aims to acquaint students with the basic knowledge and motor skills in Flying Disc, including the rules, scoring, terminology and equipment of Flying Disc. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance Flying Disc performance.
http://ge.hkbu.edu.hk/course/GCPE-1027/

GCPE 1035 Folk Dance (1,2,0) (C)
This course aims to acquaint students with the fundamental knowledge and skills of folk dance. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance folk dance performance. Upon completion of the course, students will be able to perform selected types of folk dance; develop a sense of rhythm and confidence in dance performance; improve physical fitness; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1035/

GCPE 1036 Golf (1,2,0)
This course aims to acquaint students with the basic skills and techniques of golf. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance golf performance. Upon completion of the course, students will be able to perform proper swinging techniques; understand etiquette and competition rules of golf; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1036/

GCPE 1037 Gymnastics (1,2,0)
This course aims to acquaint students with the fundamental knowledge and skills of gymnastics. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance gymnastics performance. Upon completion of the course, students will be able to develop awareness and competency in performing the Dominant Movement Patterns of gymnastics; establish a sense of rhythm and confidence in gymnastics performance; improve physical fitness; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1037/

GCPE 1045 Handball (1,2,0) (C)
This course aims to acquaint students with the knowledge of the scientific bases of handball. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance handball performance. Upon completion of the course, students will be able to perform basic skills of handball and various types of offensive and defensive strategies, understand the rules and regulations of handball; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1045/

GCPE 1046 Jazz Dance (1,2,0) (C)
This course aims to acquaint students with the basic steps and movements of jazz dance. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance jazz dance performance. Upon completion of the course, students will develop a sense of rhythm and confidence in performing jazz dance, develop an appreciation of different styles of the dance form, understand the importance of physical fitness as it relates to jazz dance, and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1046/

GCPE 1047 Korfball (1,2,0)
This course aims to acquaint students with the basic skills and simple tactics of Korfball. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and analyse and enhance Korfball performance.
GCPE 1055 Soccer (1,2,0) (C)
This course aims to acquaint students with the basic knowledge and motor skills of soccer. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance soccer performance. Upon completion of the course, students should be able to perform techniques in shooting, passing and catching in soccer; understand the competition rules and scoring method for soccer; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1055/

GCPE 1056 Softball (1,2,0) (C)
This course aims to acquaint students with the basic skills and techniques of fast-pitch softball. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance softball performance. Upon completion of the course, students will be able to perform techniques in batting, running and throwing for softball; understand the official rules and regulations of softball; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1056/

GCPE 1057 Swimming (1,2,0) (C)
This course aims to acquaint students with the basic skills and knowledge in swimming. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance swimming performance. Upon completion of the course, students will be able to perform basic swimming strokes, such as front crawl stroke and breaststroke; understand the rules in swimming competition; improve physical fitness through participation in swimming; acquire water safety knowledge and the survival skills in water, and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1057/

GCPE 1065 Table Tennis (1,2,0) (C)
This course aims to acquaint students with the basic skills and techniques of table tennis. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance table tennis performance. Upon completion of the course, students will be able to perform different grips, serves and strokes of table tennis; understand the competition rules and scoring method in table tennis; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1065/

GCPE 1066 Tai Chi (1,2,0) (C)
This course aims to acquaint students with the basic knowledge and skills of Tai Chi. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance Tai Chi performance. Upon completion of this course, students will be able to perform the 24-form Tai Chi Chun and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1066/

GCPE 1067 Tennis (1,2,0) (C)
This course aims to acquaint students with the basic skills and knowledge of tennis. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance tennis performance. Upon completion of this course, students will be able to perform ground strokes, volley, smashes, and serves for tennis; understand the rules and scoring method in tennis; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1067/

GCPE 1075 Track and Field (1,2,0) (C)
This course aims to acquaint students with the scientific bases and techniques of track and field events. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance performance of the selected track and field events. Upon completion of this course, students will be able to perform and understand the rules of shot put, high jump, short distance running, middle distance running and relay races; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1075/

GCPE 1076 Volleyball (1,2,0) (C)
This course aims to acquaint students with the basic skills and techniques of volleyball. It also provides students with an understanding of the principles of a healthy lifestyle and means to apply fundamental sports science knowledge to analyse and enhance volleyball performance. Upon completion of the course, students will be able to perform techniques in passing, serving, blocking and spiking for volleyball; understand the competition rules and scoring method in volleyball; and adopt an active healthy lifestyle.
http://ge.hkbu.edu.hk/course/GCPE-1076/

GCPS 1005 Public Speaking (3,1,2) (E)
The aim of this course is to help students develop their ability to prepare and present informative and persuasive speeches for delivery before a variety of social and professional audiences. It is expected that enhancing their skill in structuring their ideas and communicating them to others will contribute to their personal and professional effectiveness. To help accomplish this goal, the course will introduce the key concepts of the public speaking process and show how to apply them to construct and deliver high quality informative and persuasive speeches. Also supporting the general goal, the course will help students assess, critique, and appreciate the speeches of others by teaching them the standards of evaluation that apply to effective public speaking.
http://ge.hkbu.edu.hk/course/GCPS-1005/

GCVM 1005 Christian Faith and Humanistic Values (3,2,1) (E)
Both in the West and in contemporary Chinese societies, there is a perceived tension between humanistic values and the Christian faith. Some mount a critique of the Christian faith on the basis of humanistic values, such as human rights and equality, whereas some Christians consider humanistic values deviating from genuine faith. The course will begin with putting this “quarrel” in a larger historical context, namely the interaction between Christianity and humanism in the course of western history. The course will: (1) uncover the spiritual roots of modern Western humanism in the ancient, medieval and modern Western culture; (2) explain and assess the critique of Christianity by secular humanism; (3) explore the possibility of an integration of Christian faith with humanistic values in Christian humanism; and (4) conduct an assessment of the rivalry and reconciliation between Christianity and modern humanistic values in the Chinese context (ethical and political issues of Hong Kong, in particular).
http://ge.hkbu.edu.hk/course/GCVM-1005/

GCVM 1006 Dao and Good Life: Laozi and Zhuangzi (3,2,1) (E)
What is good life? How should I live my life? What values and ethics should guide me? This course will explore the answers that the Daoist philosophers Laozi and Zhuangzi have offered to these questions. Students will be introduced: (1) the major concepts
and views of Laozi on the principles of Dao and the way of life in the Dao De Jing, including the notion of the constant Dao of emptiness, the idea of weakness, and the concept of reversion; (2) how these principles can be employed to tackle problems in life in order to achieve a good life; and (3) major concepts and views of Zhuangzi's ethics and philosophy of life, including the notion of the Dao of transformation, the authenticity of the true self, the equality of things and opinions, etc.

http://ge.hkbu.edu.hk/course/GCVM-1006/

GCVM 1007 Dao, Ch'an and Personal Freedom (3,2,1) (C)
What is freedom and what are the possibilities of humans acting freely? This course is designed to acquaint the student with an understanding of Daoism and Ch'an Buddhism in conjunction with the question of personal freedom. The course will explain how Ch'an is a blending of Daoism and Buddhism, and how a form of other-worldly orientd freedom of early Buddhism has been transformed into a form of this-worldly oriented freedom in Ch'an Buddhism. Special attention will be given to contemporary interpretation of the texts related to the concept of freedom and the traditional understanding of freedom related to other ethical issues such as happiness, personal integrity, and responsibility in both Daoist and Buddhist traditions.

http://ge.hkbu.edu.hk/course/GCVM-1007/

GCVM 1015 Ethical Controversies in Hong Kong Today (3,2,1) (C)
This course is designed to provide students with an introduction to ethical theories and their applications to ethical issues in Hong Kong in the last few years. The course will begin with an overview of the major ethical schools, namely, utilitarianism, deontological theories and virtue ethics, which will provide students with some basic concepts that can be used throughout the course to understand ethical problems. It will continue by looking at selected topics of ethical controversies in Hong Kong society. Major areas may include topics such as life and death; love, sex and marriage; environmental ethics and business ethics. Within this format, we will give special attention to issues relevant to these considerations in Hong Kong today.

http://ge.hkbu.edu.hk/course/GCVM-1015/

GCVM 1016 Ethics for Professionals in a Multicultural World (3,2,1)
This course examines a set of problems and dilemmas (e.g. deception, privacy and confidentiality, professional dissent, social responsibility and justice, professional virtue) that arise across a broad range of professions (e.g. business, medicine, journalism, social work, education, accounting), and discusses how they can be approached in morally and culturally sensitive ways. Students will recognize that life in many professions involves grappling with some common and interconnected ethical issues through case studies. Codes of conduct of different professions and codes of conduct of the same profession in different cultures will be compared. Different patterns of moral reasoning and their underpinning moral philosophies (deontological theory, Utilitarianism and virtue ethics) will be examined.

http://ge.hkbu.edu.hk/course/GCVM-1016/

GCVM 1017 Freedom in Modern Society (3,2,1) (E)
This course will discuss the moral foundation of freedom and the ethical issues related to the ideas of freedom in the modern free society. First, the history of liberty and tolerance will be sketched. Then different concepts of freedom, e.g. negative and positive freedom, will be explained through discussions of the prominent philosophers like John Locke, John Stuart Mill, Isaiah Berlin, and Charles Taylor. Different theories of freedom from both secular and religious perspectives (such as secular liberalism, conservatism, Confucianism and Christianity) will also be expounded and compared.

http://ge.hkbu.edu.hk/course/GCVM-1017/

GCVM 1025 Give and Forgive: Christian Perspectives (3,2,1) (E)
This course examines two major practices at the heart of the Christian faith—giving and forgiving, together with the underlying Christian concepts of grace and human person. It explores critically the implications of Christian giving and forgiving for our contemporary culture which is increasingly self-serving and unforgiving. Students will be introduced to the Christian concepts of creation and providence, justification and reconciliation, grace and personhood, God the Giver and the Forgiver, etc. This course evaluates critically these concepts together with all related theories in the contexts of competition and conflict.

http://ge.hkbu.edu.hk/course/GCVM-1025/

GCVM 1026 Globalization and Ethics (3,2,1) (C)
This course is designed to introduce students to the identification and evaluation of moral dilemmas in the context of change and development in an increasingly globalized world. This course interrogates the relation between globalization and ethics in two steps, analytic and constructive. The sessions of analysis include the attempt to understand the constitutive economic and cultural dynamics of globalization, some of its ecological impacts, and the ways in which it generates different forms of social life and modes of thinking. Then it will turn toward study of the insights of some philosophers, such as Peter Singer, William Sullivan and Will Kymlicka, in order to learn from as well as to challenge the questions they raised.

http://ge.hkbu.edu.hk/course/GCVM-1026/

GCVM 1027 Good Life in a World of Self-interest (3,2,1) (P)
Some philosophers characterize the contemporary world as a world of self-interest. People of this age live largely self-interested lives. Is living a self-interested life the only rational option that we have? Is there still anything else to live for? Is anything worth pursuing apart from money, love, good career, prestige and social status? Is there any better alternative to the conventional pursuit of self-interest? The course will address these questions through exploring philosophical ideas and theories that have important bearing on how to answer the questions. Special attention will be given to the philosophical views such as Hedonism, Egoism, Aristotle's theory of good life, Utilitarianism, Confucianism and Daoism.

http://ge.hkbu.edu.hk/course/GCVM-1027/

GCVM 1035 Green Living and Spirituality (3,2,1) (C)
This course will study the statements made by the five established religions within the People's Republic of China—Buddhism, Catholic Christianity, Daoism, Islam and Protestant Christianity—along with the Ruist (“Confucian”) tradition about environmental ethics and “green living” in order to justify them in the light of their spiritual traditions. Much can be learned about the different worldviews they represent and some of their significant shortcomings regarding environmental ethics. Problems such as how they conceive the relationship between humans and the natural environment, and how influential these various claims are within Chinese social and political contexts (including Hong Kong, Macau, Taiwan, and the mainland) will be addressed and compared.

http://ge.hkbu.edu.hk/course/GCVM-1035/

GCVM 1036 Human Rights in a Multicultural World (3,2,1) (E)
In this course, the basic concepts of rights will be explained and the historical development of these ideas traced briefly. Then the perspectives of different philosophical traditions (such as liberal-deontological, liberal-utilitarian, communitarian and Marxist) on human rights will be expounded. Further, both western and non-western religious views on human rights will be introduced, e.g. Confucianism, Buddhist, Islamic and Christian. Students will learn to identify, understand and reflect on ethical issues such as the ethical foundation of rights, the balance or tension between individual rights and good society, and conflicts between different kinds of human rights.

http://ge.hkbu.edu.hk/course/GCVM-1036/
GCVM 1037  Marriage and Family: Dreams and Reality
This course aims to introduce students to ethical issues in marriage and family such as cohabitation, adultery, open marriage, homosexual marriage, polygamy, divorce, having children, rearing children, and duties of grown up children to their parents. Different underpinning moral-social-political philosophies (liberalism, communitarianism, feminism, Confucianism) will be discussed and analysed. Both the human aspirations and dreams about marriage and family and the reality of human nature and human society will be taken seriously. Both the arguments for and against a certain view will be critically examined.
http://ge.hkbu.edu.hk/course/GCVM-1037/

GCVM 1045  Matters of Life and Death
This course aims at helping the students to develop a critical understanding of issues concerning life and death such as suicide, abortion, euthanasia and grief. Ideas of life and death in philosophical and religious traditions such as Confucianism, Buddhism, Daoism, Christianity, German idealism, existentialism etc will also be discussed. The course also intends to equip students with not only the knowledge about values and beliefs concerning life and death in different religious and philosophical traditions and cultures, but also help them to appreciate beliefs other than their own.
http://ge.hkbu.edu.hk/course/GCVM-1045/

GCVM 1046  Moral Challenges in Chinese Popular Culture
This course will address the problem of the increasing tension among traditional Chinese value systems (Confucianism and Daoism), Communist moral codes, and new values generated from mass-mediated popular culture in contemporary China in the light of a globalized world, and analyse how such critical factors as self-identity, gender, age, sexuality, class, region and state are shaped by and reshaped in consumerism and popular culture as seen in fashion, fads, entertainment, religion, art, and literature. The course will offer a critical reflection on contemporary China which is confronting with ethical challenges and urgent moral renewals. Relevant moral theories such as utilitarianism, deontological principles, and virtue ethics are discussed in preparing students to analyse critical issues they face in their daily experience of popular culture.
http://ge.hkbu.edu.hk/course/GCVM-1046/

GCVM 1047  Moral Heroes in an Immoral World
Women and men who have championed visions of a better life, enduring personal threats and social opposition to realize their goals, are moral heroes. On the basis of this understanding, students will be introduced to some of the most influential moral heroines and heroes of the last two hundred years, including William Wilberforce, Mohandes Gandhi and Chuck Colson. The course will identify the values which prompted these people to challenge the status quo, explaining the power of these values in the light of virtue ethics, deontology, and the specific religious and/or philosophical traditions these heroes represent (including Burmese Buddhism, Roman Catholic and Protestant Christianity, and popular Hindu traditions).
http://ge.hkbu.edu.hk/course/GCVM-1047/

GCVM 1055  Real Sex, Naked Truth: Christian Values in Changing Chinese Societies
This course examines Christian perspectives on sex/uality, together with the underlying Christian faith and values, as well as the integral relation between sex/uality and the whole person. It explores critically their implications for and relevance in fast changing Chinese societies in the last few decades. Students will be introduced to Christian concepts of body, intimate relation, sexual intercourse and personhood, etc. These concepts and related theories will be critically evaluated in the context of contemporary Chinese societies, including the problems, tensions and challenges arising from selected social issues. Special attention will be given to public discourses as reflected in Chinese mass media and popular writings.
http://ge.hkbu.edu.hk/course/GCVM-1055/

GCVM 1056  Religious Values and Pop Culture
The course utilizes various forms of pop culture such as films, games, internet web innovations and modern play and drama as powerful new cultural media comparable to literature as modern people's main venue for experiencing, appreciating and reflecting on human life. Such reflections of modern life would be taken to the religious dimension in its search for meaning and value that seeks to transcend temporality and secularity of life, and reaches for the ultimate elevation of the human spirit. The course examines the various ways in which modern people's myriad endeavors in socio-cultural actions embark on a profound search for human reality, possibility, value and meaning in this globalized and networked world.
http://ge.hkbu.edu.hk/course/GCVM-1056/

GCVM 1057  Romantic Love in Humanistic Perspectives
This course introduces recent theories of romantic love and sex in humanistic perspectives utilizing insight from both arts and science. This course explains humanistic perspectives on romantic love from different cultures made available in literature, philosophy, religion and mythology, and supplement them with new understandings of romantic love and sex due to advances in scientific and sociological disciplines. Students will also learn through tutorial some psychology of romantic love and sex, understand their role in the formation of modern identity, and learn to assess authenticity of romantic love experience.
http://ge.hkbu.edu.hk/course/GCVM-1057/

GCVM 1065  The “Art of War” and the Art of Living
The Art of War (《孫子兵法》) by Sunzi is not just about warfare; it is about strategy. It is not only about battlefield maneuvers, but also about economic, political, psychological and moral factors behind corporate leadership and success. Its most famous literature on stratagem, "The 36 Strategems", is widely read and applied to the business world, sports, negotiation and lawsuits, and leadership training today, East and West. This course will extrapolate further the rich ideas of this book and similar books of that period (known as “military strategy” school (兵家), e.g.《孫臏兵法》, 《吳子兵法》) and show how they shed light on many ethical issues in life, such as when and how to use violence and the moral ambiguity of deception. The ethical thought and reasoning behind different strategies will also be examined. This course shows how ancient Chinese culture can still provide practical wisdom (phronesis, as Aristotle puts it) to guide the journey of life.
http://ge.hkbu.edu.hk/course/GCVM-1065/

GCVM 1066  The Art of Thinking and Living
Three ethical perspectives, namely, the perfectionist, utilitarian and Kantian, will be discussed in this connection. In this course, students will be introduced to the basic concepts and principles of good decision-making and effective problem-solving. Special attention will be given to how these concepts and principles can help students improve their decision-making and problem-solving technique. Students will also learn how to apply the concepts and principles in making decisions and tackling problems in everyday life situations critically and creatively. In this regard, general issues and problems in relation to work, wealth, love, health, death and seeking one’s meaning of life will be used as examples for discussions.
http://ge.hkbu.edu.hk/course/GCVM-1066/
Course Descriptions

GCVM 1067 Understanding Christian Ethics in a Pluralistic Society
This course presents a model for ethics in a pluralistic society, examining the ethical theories of obligation and value from secular and Christian perspectives. The lectures survey various ethical systems, identify unasserted assumptions in ethical theories, and evaluate those theories for legitimacy, relevancy, and cogency. This course addresses the interplay between norms in differing moral situations and in cases of conflict of duties. We will examine moral issues of human life, sexuality, class relationships, management of resources, law and authority in conflict situations.

GCVM 1075 Virtuous Living in a Virtual World
This course lets students to criticize how can virtues of discernment, moderation, wisdom, humility, authenticity and humanness as presented in traditional and modern virtue ethical theories (Aristotelian, Confucian, Christian, Humean and Nietzschean) be realized with the habits of our high-tech lifestyles? It teaches students to develop critical attitudes related to the ideological overstatements and addictive practices associated with cyber-shaped lifestyles. It tells students how to debunk the so-called pseudo-religious ideologies supporting informationism with cyber-shaped lifestyles? It teaches students to develop critical attitudes related to the ideological overstatements and addictive practices associated with cyber-shaped lifestyles.

GCVM 1076 Whose Justice? And for Whom? (3,2,1) (E)
Justice is a moral idea that we all appeal to in conflicts of modern societies. Opposing sides of an issue both claim to be the apostle of justice. Hence we need to reflect critically on the questions “Whose justice?” and “Justice for whom?”. This course introduces students to some major philosophical schools of thought on justice, such as liberalism, libertarianism, utilitarianism, egalitarianism, socialism, and the theory of desert. Topics that will be discussed include selected examples from corrective justice, gender justice, sexual justice, racial justice, penal justice, economic justice, international trade justice, inter-generational justice, and climate justice.

GCVM 1077 Wisdom in Chinese Religious (3,2,1)(C)/(E) Tales and Fiction
The course will focus not only on the wisdom in traditional Chinese religions such as the Buddhism, Daoism and Confucianism, but also that of the popular religions as well. Through a study of the wisdom embodied and manifested in Chinese tales and fictions, this course will critically explore traditional Chinese world views, beliefs and ethical values and discuss such perennial issues as filial duty, love relationship, struggle between good and evil, sex and morality from historical and cultural perspectives.

GCVM 1085 Zen Buddhism and Modern World (3,2,1)(C)/(E)
This course provides a broad and deep understanding of Zen Buddhism in the aspects of doctrine, practice and application in life. In particular, students will learn to: (1) understand Zen from a critical viewpoint as to how it can be a useful and living religion to be lived and enjoyed in modern world; (2) reflect on the ideas and efforts of important contemporary Buddhist schools such as the Tzu-Chi School, Dharma Drum Mountain and Buddhist Light Mountain in dealing with key problems in modern world; and (3) effect upon the possible contributions and limitations of Zen ideas and practices for both the modern world and the students themselves and, thereby, enrich their future development towards the ideal of a whole person.

GDAK 1005 Chinese Knight-errant Heroism and the Modern World
The course will explore an important aspect in Chinese culture and society through readings and discussions of literary works on knight-errant heroism (俠義精神). It will guide students to investigate the origin and development of knight-errant heroism through the reading of representative literature. Students will also study the concept from philosophical, social, and literart perspectives, with emphasis on the sense of moral responsibility (當仁不讓，克義勇為), the use of un-authorized force (taking law into one's own hands), and the mainy tragic aesthetics. Its relevance in modern society and its contrast with the regard of rule by law will also be discussed.

GDAK 1006 Chinese Literature, Mass Culture
This course will study the adaptation and transformation of Confucian culture in an Asian country undergoing modernization. Korean television dramas of various themes, such as historical heroes, love stories and family affairs will be used. Through analysing the behaviour and thinking patterns of modern and ancient characters in the drama, the course will examine the significance of Confucian culture in Korea and whereby draw comparison between Korean Confucian culture and that in the original Confucian classics.

GDAK 1007 韓國文化的回溯與展望 (3,2,1) (E)
The Review and Outlook of Confucian Culture as Revealed in Korean Television Drama
本科考察亞洲國家的儒家思想在現代社會下的作用和變化。本科採用不同題材的韓國電視劇，包括歷史劇記、愛情文藝、家庭倫理等劇種，通過分析劇中古人的思維和行為模式，討論儒家文化在韓國的重要性，比較韓國儒家文化與儒家聖典記載的差異。此課程將研究儒家文化的現代化，並探索儒家文化在韓國的現代應用。

GDAK 1015 World Cultural Heritage in China
This course aims to deepen students’ understanding of a facet of Chinese civilization, namely the relationship between humans and nature in Chinese literature. Through the reading of selected writings in the genre of Chinese travel literature, students will be exposed to the beauty of landscapes. The course contains six topics, each covering one scenic site on which writers of the past composed their literary works in the genres of poetry and prose. These works will be discussed in conjunction with relevant information on the locale in question, such as its history, terrain, religions, science, architecture, and local customs, as well as its local artwork, such as calligraphy, sculptures, and gardens.

GDAK 1016 Aesthetics, Youth, Action (3,3,0) (E)
This course sensitizes students to the kaleidoscopic world of youth with particular reference to how youth culture is manifest in literary and linguistic expressions. This course is theme-driven (e.g. Youth Identity, Love, Sex, Drugs, Aspirations). And the choice of topics within each theme would be flexible, depending on the
GDAR 1017 Improvisation Comedy for Better Linguistic Awareness

This course will study the most fundamental concepts of linguistics with which students may more effectively manipulate to achieve humour. The kind of humour intended here focuses on theatrical comedy typical of Improv and Standup. The point is to train students in the ability to take different perspectives of any information presented to them and communicate those perspectives. Use of theatrical comedy provides training for students to take fresh perspectives of life and culture through role playing and keen observation. This also has the added effect of equipping students with a set of theatrical and presentation skills unique to comedy.

http://ge.hkbu.edu.hk/course/GDAR-1017/

GDAR 1025 Love Stories and Romance Movies (3,3,0) (E)

“Love Stories and Romance Movies” critically examines a variety of love discourses in print and visual forms, and helps students understand the emotional, physical, historical, political, and ideological dimensions of love. This course studies different love styles, and love in all of its (feudalistic, romantic, modern, and postmodern) forms, placing special emphasis on gender, ethical, and cross-cultural issues in love relationships. Topics covered may include love-shyness, limerence, friendship, companionate love, passionate love, obsession, unrequited love, ludus, pragma, marriage, betrayal, sexual abuse, divorce and death.

http://ge.hkbu.edu.hk/course/GDAR-1025/

GDAR 1026 Food Culture and Society (3,2,1) (E)

The course introduces students to central issues of food culture through a range of theoretical approaches drawn from the Humanities and Social Sciences. Through critically evaluating the practices of food production, distribution and consumption, the course aims to engage students in an informed discussion about their relationship to food in local and global contexts.

Aims: To (1) introduce students to the cultural analysis of food practices and its meanings; (2) engage students in a critical reflection of their relationship to food; and (3) evaluate food networks and systems through grounded case studies.

http://ge.hkbu.edu.hk/course/GDAR-1026/

GDAR 1027 Gender and Culture (3,2,1)

The course will take an interdisciplinary and multimedia approach to examine gender constructions socially, culturally and historically in literature, film, internet, visual art, and other popular cultural forms, with concrete examples of analyses from Chinese communities and other parts of the world. Using the perspectives of contemporary gender studies including feminist scholarship, gay-lesbian analytical tools, critical theory and psychoanalysis, this course will focus on the constructed nature of gender roles, the effects of these constructions on the lives of different gender identities, and the possibilities for change and individual empowerment that a critical awareness can create.

http://ge.hkbu.edu.hk/course/GDAR-1027/

GDAR 1035 Love and Culture (3,2,1)

The course aims to help student understand and analyse the major factors affecting the cultural construction of love and sex via discussion of exemplary works in both Western and Chinese cultures, and engage them in critical attitudes toward current issues on love and sex arising in the local context of Hong Kong. It will review the ideas and representations of love, sex and eroticism as cultural phenomena in Western and Chinese cultures, bringing in some representing philosophical, social and cultural perspectives of the subject.

http://ge.hkbu.edu.hk/course/GDAR-1035/

GDAR 1036 Being a Communicatively Effective Language Learner and User

In this course, students will be exposed to the new targets and attitudes of language learning and language use. The contemporary theoretical concepts (i.e. ethnography of learning, communication and learners, communicative competence) will be illustrated by examples taken from social, academic and workplace face-to-face and online contexts. To consolidate learning and language use, students will have to apply the new theoretical concepts to critically evaluate the ways in which English is used effectively, with particular reference to interpersonal/intercultural experiences. They will also have to record, comment and reflect on the use of English in various settings and interaction modes as ethnographers while they are studying the course.

http://ge.hkbu.edu.hk/course/GDAR-1036/

GDAR 1037 English in the World Today (3,2,1) (E)

This course will help students better understand different varieties of English as spoken by people around the world (e.g. Singapore, Australia, North America). Through analysing the socio-cultural and linguistic features of various varieties of English, students will be a better educated and more versatile user of the English language.

http://ge.hkbu.edu.hk/course/GDAR-1037/

GDAR 1045 Current Events (3,3,0) (E)

In this course, students will get extensive opportunities to discuss and write about (after reading and listening) current issues in every sphere, both local and worldwide, and in the process improve their critical thinking and argumentation, their independent learning and information literacy skills, and their awareness of and engagement with important issues in the world today, as well as their competence in spoken and written English.

http://ge.hkbu.edu.hk/course/GDAR-1045/

GDAR 1047 Jazz, Blues and Broadway (3,0)

This course introduces basic terminology and concepts necessary to develop critical music listening skills; and introduces a repertoire of the American popular music genres of jazz, blues, and musical theatre. It will teach students to examine the cultural and historical context of the music studied; and the interplay between societal and musical developments. The course is designed for both musicians and non-musicians.

http://ge.hkbu.edu.hk/course/GDAR-1047/

GDAR 1055 Music in the Cinema (3,0)

This course will introduce students to the history and aesthetics of music in the cinema, an every-day experience via TV and video presentations, and one which we take for granted. The subject will cover the origins of music as an adjunct to drama in different cultures; the proto-cinematic stage of Wagner; and proceed from the use of music in the so-called “silent cinema” through the introduction of recorded sound in the 1920s, to the development of fully synchronized sound and music scores in the 1930s, to the present day with avant-garde and experimental films. Students will acquire skills to identify and evaluate different types of music as expressive and symbolic elements in film, as well as an ability to think critically about cinematic music. Through the critical exploration of a plurimedial and interdisciplinary art form, students will engage with an enriched artistic experience of film.

Previous academic study of music or film is not required.

http://ge.hkbu.edu.hk/course/GDAR-1055/
GDAR 1056 Music of Our Lives: Understanding (3,3,0) (E) and Enjoying the Musical Arts

The purpose of this course is three-fold. First, there is a fundamental focus on students becoming educated and active music listeners of Western and Asian music representative of a wide range of music literature primarily from 1850 to the present. Second, the course will emphasize the development of an understanding of musical characteristics and artistic elements reflective of music of Hong Kong, China, Europe, and Americas. Third, students will gain insights into the place and role of music in not only diverse cultural and historical contexts, but also examine how the students themselves use music in their lives.

http://ge.hkbu.edu.hk/course/GDAR-1056/

GDAR 1057 Chinese Thoughts through Films (3,2,1)

Chinese thought has immense influences over East Asia at large and is an invaluable treasure of human kind. The course will study the fundamental religious and ethical concepts of the Three Teachings (sanjiao), Confucianism, Daoism and Chinese Buddhism, such as loyalty, filial duties, Dao, Sunyata (emptiness) and the like, which play important roles in shaping the East Asian mind. With this basic understanding, student will then understand Chinese history and culture. Films that represent and deal with these Chinese religious and philosophical ideas will be examined and discussed.

http://ge.hkbu.edu.hk/course/GDAR-1057/

GDAR 1065 Critical Thinking (3,2,1) (C)

This course aims to provide a basic introduction to the methodology of critical thinking, in particular, the basic methodology of the following: the method of linguistic-conceptual analysis, the method of logic and scientific method. Special attention will be given to the basic concepts and principles of the methodology of the three areas of the study of critical thinking aforementioned. The course, in particular, will show how to apply those concepts and principles to problem solving, the construction of sound arguments as well as the tackling of linguistic pitfalls and fallacies by using both daily life and academic examples.

http://ge.hkbu.edu.hk/course/GDAR-1065/

GDAR 1066 Fantasy, Romance and Religious Quest (3,2,1)

Through studying the narratives of the “high fantasy” genre, this course will address some of the most compelling issues in human life, such as the origin of mankind and the universe, the motion of reality, the existence of spirits, the seductiveness of human mind, the justification of God, and the conception of salvation. The course will also explore how traditional Chinese fantastic and romantic narratives—Daoist and Buddhist in particular—seek to answer similar questions with their respective religious beliefs and philosophical thoughts. Meanwhile, the course will examine how some fantasy narratives in the contemporary West—such as those by Le Guin and Wachowskis brothers—have been influenced by Daoism and Buddhism.

http://ge.hkbu.edu.hk/course/GDAR-1066/

GDAR 1067 Introduction to Western Philosophy (3,2,1) (E)

This subject aims at providing an introduction to a selection of major philosophical issues in the western tradition. Emphasis will be placed on showing how these issues can be relevant to our modern day living. The views of representative philosophers on such issues will be introduced along with the lectures and discussions. In addition, the course will stress the continuity between these philosophers and the connections between their respective solutions to the problems under consideration.

http://ge.hkbu.edu.hk/course/GDAR-1067/

GDAR 1075 Magic, Demonic Power and Spiritual Quests in the Western Tradition (3,2,1)

In this course, students will be invited to trace the recent hype of magical/demonic stories as portrayed in media and in pop literature among young people back to their cultural and religious roots (only deal with the traditions in the West, namely, the Hebraic-Judaic religion as exemplified in the Old Testament, ancient Greek philosophies, Greco-Roman mythologies and Christianity). Students will examine the attraction of these magical/demonic powers in their reverse dimensions, i.e. the general human quest for identity, truth and meaning in spiritual dimensions. Lastly, students will be asked to compare and evaluate the views and answers offered by the major cultural and religious traditions in response to the quest for life’s meaning and fulfillment.

http://ge.hkbu.edu.hk/course/GDAR-1075/

GDAR 1076 Sex, Gender and Chinese Thought (3,2,1) (E)

The course will address the central issues in the history of Chinese attitudes toward sex and gender, and explore how intellectual conceptions of sex and sexuality in China are constructed linguistically, philosophically, and religiously in the classical Confucian, Daoist, and Buddhist texts. Emphasis will be given to gender-related issues such as womanhood and female virtues, foot-binding, and the epistemological status of bodily experience. The course will show how the complicated views on the interrelationship between sexual identity/corporality and spirituality in the ancient Chinese texts has both confirmed and defied traditional feminine-masculine dichotomy with their schematic representations of polarities and unity.

http://ge.hkbu.edu.hk/course/GDAR-1076/

GDAR 1077 Understanding Chinese Philosophy (3,2,1) (E)

This course aims to introduce the major figures and schools in classical and modern Chinese philosophy. Major theses and issues in Confucianism, Daoist philosophy and Buddhist philosophy will be explained and discussed. The major concerns of Chinese philosophy in areas like metaphysics, epistemology, and ethics will be addressed, and the proposed solutions and theses to deal with those concerns will be presented and discussed. The development of modern Chinese philosophy will be surveyed. The relevance of Chinese philosophy to modern life will also be emphasized.

http://ge.hkbu.edu.hk/course/GDAR-1077/

GDAR 1085 Intercultural Theatre and Cultural Translation (3,3,0) (E)

This course introduces the theatre to students which provides the best example for inquiry into the operation of language, body and space in the process of meaning-making. Students will discuss under guidance the culturally specific nature of various communication channels. They will also be introduced to major attempts in intercultural theatre by theatre makers including Antonin Artaud, Jerzy Grotowski, Eugenio Barba, Augusto Boal, Robert Wilson and Robert Lepage. Students will be encouraged to examine the works by these theatre makers from different disciplinary perspectives including language, translation and theatre studies, as well a range of other perspectives. In the process they will be expected to acquire a range of transferrable skills from theatre practice to daily communications.

http://ge.hkbu.edu.hk/course/GDAR-1085/

GDAR 1086 Intercultural Communication: English and Chinese (3,3,0)

This course is designed to help students develop an interlingual as well as intercultural awareness and competence in such communication. It trains students to identify and understand the differences and similarities between English and Chinese on linguistic and cultural levels. It deals with how language and cultural elements carry meaning across language-cultures, and how students may broaden their vision of the world of linguistic and cultural diversity from a contrastive perspective. Upon completing the course, students will be equipped with a general knowledge about English and Chinese in contrast and an overall readiness to appreciate linguistic and cultural diversity for better communication with other people.

http://ge.hkbu.edu.hk/course/GDAR-1086/
GDAR 1087 Ancient Chinese Medical Prose— (3,2,1) (C) Classical Chinese
This course provides basic, fundamental training in reading Ancient Chinese Medical Prose focusing on relevant cultural background knowledge, bibliography, and the linguistic features including Chinese character, vocabulary, grammar, punctuation, and semantics. Through intensive reading and topical discussion of ancient and pre-modern Chinese Medical Prose writings, students’ literacy in Chinese language and knowledge of traditional Chinese culture will be enhanced. The course also provides training in using multimedia resources for further study of the language and culture.
http://ge.hkbu.edu.hk/course/GDAR-1087/

GDAR 1805 Biotecnology, Altering Nature, (3,2,1) (E) and Being Human (IGE)
This course integrates knowledge in molecular biology and philosophy (including the religious perspectives). New biotechnology is a key part of the biological revolution in the 21st century, which makes news headlines from time to time. It includes assisted reproduction, genetic therapy, genetic engineering, cloning, and stem cell manipulation. It can modify our food or our environment, alter ourselves and our offspring. It offers high hopes and arouses deep fears at the same time. This course is divided into three parts. Part I: Biology—understanding the molecular biology behind the latest biotechnological advances (e.g. molecular cloning, stem cell, the Human Genome Project, regenerative medicine). Part II: From Biology to Philosophy—understanding the notions of “nature,” “altering nature,” improving nature,” and “unnatural” from both the biological and philosophical perspectives. Part III: Philosophical Anthropology—exploring how we can set the moral guidelines so that, via biotechnological intervention of nature, human beings will neither play God nor play slave of nature, but just being human. This course begins with basic literacy in molecular biology and ends with the philosophical puzzle, “What is humanity?”
http://ge.hkbu.edu.hk/course/GDAR-1805/

GDAR 1806 Cityscapes: Hong Kong (3,2,1) Neighbourhoods, Urban Voices, and Other Tales of the City (IGE)
This course will integrate the teaching of basic ethnographic techniques of Hong Kong city spaces with narratives and stories about Hong Kong written in English. Students will learn to gather contemporary (survey and other) data about the community they call home, in addition to situate their findings within a larger historical context of how Hong Kong has been represented in English literature in the more recent (colonial) past, as well as by Hong Kong artists and other writers expressing themselves using English today.
http://ge.hkbu.edu.hk/course/GDAR-1806/

GDAR 1815 God, Creation and the Evolving Cosmos (IGE)
This course will examine the current scientific views about the origins and the workings of the universe and explores their implications for contemporary interdisciplinary dialogue between science and religion, especially the beliefs concerning God, creation and the nature of the universe in the Christian tradition. Students will be introduced to the Christian concept of creation and the scientific concepts of Big Bang and other modern cosmologies.
http://ge.hkbu.edu.hk/course/GDAR-1815/

GDAR 1817 Religion in the Development of City Space and City Life (IGE)
In this course, students will learn how religions act as the powerhouse of city development and city life in selected parts of world. Students are led to recognize that, beside secular ideologies and economic, political, and cultural factors, religions have always played a pivotal role in people’s imagination and in the construction of city life and city space. Students would be invited to utilize concepts and methodologies learnt from the course to conduct value critique and ethical reflections on contemporary urban development.
http://ge.hkbu.edu.hk/course/GDAR-1817/

GDAR 1825 Religious Creativity and Visual Arts (3,2,1) (IGE)
This course aims at exploring diverse religious traditions, beliefs and values through visual language of artworks. Investigating a variety of artworks including sculptures, paintings, manuscripts, architecture and interior designs, it encourages students to examine notions of good and evil, values and belief systems, relationship between human and divine world, and religious engagements and rituals. Integrating art and cultural history and religious thinking, this course considers artworks as visual agents of various religions that broaden the conventional realms of aesthetics and create profound religious experiences.
http://ge.hkbu.edu.hk/course/GDAR-1825/

GDAR 1827 Understanding East Asian Transformation through Films (3,2,1) (IGE)
The course will examine the epochal transformations of East Asia as a whole region since the end of World War II. Its profound multidimensional transformations in economic, technological, political, social and cultural fields, as stimulating and powerful venues, will be discussed. Each important film selected for study would be an occasion for the students to learn the ideas input by the film artists who produced these films. The students would be led to appreciate the artistic expressions, the humanistic and ethical concern, and the joy and tears of professional and innovative filmmakers.
http://ge.hkbu.edu.hk/course/GDAR-1827/

GDAR 1835 Music, Mind, and Human Experience (3,3,0) (E)
Is music a language? Is “Mozart Effect” a myth? Are we born to be creative? Is emotion processed on the right brain and reason on the left? In this course students will develop a critical knowledge of music and the human brain and how they are interrelated with other disciplines such as language, psychology, robotics, mathematics, and mental health.
http://ge.hkbu.edu.hk/course/GDAR-1835/

GDAR 1837 When West Meets East: Modernity in the Arts (3,3,0) (E)
This course aims to extend students’ knowledge and experience beyond their major study by exploring the Modernist art forms in Western culture, including visual arts, music and literature. Modernity and its theories are culturally specific concepts, and are nonetheless relevant to social-cultural conditions of the twentieth-first century, the Modernist art forms derived a century ago are of artistic and scholarly value. By examining key concepts and works of arts, students of different major(s) will be able to understand the current world condition with references to what had happened and had been happening in the past.
The case study on Chinoiserie, including visual arts and opera, invite students to look closer to modernity and cultural influence in varying perspectives. Opera, once a popular art form, invites fresh insight of students of the 21st century as well as spectactorship and directorship like Zhang Yi-mou. It is expected that the course would allow students to link the past to the present, and learn to recontextualise the existing art forms of Hong Kong and the Anglophone, as the former is often considered at the crossroads of East and West.
http://ge.hkbu.edu.hk/course/GDAR-1837/

GDAR 1865 Service Leadership and Emotional Intelligence (IGE)
In order to become successful service leaders, our students can be well-prepared to take up caring positions in the community. A successful leader must possess abilities to understand self and others, to inspire and build strong
relationships and to respond effectively to the situations that one is engaged in. This course thus brings together two significant components of service leadership, namely leadership and emotional intelligence (EI) through the joint expertise of the Social Work Department and Counselling and Development Section, Office of Student Affairs. We believe that to prepare students to become mature, capable and competent service leaders, there are essential knowledge, attitudes and skills to be examined and learned in the areas of leadership and emotional intelligence, and to apply them to real life situations.
http://ge.hkbu.edu.hk/course/IGE-1865/

GDAR 1866 Music, Science, and the Sublime (3,2,1) (E) (IGE)
The first half of the course will be devoted to an historical overview of the topic and establishing a commonality of key concepts and vocabulary for student of differing backgrounds. The second half of the course will comprise a series of more in-depth lectures, demonstrations and field trips on topics taken predominantly from the last 20 years, as well as topics germane to student's interest and backgrounds, and the availability of guest lecturers on those topics. All students will have the opportunity of creating their own, scientifically inspired aesthetic objects of music, visual arts, poetry, graphics, and/or other art forms.
http://ge.hkbu.edu.hk/course/IGE-1866/

GDAR 1876 Psychology of Positive Living (IGE) (3,3,0)
The course is intended to introduce students’ basic concepts and knowledge of psychology of positive living. It is concerned with the scientific study of different aspect of human functioning including behaviors, thoughts, emotions, learning and personality as well as factors that enable individuals to flourish and achieve positive living, with an aim to promoting students’ self-understanding, knowledge and potentials in positive emotions, resilience, creativity and character strengths. The course is composed of two parts: (1) introduction of basic concepts and knowledge of psychological study on human functioning; and (2) introduction of the key concepts and knowledge of positive psychology, with the joint expertise of the Social Work Department and Counseling and Development Section, Office of Student Affairs.
http://ge.hkbu.edu.hk/course/IGE-1876/

GDAR 1877 Dream Interpretation for Personal Growth (IGE) (3,2,1) (E)
This course seeks to broaden and deepen students' understanding of what it means to experience personal growth toward the goal of becoming a “whole person”. We will examine various psychological, philosophical, and scientific theories regarding personal growth in general, with specific focus on the nature and possible meanings of dreams. Students will learn to recall, record, and interpret their own dreams while completing a ten week “dream diary” project. The semester will conclude with several weeks when students will be encouraged to appreciate how evil, love, religion, and the meaning of life, are reflected in human dreams.
http://ge.hkbu.edu.hk/course/IGE-1877/

GDAR 1885 Major Themes and Debates in Society (3,3,0) (IGE)
The course examines the major themes and debates in different disciplines and in different time periods that have shaped human civilization. After the course, students will have a better understanding of our society as a global and complex phenomenon. From scientific prose to love poems, to documentary films and to detective stories, the course also focuses on how language is used to convey some controversial ideas and themes. At least two themes will be chosen, depending on students’ preferences and the expertise of instructor/guest speakers and can cover a range of topics such as evolution, gender, love, violence, utopia, environment, globalization and human rights. The focus is on how to interpret disciplines in order to address an important problem or issue. Through the reading of a range of works drawn from different disciplines, students will also improve their reading, writing and argumentation skills.
http://ge.hkbu.edu.hk/course/IGE-1885/

GDAR 1886 Multimodal and Digital Literacies (3,3,0) as Artistic and Social Behaviour (IGE)
Language is not just composed of words, but is used together with a rich assortment of graphical elements such as pictures, icons and photos, and more attention is being paid to how visual elements contribute to meaning. Multimodality in brief means a combination of words, visuals ad other semiotic resources to create meanings. Visually are not limited to pictures but also include photographs, icons, videos, charts, graphs, fonts, space, layout, etc. By introducing students to an integrated framework of “nexus analysis”, the focus of this course is on mediation: how language is mediated by multimodal resources, and how our lives and identities are mediated by multimodality. The course has the following specific aims: (1) To introduce how multimodal and digital literacies can be examined in different disciplines including social semiotics, fine art, psychology, communication and education; (2) To examine the interactions of words and visuals; (3) To examine how to improve digital and multimodal literacies; and (4) To discuss the artistic, social and communicative implications of digital and multimodal literacies.
http://ge.hkbu.edu.hk/course/IGE-1886/

GDAR 1887 Paths to Service Leadership in Health Services (IGE) (3,3,0) (E)
Service leadership is about providing high quality caring service. Since “the Server is the Service”, the emphasis of this course is on the quality of the server. Through a review of the different care services such as those provided by Christian Care Services in Hong Kong over the past years, and an insight into the ethos behind such services, the different elements of service and leadership competencies including knowledge, skills, values, communication and attitudes will be introduced. Special emphasis will also be on health communication involving healthcare personnel, administrators, the community and the media. In the course students will be given opportunities to put what they have learned through serving in two host organizations to the needy groups in the community.
http://ge.hkbu.edu.hk/course/IGE-1887/

GDAR 1897 Creative Thinking (IGE) (3,3,0)
Creativity is considered as one of the most important “soft skills” needed for everyone in this ever-changing world. It is now recognized that creativity can be nurtured and developed. There are creative thinking techniques that are universal to problem solving and can be broadly applied across disciplines. This course is working towards laying out a foundation for our students to develop a habit for creative thinking that will enable them to utilize later in their chosen discipline. It aims at raising students’ idea generation fluency, imagination capacity and risk taking parameters with the help of simple training. It also helps them recognize how one can develop creativity by shaping their attitude and overcoming the blocks.
The course start with introducing what is creativity, why creativity and then follow by how to be creative. This course takes student through the confluence view of creativity, the levels and style of creativity and the principles in creative problem solving. Students will develop their creativity through exercises of different creative thinking techniques and continuous self-reflection.
http://ge.hkbu.edu.hk/course/IGE-1897/

GDAR 1905 Multiculturalism and Society (IGE) (3,2,1)
This course aims to help students develop critical thinking and gain first-hand knowledge in our multicultural and globalized society. Paying equal attention to theory and practice, course time will be allocated to familiarize students with general concepts and categories useful in ethnic and migration studies; to bring in experts from different disciplines and ethnic communities to share their insights with specific reference to Hong Kong; and to let students have direct contact with local ethnic minorities, under
the guidance of lecturers and performance artists with relevant experience, to conduct a community project, under the guidance of lecturers and performance artists with relevant experience. Learning activities are diverse, ranging from lecture, group discussions, group project, presentation, to performance. http://ge.hkbu.edu.hk/course/IGE-1905/

GDAR 1906 Becoming Critically Thoughtful Cyberworld Citizens (IGE)

This course will provide the opportunity for challenging discussions and explorations of the complex social and ethical issues introduced by the cyber-world, so that students gain perspectives on how to become responsible cyber-citizens. It begins by providing students a brief introduction to ethical concepts, ethical theories, and critical thinking. Supported by numerous case studies and discussion sessions, AV materials and special seminars and forums, this course covers a wide range of topics including computer security, privacy, intellectual property right, intellectual commons and freedom of speech that would enhance the student's interaction with and participation in the larger society through the cyber-world. The interesting evolution of the cyber-world or cyber-space from private relationship domains into the unique public arena will be explored. Social and ethical issues including professional ethics, cyber-crime, cyber-law, the digital divide, as well as others introduced by emerging cyber-technologies will be discussed. Particular attention will be paid to the notion that technology is neutral in the cyber-world. Through lectures and discussion sessions, students will develop a critical mind and suitable value perspectives to become responsible cyber-citizen to face this rapidly changing information age and its various emerging technologies. http://ge.hkbu.edu.hk/course/IGE-1906/

GDAR 1907 Can we Stop Believing in Magic? (IGE) (3,1,2)

This course is for all students. It provides students with an understanding of some evolutionary, biological, social, philosophical, and psychological explanations of how and why humans believe what they believe. The course further aims to make students familiar with the scientific method and to be able to use it to test the validity of commonly held beliefs, including their own. The course introduces the students to some interdisciplinary concepts about knowledge. It overviews the evolutionary development of the human mind in relation to how and why we form beliefs, and provides biological explanations. It then explains a number of social, philosophical and psychological reasons behind our formation of beliefs. After that, it introduces the scientific method and its position within the broader concepts of rationalism and empiricism. It then explains how the scientific method can be used to test some beliefs but not others, and how this can be determined. The role of testimony will also be discussed in relation to the dissemination of scientific knowledge. Examples of commonly-held beliefs are then illustrated, and explanations are given as to why people believe such things even in the face of compelling counter evidence. Examples are then given of individuals and societies that have experienced drastic changes in their beliefs (e.g., individuals changing from one believing in one religion to another, or going from atheist to religious or religious to atheist; society going from believing the earth is flat to knowing it is spherical, or going from believing the sun revolves around the earth to knowing the earth revolves around the sun, etc.). Guided by students' own interests and input, a number of current commonly-held beliefs (e.g., “Chinese medicine works” ; “ghosts exist”; “global warming is a left-wing conspiracy”; “the war on terror” is what its name implies,” etc.) are then presented for discussion, evaluation, and (where possible) testing. http://ge.hkbu.edu.hk/course/IGE-1907/

GDAR 1915 Visual Culture in Everyday Life (3,3,0) (C)

This course aims to extend students' knowledge and experience beyond their major study by exploring the interaction between art, advertising and luxury goods, within the wider context of contemporary visual culture; and examining the interaction and influence of visual culture, in context of the contemporary art, its markets and the wider audiences. The course will use non-traditional visual art, global TV advertising, music album covers and music videos, brand packaging, best seller book covers and so on, to identify and examine multi-dimensional engagement and insight from a range of perspectives. In order to make connections across disciplines in context of contemporary personal, professional, and/or community situations, this course will have emphasis on critical thinking as well as analysis on art and visual cultural issues including governmental spending on culture, how an age-old painting grasps our imaginations, and how a piece of sculpture may change the outlook of our city. Debates and questioning will be critically engaged with the development of visual culture and its association with the art market and luxury goods markets. This course assesses the contrasts and similarities, of the public and private sectors of art consumption and reflects upon aesthetic significance and monetary value of art. It also considers the changing notions of art and visual culture in terms of traditional associations of status, education and evaluates the roles of gallery, auction house, advertising and shopping mall as the centre pin of 'brands'. Further, reviewing the role of the public sector in the advancement of the art exhibition 'blockbuster' and the commercialization of art through case studies of world leading galleries such as Tate Modern, MOMA and the Guggenheim. http://ge.hkbu.edu.hk/course/IGE-1915/

GDAR 1925 Language and Service Leadership (IGE)(3,2,1)

Based on the fundamental idea that language is a form of action, this course aims to introduce students to the concept of service leadership through the understanding and use of language--not only as used by linguists, but also by prominent individuals throughout history. As the title suggests, a leader is not merely a specific person but, rather, may be constituted of a collection of "qualities", "roles", and "identities" as constructed through the most fundamental means of communication – language. This communicative approach foregrounds the idea that "leadership" can be performed by anyone who has a good understanding of its qualities, and that the following concept of "service leadership" may also be recognized, discussed, and put into action by individuals in a dynamic way. This first part of this course focuses on the multi-faceted relationship between language and leadership. Through the application of various linguistics theories to different real life cases, students will gain a solid understanding of the ways in which service leadership is understood, constructed, and performed through the use of language. The second part builds from the first, by applying the theories and concepts learned to the understanding of the concept of a 'leader' in different fields and contexts, and by analysing how leaders are portrayed by others, as well as how they portray themselves. The course concludes by having students apply their knowledge through various teaching and learning activities. http://ge.hkbu.edu.hk/course/IGE-1925/

GDAR 1926 Service Leadership and Meaning of (3,3,0) (C) Life and Death (IGE)

This course aims to help deepen the understanding of meaning of life through both service-leadership learning and in-depth discussion and reflection upon issues related but not limited to death and dying. It intends not just to offer theoretical and ethical knowledge about meaning of life and death but also to provide hands-on experience with practical application and invite in-depth reflection through fostering learners' service leadership competencies. In this course, students are trained to develop better understanding of guiding ethical principles concerning meaning of life and death. With the intention to help develop learners' character strengths and a caring social disposition and service orientation, the students are provided with chances to have hands-on experience through
service leadership learning. Simply put, this course does not intend to limit itself to abstract theory and ethical reasoning but also seeks to cover emotional aspects and practical skills so as to help students be better prepared to understand and to face with matters like suicide, grief, bereavement, loss etc. Also, they will apply their knowledge and skills to clients through designing and implementing service projects so as to help develop their capacity as service leaders. Therefore, practical knowledge and skills drawn from different disciplines such as sociology, social work, psychology etc. will be introduced throughout the course especially service learning to complement both cognitive, emotional, and service aspects in teaching this course. Such an approach involves philosophical and religious reflection together with practical knowledge and skills borrowed from social sciences, therefore this course is interdisciplinary in nature. However, this course does not intend to deal directly with adversities the learners faced or facing. Students with these needs are encouraged to seek for professional assistance. Rather, this course tries to approach life and death issues indirectly through reflection on theories and concrete cases selected.

To supplement classroom teaching, this course also adopts an experiential approach so that the students could be benefited from providing service to one or two partner institutions helping needy groups in the community. It is expected that through paying visits and offering services, the students can be benefited from these hands-on experience in various ways including reflection on life attitude, strengthening of caring motivation and enhancement of understanding of importance of providing service to the community. http://ge.hkbu.edu.hk/course/IGE-1926/

GDAR 1927 From Responsible Citizenship to Service Leadership (IGE)

Citizenship is recognized as an important constituent for civil society and social development. This course aims to develop students' sense of citizenship and motivate them to influence the community with this spirit through service leadership. Sociological and ethical understanding of responsible citizenship will be explicated with theories and examples in Hong Kong. Through the analysis, the different elements of service and leadership competencies including knowledge, attitudes, values, awareness of service needs, skills, and communication will be introduced.

Service leadership and management reveal that a large part of our lives is spending in service to others. Good citizenship in society unavoidably will be achieved through service. This course aims to equip students with a sensitive awareness of service needs in the community and a good service leadership attitude in terms of good citizenship.

Experiential learning will be emphasized in this course. Besides lectures, real life scenarios will be used for group discussions and role-plays. Community/organization visits will be organized to give students an opportunity to identify the service needs and suggest viable service plans for meeting the needs. After further discussion and planning, students will do service in host organizations. The process of exploring service needs, planning activities, delivering the services according to plan, and an evaluation of the result of the services together with a reflection of one's attitude and motivation will give the students the first-hand experience of service leadership as responsible citizens. In this course, two values of good citizenship will be highlighted: integrity (anti-corruption) and fairness. http://ge.hkbu.edu.hk/course/IGE-1927/

GDBU 1005 Accounting for Business Decisions (3,3,0) (E)

This course aims to provide an understanding of what accounting is, what it does, and where it fits into everyday experiences as students, consumers, investors or managers. This course introduces accounting from a user perspective, that is, considers accounting information from the viewpoint of the people who will use the information when making decisions. Users may be, for example, individuals who want to know about the future cash flow implications of buying a home versus renting one; investors who need to assess the overall performance of a company from its financial statements, perhaps to decide whether to buy or sell shares; or managers who need a more detailed understanding of the costs and profits of the firm's products or activities. The basic accounting concepts will be introduced and the decision-oriented applications of accounting will be emphasized. Students from this course will have the ability to understand both financial and managerial accounting information and use them effectively to make better decisions in various business and non-business settings.

http://ge.hkbu.edu.hk/course/GDBU-1005/

GDBU 1006 Financial Accounting: Information (3,3,0) (E) Generation and Uses

Accounting has been known as the language of business. In today's world, we all need to, to varying degrees, deal with accounting information in a wide range of business settings. For example, a potential investor needs accounting information to evaluate firm performance and select a stock for investment. A bank loan officer relies on accounting information to assess borrower's financial condition and credit risk in making a lending decision. Employees of a business also need accounting information to assess whether the business will survive in the long run and continue to provide employment and pension benefits. As students, you may use accounting information to manage your cash, to evaluate a job opportunity, and to decide whether you can afford a new computer. Success in any business comes down to a thorough understanding of the language of business.

This course is designed to help students understand the basics of financial accounting through exploring three questions: What is accounting information? How is it generated? How is it used? By focusing on both the generation of accounting information and the meaning behind these numbers, this course helps students understand the information of financial reports, become an informed user of accounting information and equips them with crucial decision-making skills in various business environment.

http://ge.hkbu.edu.hk/course/GDBU-1006/

GDBU 1007 Law for Hong Kong Business (3,3,0) (E)

Besides the introduction of the legal systems and relevant laws in Hong Kong, this course offers a new and interesting way of learning about Hong Kong laws by emphasizing on discussion on Hong Kong cases selected and presented by the students on their research on the web and library. Therefore each session will be unique with different topics and content to be introduced and discussed by the students. After attending this course, the students will gain a general understanding of laws in Hong Kong and be able to do basic legal research on business laws in Hong Kong.

http://ge.hkbu.edu.hk/course/GDBU-1007/

GDBU 1015 Management Accounting: A Tool for Planning and Control (3,3,0)

Management accounting is to help allocating money and other resources within an organization. Management accounting information is typically used by company executives for decisions about investments, plant closures, pricing, budgeting, and cost controls, etc. It is however equally useful for individuals in planning home purchases, household expenditure and holidays; and for the public administrators in their public resources allocation and control. The course aims to provide students with an overview of what management accounting information is about from a user perspective. It focuses on helping students understand the meaning of the numbers in management reports, their relationship to each other, and how they are used for planning and control in various settings. Technical details are minimized in this course whenever possible, allowing more coverage on the practical functions of management accounting reports and how they can be useful to everyday experience as students, consumers or employees; and to the public administrators.

http://ge.hkbu.edu.hk/course/GDBU-1015/
Course Descriptions

GBDB 1017 China and the New World Economy (3,3,0) (E)
This course attempts to discuss the implication of the rise of China to the new world economy. As increasingly more analysts have pointed out that China will soon become another important nation that can rival the US, the course will focus on the implications of this rise. Questions such as what caused the rise of China, how sustainable is the rise, what are the impacts of this rise to African countries and how to deal with its different forms of economic integration, such as free trade and foreign investment, will be covered. This course is especially important and different forms of economic integration, such as free trade and foreign investment without relying on formal trade theory.

http://ge.hkbu.edu.hk/course/GBDBU-1017/

GBDB 1025 Economic Indicators and Business Decisions (3,3,0)
Knowledge of economic conditions is fully reflected by economic indicators which closely tie with interest rates, inflation, corporate earnings and even overall standard of living. Monitoring economic indicators allows managers to make decisions with confidence on whether to buy more equipment, increase investment, or hire more workers. In a global environment, international economic indicators are of particular importance because they facilitate businessmen to explore overseas markets. This course enables students with little or no knowledge about key economic numbers to understand what these numbers tell us about the economy and how we can use them to make better investment and business decisions. To meet this goal, the course aims at answering the following questions: (1) Why are the economic indicators important to know? (2) How are the economic indicators computed? (3) What do the economic indicators have to say about the future? (4) How might various market sectors, such as bond markets, stock markets and the foreign exchange markets react to these economic indicators?

Upon completion of the course, students should be able to recognize the importance of the economic indicators, and their corresponding components. By understanding the underlying methodology of how they are calculated, students should be able to appreciate the usefulness of these indicators and their shortcomings. Particular emphasis is placed on highlighting the most interesting and useful data points in the economic release. Guidance is given on how to locate valuable information that may offer students a heads-up on how the economy might perform in the months ahead.

http://ge.hkbu.edu.hk/course/GBDBU-1025/

GBDB 1026 Globalization and Trade Liberalization (3,3,0) (E)
This course explains the phenomenon of increasing integration of the world’s economies and its implications on people’s daily lives and business environment. The process of globalization and different forms of economic integration, such as free trade areas, will be covered. This course is especially important and interesting to students who are interested in the economic affairs and issues of the Chinese and Asian economies because of the recent rise of regional trade agreements. The roles and structure of international trade organizations such as the World Trade Organization, World Bank, and Asian Development Bank, will be explained. Examples such as free trade areas in Asia, including the one between China and the Association of Southeast Asian Nations (ASEAN), will be presented and discussed. The fundamental question is why and how countries get more integrated through foreign trade, foreign investment, and international labour migration. This course has no pre-requisites and will not cover any rigorous theory of international trade and finance. It is especially suitable to those students who want to know more about the practical and policy side of foreign trade and foreign investment without relying on formal trade theory.

http://ge.hkbu.edu.hk/course/GBDBU-1026/

GBDB 1027 Macroeconomic Policies and the Economy (3,3,0) (E)
This course is designed to help students understand the two most important features of our macro-economy. First, it helps students understand the sources of economic growth. Second, it helps students understand why the economy does not grow smoothly, but with cycles of economic expansions, recessions, and disturbances. Based on all these introductions, this course further helps students understand the roles played by government’s macroeconomic policies, which include both monetary policies and fiscal policies. It helps students evaluate these policies’ effectiveness and potential impacts. Finally, and most importantly, it helps students well prepare themselves when they face economic booms and busts in their future lives.

http://ge.hkbu.edu.hk/course/GBDBU-1027/

GBDB 1035 IT and Society (3,3,0) (E)
The widespread dissemination of information technology coupled with the expanding application of Internet technology creates a new digital world. This course will provide you with an understanding of the use of IT surrounding us. The implications of the IT explosion for you as an individual and for the society as a whole will be discussed in the course.

http://ge.hkbu.edu.hk/course/GBDBU-1035/

GBDB 1036 Business Operations and Logistics Management (3,3,0)
This course introduces the fundamental activities and concepts of business operations and logistics (e.g. transportation, purchasing, distribution, retailing) management in commercial and social life. Students from wide disciplines will expand their knowledge of the IT explosion for you as an individual and for the society as well as the relations of logistics operations with other business management. Throughout this subject, students will have wide views of business operations, understand the principles and practice of logistics management, and develop a solid foundation for business management.

http://ge.hkbu.edu.hk/course/GBDBU-1036/

GBDB 1037 Exploring Entrepreneurship (3,3,0) (E)
This course aims to introduce the students to the concepts of entrepreneurship and the role of entrepreneurs in the economy. The major contents include entrepreneurial styles, types and characteristics of new ventures, innovative business models, entrepreneurial development process, entrepreneurial management process, and entrepreneurial behaviours. In particular, it discusses the innovative business models and entrepreneurial attitudes that lead to successful development of new products and services in the competitive marketplace. It also explores the elements of creative problem-solving, the identification of new business opportunities, the implications of entrepreneurship for economic development, and the social responsibility of entrepreneurs.

http://ge.hkbu.edu.hk/course/GBDBU-1037/
GDBU 1045 Personal Financial Planning (3,3,0) (E)
This course is designed to help students realize the importance of personal financial planning. Students will understand how to build a disciplined financial plan in an early stage to achieve the financial goals and non-financial goals in their lives. An appropriate use of credit cards and loans will be emphasized to avoid being destroyed by excessive and irresponsible borrowing, a common and serious problem for youths in other countries as well as Hong Kong. Other essential tools (e.g. mortgages and savings) will be introduced to solve problems at various stages of life. Various investment alternatives will also be described with the focus on their appropriateness, risk and return trade-off and roles in personal financial planning. Students will be able to protect themselves from being pushed into making inappropriate financial decisions. This course will help students to live a life balancing various aspects of humanity.
http://ge.hkbu.edu.hk/course/GDBU-1045/

GDBU 1046 Understanding Finance (3,0)
This course is designed to help students understand the role of finance (in particular, financial markets), in individuals' daily lives, in the decision making process of corporation and in the smooth functioning of the society. Students will learn important financial concepts to guard against being misled into making inappropriate financial decisions so that catastrophic loss may be avoided. Students will also be able to participate in the discussion of financial impacts of issues faced by Hong Kong, and hence are equipped to form a balanced view of the world.
http://ge.hkbu.edu.hk/course/GDBU-1046/

GDBU 1047 Applied Negotiation Skills (3,0)
The course helps students to capture theory and processes of negotiation and power of social capital in order to enable them to negotiate successfully in a variety of settings, such as trade agreements, labour settlements, and acquisitions to mergers, sales transactions and government procurement. This includes negotiating and building mutually beneficial long-term relationship between two parties of conflicting interests. Besides lectures, role play exercises, case studies, and simulation games will be employed to enable students to apply negotiation process in various settings effectively and successfully.
http://ge.hkbu.edu.hk/course/GDBU-1047/

GDBU 1055 Cross-Cultural Management (3,0)
With today's increasingly more globalized world, the chance of working with someone from a different cultural background is extremely high. The course aims to prepare students for this eventuality by helping them understand how culture influences behaviour and how they can handle the challenges of managing people from different cultural backgrounds.
http://ge.hkbu.edu.hk/course/GDBU-1055/

GDBU 1056 Developing a Successful Business (3,0) (E)
The idea of starting and being an entrepreneur has been very appealing to many people including students. This course will introduce the many aspects required to create a successful new venture. This course will address many issues involved in starting a new venture from identifying business opportunities and formulation of a viable business plan to implementation of the business plan. The course covers various stages of a starting-up a company from the points of view of inventors including issues of planning, dealing with legal and tax issues, financial opportunities at different stages, and sources of technical assistance. The course also examines creativity in start-ups and creative gap analysis.
http://ge.hkbu.edu.hk/course/GDBU-1056/

GDBU 1057 Developing Effective Leadership (3,0) (E)
This course aims to provide (1) an introduction to leadership theory and to the principles of effective leadership; (2) experience in applying these in evaluating specific leadership behaviours; and (3) an opportunity to develop an action plan for self- and career-development. The course will involve a combination of lectures, directed reading, analysis and discussion of case studies, and practical exercises and role plays. The approach will be highly participative and student centered, and students will be strongly encouraged to reflect on their own experience as leaders and as followers. Examples will be drawn from the business, government and not for profit sectors.
http://ge.hkbu.edu.hk/course/GDBU-1057/

GDBU 1065 Ethics in Business (3,0) (E)
This course will use an integrated interdisciplinary approach to teach business ethics. An integrated interdisciplinary approach highlights the importance of cognitive development in which students are given ample opportunities to experience the world through a variety of perspectives. In theory, the more connections students have with a concept, the better their chance to apply the knowledge to the real world situation. It infuses business education with moral theory and moral reasoning to help students analyse and explore the ethical dimensions/dilemmas that modern managers face.
Moreover, the course will present a broad spectrum of moral decision-making frameworks and show how they can be applied to functional business settings such as general management, human resources management, accounting, marketing and finance. Fundamental tenets for effective decision making such as morality, legality, responsibility, utilitarianism, rights and justice will be covered. The course will aim to enhance students' ethical awareness and sensitivity, and to facilitate the development of a sense of moral judgment and obligation. Emphasis will be placed on applying moral thinking to solve real business problems facing business professionals in Hong Kong.
http://ge.hkbu.edu.hk/course/GDBU-1065/

GDBU 1066 Doing Business in China (3,0)
Since its economic reform China has emerged as one of the most fastest-growing consumer markets and low-cost production sites in the world. Multinational corporations cannot hope to make a significant presence in their industry without developing some form of business relationship with China. More and more students are planning to work in China to explore better career opportunities after graduation. However, without understanding the unique characteristics of Chinese business environments, their abilities in making effective business decisions are hindered. This course aims at providing non-business students with a fundamental understanding of how China's unique cultural, economical, historical, legal, and social environments affect business practices. Within this framework, the course will introduce ways to enter the Chinese market as well as management of major business functions (such as human resource, financial, and marketing management) in China. The course highlights common problems that managers will encounter and suggests ways to manage a business in China in a socially responsible manner.
http://ge.hkbu.edu.hk/course/GDBU-1066/

GDBU 1067 Marketing and Society (3,0)
Marketing does not operate in a vacuum and as such it impinges on all sectors of society at a macroeconomic, firm, and individual level. Marketing is often lambasted for being reckless and socially irresponsible. Misleading advertising, predatory pricing strategies, physically dangerous or tainted products are just some examples of marketing activities that are, by some, considered to be a reasonable means of making money. To counter socially reckless marketing activities, this course aims to introduce non-business students to the fundamental concepts of socially responsible marketing (SRM). By taking a critical reflection on the nature of marketing practice, the course explores the interrelated areas of corporate social responsibility, marketing ethics and social marketing. The effect of marketing activities on a broad range of societal constituencies is considered, and how these marketing activities can be used in a positive way to generate advancement and well-being for the global society.
The role of social responsibility in the marketing process is also considered in terms of the roles and responsibilities of consumers, manufacturers, and the government.

While this is a self-contained course with assessable intended learning outcomes, it is also hoped that students will emerge from the course with a renewed sense of the importance of socially responsible marketing, and carry this sense with them into their personal lives as consumers and/or corporate employees.

http://ge.hkbu.edu.hk/course/GDBU-1067/

GDBU 1075 Marketing Yourself (3,3,0) (E)
Marketing does not just apply to conventional products and services. Marketing applies to any context where competition exists. Life is competitive. Individuals compete with each other, be it in finding a life time partner or seeking career advancement. In this sense, people require knowledge and skills for how to market themselves effectively.

The aim of this course is to introduce students to the concepts of personal marketing, from self-analysis and goal setting through to market analysis, strategy development, strategy implementation, and evaluation. Grounded in fundamental marketing concepts and models, students will learn how to formulate their personal ambitions, vision, and mission; perform a personal SWOT (strengths, weaknesses, opportunities, threats) analysis; establish personal success factors, objectives and personal improvement actions; identify and analyse a target market; and implement and control their personal marketing plan so as to satisfy the target market and in doing so achieve their personal objectives.

Although this is a self-contained course with assessable intended learning outcomes, it is primarily intended that a more enduring outcome will be achieved, i.e. students will emerge from the course with a renewed sense of the importance of personal marketing, and carry this sense with them into their lives so as to facilitate their personal and professional success. Students may also use the knowledge and skills gained to assist significant others around them who may also benefit from personal marketing. This is an inspiring and innovative subject that is ideally matched to all students.

http://ge.hkbu.edu.hk/course/GDBU-1075/

GDBU 1076 International Business Etiquette (3,3,0)
Business etiquette skills are an essential requirement in today's global business environment. Graduates from all disciplines are likely to find themselves working in a business of one form or another, and more open than not that business will be involved in activities outside of its home country. Even if they are not involved in a business, graduates are likely to find themselves mingling with cultures other than their own.

In today's increasingly diverse and ever-changing global working environment, the old rules of conduct often do not apply. Customs vary, and language and cultural differences are among the many factors making interaction an increasingly complex challenge. As global business continues to expand and bring people closer, the most important element of successful business outcomes may be the appreciation and respect for regional, country and cultural differences. The rules of proper etiquette and protocol have been around for years, but they are far more important now-a-days.

Business etiquette is a set of rules and guidelines that make an individual's professional relationships more harmonious, productive, manageable and meaningful. While students are often taught about functional aspects of business, they are seldom taught about business etiquette. Employing proper etiquette in any business or social environment communicates an attitude of respect, equality and trust toward them. Knowledge of business etiquette and manners enhances personal effectiveness. The aim of this course is to highlight global business etiquette dos and don'ts involving dress, body language, dining, gift-giving, meetings, customs, negotiation, greetings, conversations, and entertaining. By the end of the course students will have an increased cultural sensitivity and appreciation of how applying the correct etiquette can enhance business outcomes.

http://ge.hkbu.edu.hk/course/GDBU-1076/

GDBU 1077 Social Entrepreneurship: Opportunities to Change the World (3,3,0)

This course is about encouraging the entrepreneurial intention and venture creation of students to address social issues, create effective responses to social needs and innovative solutions to social problems, suggest ways to change the community and society, and provide impacts to the global community.

The aims of this course are: (1) to introduce students to the concepts, practices, and challenges of social entrepreneurship in Hong Kong, Greater China and around the world; (2) to equip students with frameworks and tools that offer insights into how social value is created and how social impact can be measured, and (3) to engage students in a joint learning process with social entrepreneurs in Hong Kong so as to enable students to acquire a strong grasp of the various forms, models and approaches that social entrepreneurs are using to attain the “triple bottom line”, that is having the greatest financial, social and environmental impact.

http://ge.hkbu.edu.hk/course/GDBU-1077/

GDBU 1085 Understanding Chinese Consumers (3,3,0) (E)
China's economic reform has made it one of the most promising consumer markets in the world. With growing purchasing power, Chinese consumers seek more and better products to improve their lives, creating huge opportunities for international marketers. However, traditional understanding of consumer behaviour is based on Western conceptualizations which make it difficult for international marketers to understand the psychology and behaviour of Chinese consumers. In turn, the effectiveness of their marketing strategies is also limited.

This course aims at providing non-business students with a self-contained and fundamental understanding of Chinese consumers. Specifically, it discusses how cultural values, the historical background, legal regulations, and socioeconomic trends affect Chinese consumers' perception, attitude, and behaviour towards various marketing stimuli. Based on this understanding, the course will discuss how marketers can formulate effective and socially responsible marketing strategies to serve Chinese consumers.

http://ge.hkbu.edu.hk/course/GDBU-1085/

GDBU 1086 Understanding the World of Business (3,3,0)

Everyone is involved in a business, either as an employee, a consumer, and/or an owner. It is in everyone’s benefit, therefore, to understand how a business operates. The aim of this course is to introduce students to the central features of a modern business.

The course provides students with an overview of the business trends both domestically and internationally, the principles important to starting a new business, and different forms of business ownership. Students will be exposed to a multitude of business disciplines such as management, marketing, finance and accounting, and appreciate how they come together to form an integrated organization. In addition, various institutions that operate in the business environment such as government and financial institutions are studied.

As we move into the twenty-first century, clear trends are emerging in the business world. For instance, the business world is becoming more global, social responsibility and ethical practices being emphasized more, and demographic and lifestyle shifts are changing the way we shop, where we work and how we live. Graduates, regardless of discipline, need to understand the business environment, the changes that are occurring in it, and how to succeed in it. This course enlightens students by using principles, guidelines and application exercises to illustrate the way in which business impacts our daily lives as employees, consumers, and owners.

http://ge.hkbu.edu.hk/course/GDBU-1086/
GDBU 1846  LEADERSHIP IN SUSTAINABILITY (IGE) (3,3,0) (E)
The course, Leadership in Sustainability, is proposed to help develop responsible business graduates who can decipher the importance of leadership practised by sustainability leaders in the corporate world. The aspects of good practice include environmental protection, good governance, quality and safe product and service offerings, motivational human resources management and proactive stakeholder engagement.

This new course extends far beyond the classroom. It includes several teaching and learning methods including case studies, mentoring by green leaders, outreach project, experiential learning and reflective writing.

The objective is to maximize students' exposure to experience taking a service leadership role in driving sustainability. In the process, students will generate intrinsic motivation to delve into the understanding of related issues, develop the right values for ethical and responsible management and be prepared to become change agents. Partnership from green organization will be sought so that students can learn about sustainability issues and practice through first hand visits and data gathering to organize an outreach event to promote sustainability to the community.

This course will facilitate self-transformation in students who will then develop a right mindset to practise responsible management with the goal in achieving sustainability for our future. It is this kind of 'transform-synthesis' that will equip students to understand and meet the ecological, social and economic opportunities of our time.

http://ge.hkbu.edu.hk/course/IGE-1846/

GDBU 1847  EVERYDAY PHYSICS FOR FUTURE EXECUTIVES (IGE)
In this course, a descriptive approach will introduce non-science students to concepts of physics that considerably overlap other disciplines and impact societal issues; the concepts and analyses will enable them to develop well-informed opinions and decisions in business, in public policy-making, in communications, in visual arts, in daily life, etc. Thereby leadership capabilities will be instilled in our students. This course is adapted from a famous GE course given at the University of California, “Physics and Technology for Future Presidents”. It will use HKBU's iQlickers to immediately gauge the students' understanding, as well as Peer Instruction developed at Harvard by physicist Prof Eric Mazur.

http://ge.hkbu.edu.hk/course/IGE-1847/

GDBU 1855  CELEBRITY AND ENTERTAINMENT BUSINESS (IGE)
More than just as a spokesperson of a product/brand, celebrities and figures of fame play an important role in the creative sector to date. This course maps the increasingly central importance of fame and celebrity from a mass communication and marketing perspective. In this course, students will investigate the culture of celebrity in relation to entertainment, media, advocacy, identity and business models. It aims to introduce the phenomenon of stardom including some case studies of individual film, television, advertising, popular music and political stars, and to investigate the media influence of celebrities in a Chinese cultural context. This is fundamentally a preliminary course designed to help students think more critically about the intersection of entertainment and civic engagement in the new media era. It also aims to strengthen student’s understanding of the culture of celebrity on the societal values and choices in a Chinese culture.

http://ge.hkbu.edu.hk/course/IGE-1855/

GDBU 1856  HOW IDEAS SPREAD (IGE) (3,3,0) (E)
This course explores cultural propagation of ideas from an interdisciplinary perspective that includes communication studies, anthropology, psychology, sociology, and marketing. It comprehensively, yet succinctly, takes you through what gets propagated (nature of popularly propagated ideas), who are involved in propagating (opinion leaders, early adopters, etc.), when cultural propagation arises (circumstances leading to the generation and spread of ideas), where ideas are spread (social networks, online communities, etc.), why individuals propagate ideas (motives, goals, and desires), and how ideas are propagated (modes of transmission).

http://ge.hkbu.edu.hk/course/IGE-1856/

GDBU 1867  CHILDREN AS CONSUMERS: MARKETING (3,2,1) (E) TO THE YOUTH (IGE)
Children and youth are future of the society. Due to the prolonged period of education, the position of youth had become increasingly ambiguous. The course aims at introducing the different perspectives and often competing interest among marketers, parents, educators, and policy makers regarding communication to children and youth. The course will begin with the changing concepts of childhood and the position of children and youth in a social context. It continues with the cognitive and affective responses toward commercial communication, as well as development of the understanding of brands among children and youth consumers. Parental and peer influence and the role of marketers and legislators will be explored. Ethical issues considered by media executives, marketers, parents, citizens, and the government regarding children as consumers will be discussed. The course will conclude by examining concerns related with undesirable consequences of advertising to children and youth consumers, such as unhealthy eating, gender stereotyping, and materialism.

http://ge.hkbu.edu.hk/course/IGE-1867/

GDBU 1895  DIGITAL AND SOCIAL MEDIA ENGAGEMENT (IGE) (3,3,0)
The course examines the major themes and debates in different disciplines and in different time periods that have shaped human civilization. After the course, students will have a better understanding of our society as a global and complex phenomenon. From scientific prose to love poems, to documentary films and to detective stories, the course also focuses on how language is used to convey some controversial ideas and themes. At least two themes will be chosen, depending on students' preferences and the expertise of instructor/guest speakers and can cover a range of topics such as evolution, gender, love, violence, utopia, environment, globalization and human rights. The focus is on how to integrate insights from different disciplines in order to address an important problem or issue. Through the reading of a range of works drawn from different disciplines, students will also improve their reading, writing and argumentation skills.

http://ge.hkbu.edu.hk/course/IGE-1895/

GDBU 1935  CREATIVE ENTREPRENEURSHIP (IGE) (3,3,0) (E)
The last two decades have seen extraordinarily rapid changes in the political, economic, social and cultural environment in which we live, globally as well as locally in Hong Kong. The rise of the Internet, the emergence of ‘smart technology’, and the broader phenomenon of ‘globalisation’ have led to significant changes in the structure of national economies around the world, and have given rise to concepts such as the ‘knowledge economy’ or the ‘new economy’ to characterise the dynamism of an economic system in which information is the key to the future development. The concept of creativity has been co-opted as the driving force in this new economy, and was put at the centre of economic and social development; it is the key resource in business innovation, and it makes members of the ‘creative class’ potentially the decisive force in creating successful new ideas, products and/or services.

Nevertheless interpreting this principle observation of “doing business in the creative and cultural sector is the secret to success” is certainly falling short of its implications. Instead – as economist Günter Faltin says – “doing business with an artist’s mind” is probably closer to the necessities of reality. Accordingly this course looks at the possibilities and potentials of doing business creatively, i.e. in new, original and un-expected ways, through a hands-on approach inspired by artistic practice. This does not (necessarily) imply that students will be doing works of visual arts, yet that they will apply the thinking of visual artists to ideas of making business.

http://ge.hkbu.edu.hk/course/IGE-1935/
GDBU 1936 Fashion Communication and Media (IGE)  
This course examines the intersection between fashion, media, personal identity, body and image management in today's society. Drawing on theories of social criticism and mass communication, we will assess the persuasive influence of fashion to consumers' image. We will also study how those images are created and reinforced by media. This course will assess fashion from different dimensions (such as textual, visual, physical, sexuality, psychological and spatial); and discuss its relations to art, culture, media and marketing; to questions of identity and self-fashioning, body, sex and image; to notions of style and anti-style. Students will learn critical approaches to public communication and apply those approaches to media, marketing communication, as well as fashion and lifestyle industry. The course material will be delivered in the form of lectures with creative sketching and "collaging", case studies, class discussions, individual writing, group project as well as company visit. The course design enables students to acquire communication skills pertinent to Fashion Communication, Lifestyle promotion as well as branding. 
http://ge.hkbu.edu.hk/course/IGE-1936/

GDBU 1937 Improving Mental Health for University Success  
In order to maximize the learning and development for university students, it's essential for them to have effective coping skills and sufficient resilience capacity for stress management. This course is designed to help university students identify stressors experienced in their university life, understand stress process and responses and to better manage their challenges in university life by learning and applying skills of cognitive behavior intervention and adventure training. This course will be jointly delivered by the Department of Social Work and Counseling and Development Centre, Office of Student Affairs. It consists of three parts. The first part is lectures on basic concepts of university adjustment and mental health of university students, theories of stress and coping, and theoretical framework and models of cognitive behavioral intervention. In the second part, students will be divided into 2-3 groups for skills workshops. A variety of cognitive behavioral skills will be introduced to students and demonstrate how to apply these skills to cope with their university stress. The skills workshop will be conducted in the form of stress management and coping skills training, demonstrations and skills practice. The third part is adventure-based activities, including a one-day camp of adventure training. In this part, various adventure-based activities will be conducted to enhance students' self-awareness and confidence. Briefing and debriefing will be included in each session to facilitate students' self-reflection and self-understanding. The second and third parts will be led by experienced counselors and a team of experienced adventure trainers. This course is characterized by interactive and experiential learning experiences, integration of theory and application, teaching in a small group setting, and focus on applying the skills learned in class to cope with real life issues for students. 
http://ge.hkbu.edu.hk/course/IGE-1937/

GDCV 1006 Film and Controversy (3,3,0) (E)  
This course will explore critical issues surrounding films. It will examine a number of controversial topics regarding History, Politics, Society, Culture and Religion, and will focus on how films can both represent and fuel controversies. By explaining and articulating the specific context in which a controversy has occurred, students will learn to apply critical judgments and responsible decisions in their own lives, eventually growing towards better intercultural understanding and respect, as well as knowledge about cinematic tools, which are crucial to a critical analysis of moving images and sounds. 
http://ge.hkbu.edu.hk/course/GDCV-1006/

GDCV 1007 Hong Kong Cinema and Hong Kong Culture  
Through watching and discussions of Hong Kong films selected by virtue of their relevance to three general aspects of Hong Kong culture (identity, cityscape, social structure), the cultural dialectics of Hong Kong will be explored. The emphasis will be on the interplays of form and content, and the mutual influence of film as a medium of expression and film as a cultural product. Students will see how Hong Kong Cinema reflects Hong Kong culture and how local culture and production environments at different times affect the messages, forms, and movements of Hong Kong Cinema. Comparisons to films from the West and other Asian countries may be drawn to position Hong Kong in the World. 
http://ge.hkbu.edu.hk/course/GDCV-1007/

GDCV 1015 Television and Popular Culture  
(3,3,0)  
The course will introduce students to the concept of popular culture, the relationship between television and popular culture, and the role which television has played in shaping popular culture. The historical development of television and popular culture will be explored. The course will consist of lectures on the subject, followed by screenings of selected television programmes or extracts from such programmes, and then by programme analysis. The programmes will be analysed in terms of their narrative, visual style and deployment of popular cultural forms. 
http://ge.hkbu.edu.hk/course/GDCV-1015/

GDCV 1016 Advertising and Society  
(3,2,1)  
This course will investigate the various social impacts of advertising in Hong Kong. Issues including advertising and materialism, commercialization of childhood, stereotypes and gender identity, advertising and environment as well as advertising and food choice will be discussed. The social and economic environment where advertising messages are interpreted will be analysed. The regulation of advertising and public attitudes toward advertising will be elaborated. 
http://ge.hkbu.edu.hk/course/GDCV-1016/

GDCV 1017 Communication in Interpersonal Encounters  
(3,2,1)  
This course introduces students to the major topics and principles in interpersonal communication. Students will learn the essential knowledge and skills to facilitate effective, appropriate and accurate human communication in various contexts, especially communication in the interpersonal relationships with their significant others, peers and superiors in their daily lives. The course will increase students' ability and sensibility to note communication patterns and processes, and to make active and constructive choices during their interaction with other people. 
http://ge.hkbu.edu.hk/course/GDCV-1017/

GDCV 1025 Communicating across Cultures  
(3,2,1)  
The course covers basic concepts and practices underlying the study of intercultural communication. This includes knowledge and skills needed for everyone in an increasingly globalized world. Structures and barriers developed within and between cultures and how they may affect communication in life, work and society will be examined, with special attention to local contexts (e.g. interaction with mainland parties, ethnic minorities in Hong
GDCV 1026 Critical Perspectives on International News

In this course students examine in depth media coverage of current international and world issues. Students will learn about the major players in international news and examine their operations. They will study how their news reaches consumers over a variety of platforms in today’s situation where there are many new and unpredictable information suppliers on the internet, which has made all news international by allowing access from anywhere on the globe. Key international and/or world events happening during the semester will be selected for students to learn and practise the research, comparative and collaborative skills.

http://ge.hkbu.edu.hk/course/GDCV-1026/

GDCV 1027 Media Studies in a Changing Society

The purpose of the course is to arouse students’ awareness of the role mass media play in their lives and society. It aims at developing students’ critical analytical ability to deconstruct media messages. It also cultivates their skill of creative expression. In the Web 2.0 age, young people are living in a media saturated world. Their values and social actions are significantly influenced by the media. With the rise of the Internet, media content is not only produced by media professionals, but also by ordinary people. From YouTube to blogs, information is being circulated without filtering and verification. Traditional media are also transforming their ways of delivering news and information. Therefore, being media literate becomes vital for young people to wisely interact with the changing society. It is important for them to learn how to conduct news analysis. Media literacy is defined as a life skill which enables young people to critically understand, analyse, use and monitor the media. A social participative approach is adopted in this course so that students are cultivated not only as active and critical media consumers but also as informed and responsible citizens.

http://ge.hkbu.edu.hk/course/GDCV-1027/

GDCV 1035 News Production and Presentation (3,3,0) (C)

This course will provide students with a basic understanding of the theoretical and practical issues underlying the production and presentation of news. It will also provide a broad overview of the complex relationship between news and society. Looking into how the presentation of news may affect the society on the one hand, the course also examines how the society may induce influence on news production on the other hand.

http://ge.hkbu.edu.hk/course/GDCV-1035/

GDCV 1036 Writing for Media (Chinese Session) (3,0)

This course introduces students to the basic skills of media writing. Students will gain an understanding of the fundamental concepts and general principles of media writing. They will also equip practical Chinese writing skills for media in local and Mainland China context. Industry practitioners will be invited as guest speakers to share their working experience so that students can gain insights about media writing in real-life context.

http://ge.hkbu.edu.hk/course/GDCV-1036/

GDCV 1037 Writing in English for News Media (3,0)

This course will introduce students to a broad range of English news media and equip them with a knowledge and understanding of the general principles of media writing and newsgathering. Students will analyse and critique news media writing; learn and practise information gathering skills; develop and apply media-writing skills in various styles for media such as newspapers, magazines, radio, television, press releases and online media; and discuss legal and ethical issues in media writing.

http://ge.hkbu.edu.hk/course/GDCV-1037/

GDCV 1045 “Art” as a Consumable (3,3,0)

The consumption of art has become a significant question in art, sociology and even tourism. Works of art have been produced and consumed like any other everyday life commodities from the ancient times to the modern world, and the meaning of art has continuously been changing. Through studying the function of art museums, galleries, art auctions and the mass media, students will be shown the creation and re-creation of meanings in works of art, how they are understood and accepted by the public, and what cultural influences they may have generated in society at large.

http://ge.hkbu.edu.hk/course/GDCV-1045/

GDCV 1046 Aesthetics of the Young (3,3,0)

Young people have their own fashion, belief, slang, dialect, music, comic and behaviour that can be subversive to the convention yet at the same time innovative, creative and non-prototype. A thorough investigation of the youth aesthetics will give new insights to creativity and the visual arts. This practice-based course will introduce various forms of creation within youth culture, including graffiti, popular image, fashion, YouTube, animation, comic in art and so on. Creative skills such as creative thinking, problem-solving for protests; theories such as the culture of kidult and fans will be taught.

http://ge.hkbu.edu.hk/course/GDCV-1046/

GDCV 1047 All Arts: Creative Inspiration for Life

This course will consider the historical, individual and cross-cultural perspective, of different art forms, in order to place within the wider cultural framework and to gain a greater depth of knowledge about individual values of art. Key themes such as Theatre, Advertising, Product Design, Fine Art, Cookery, Film and Architecture will be examined and discussed. Students will learn to appreciate the elements of inspiration and how creators create.

http://ge.hkbu.edu.hk/course/GDCV-1047/

GDCV 1055 Art and Gender

This course will explore different aspects and forms of gendered imagery. Classes will also make links between gender in art and advertising, movies and fashion. Through the study of gender in art from different cultures and period, students will be encouraged to analyse and question the construction of gender, its meaning, significance, but also the potential misunderstandings, misconceptions and mis-readings of it.

http://ge.hkbu.edu.hk/course/GDCV-1055/

GDCV 1056 Art Appreciation (3,3,0) (E)

This course will offer students a broader understanding in visual arts. By studying works of art from different times and cultures, students will learn how to analyse, evaluate and appreciate various art forms. It will explore a variety of art forms from across the strata of creativity and examine themes including “Images of Humanity”, “Belief and Religion”, “Love and Death”, “Science and Art” and issues of “Value”.

http://ge.hkbu.edu.hk/course/GDCV-1056/

GDCV 1057 Art for All—Public Art and Space (3,3,0) (E)

This course encourages civic participation through active engagement with urban sculpture on location around Hong Kong. It tracks the evolution of public and private space from the Greek agora and oikos through to the data driven concept of the media city where boundaries between public and private are permeable and in constant flux. Students will learn to appreciate Hong Kong's public space with an awareness of its societal and political structure.

http://ge.hkbu.edu.hk/course/GDCV-1057/

GDCV 1065 Buildings of Hong Kong: Appreciating Architecture

Exploring and enjoying the various architectural structures Hong Kong has to offer on numerous site visits, the course will develop
Course Descriptions

GDCV 1066 Ceramics and Civilizations (3,3,0) (E)
This course will offer a comparative study of ceramics to consider how and why the formal quality of ceramics varies under different cultural contexts. It will examine ceramics not only from its political, socio-cultural and aesthetic backgrounds but also a cross-cultural perspective. Popular subjects in the study of cultural theories, including body, social norms, religious ideas and economic life will be investigated in association with the appreciation of ceramics. Students will acquire first-hand experience in making ceramics, learning basic techniques of pottery, such as hand-building, wheel-throwing, moulding and surface decoration, of which are essential processes for reflecting the meaning of form and function, of how creativity and technological development contribute to the diverse cultures of ceramics.
http://ge.hkbu.edu.hk/course/GDCV-1066/

GDCV 1067 Chinese Calligraphy as Self-Expression (3,3,0) (E)
Chinese calligraphy is a unique form of art that integrates artistic elements in the visual forms of Chinese characters and their literary content. This studio-based course introduces the ways of appreciating this special art form, through practical studies in basic brush techniques and styles of Chinese calligraphy with an emphasis on standard script (kaishu 行書) and semi-cursive script (xingka 行書).
Meanwhile, the relationship between calligraphy and the notion of self-expression will be examined through observations and analysis of examples of calligraphic works by major calligraphers. Students will be guided to develop their own calligraphic skills and creative strategies of expressing their own personal ideas through making calligraphic works, allowing them to practise calligraphy as self-cultivation and part of a healthy lifestyle.
http://ge.hkbu.edu.hk/course/GDCV-1067/

GDCV 1075 Graphics Redesigned (3,3,0) (E)
This course aims at developing students’ awareness towards different kinds of design they encounter, or they consume, in everyday life. By looking at the design history of the past and the present, students will gain a better sense and knowledge in various kinds of styles and trends. In each class, students will have the opportunity to re-design objects borrowed from everyday life, for examples, packaging of chewing gum, tea bag tag, chips packing, memo notes, or toilet paper, so as to rethink the relationship between the designer, the products and the users.
http://ge.hkbu.edu.hk/course/GDCV-1075/

GDCV 1076 Encountering World Art (3,3,0)
Based on themes, such as body perception, belief of afterlife, personal and cultural identity, the course will examine subject matters, symbolism, styles, media, and aesthetic choices of artworks within a variety of cultures and explore different attitudes, beliefs, and thoughts embodied by the works. This course considers how factors of context influence visual elements that give meanings and values to a work of art, and how aesthetic ideas, techniques travel across cultures. While exploring the complex and rich world of visual arts, this course discusses critical cultural issues embodied by the works, such as body politics, shaping of identities, and human existence and transcendence.
http://ge.hkbu.edu.hk/course/GDCV-1076/

GDCV 1077 Essentials of Chinese Art (3,3,0)
The classical Chinese Art studio is a complex site of discipline and reflection as well as pleasure and erudite jokes. Here we may explore aspects of Chinese sensibilities towards space, furniture, sociality and functional tools that offer fresh insight into contemporary sensibilities—for example, to design. The course is opened to students who may wish to develop their understanding and sensibilities for Chinese ink painting, calligraphy, seal carving and art appreciation, as well as explores a particular aesthetic within Chinese culture.
http://ge.hkbu.edu.hk/course/GDCV-1077/

GDCV 1085 Exploring Drawing (3,3,0) (E)
People from different cultures tend to draw in different ways. Traditionally Chinese drew with ink and brush whereas westerners used the ink pen or charcoal. Thanks to technological advancement, many of us draw with the aid of computer software nowadays, from very simple software such as the palette on Windows to the more sophisticated Adobe Illustrator. Just like the primitive people drew on rocks for communication purpose, we also perform similar acts of drawing on mobile phones with touch screen functions today.
Drawing is just as a fundamental tool in communication as writing. To learn how to draw, whether on paper or other media, students will be able to explore the alternatives in expressing themselves visually, thus having a better understanding of themselves and others. However to learn drawing does not only mean the technical skills solely. This course aims to demonstrate the potential in/of drawing and inspire students to make use of it as a mean of visual expression.
A better understanding and utilization in drawing can enhance ones analytical and communication skills. To achieve this this course will introduce drawing samples from art history, explain the differences in drawing approaches in various cultures as well as introduce a selection of drawing practices through experimental drawing projects. Hence, students will learn different ways to draw, to look, to think, and also the significance of drawing in relation to our everyday life.
http://ge.hkbu.edu.hk/course/GDCV-1085/

GDCV 1086 From Kitchen to Table: Ceramics and Food Culture (3,3,0) (E)
Ceramics plays a dominant role in our everyday life as many people use to cook and eat with ceramics utensils. From the ovenware, cooking pot and canister in your kitchen to the coffee mug, teapot and rice bowl on your dining table, many if not all of them are made of ceramic. Yet seldom will we think about the relationship between the cermaics and the food or drink they contain, in neither an art-historical nor socio-cultural aspects. This course aims to investigate the ways we utilize and understand ceramics in association with cooking and eating. From the ancient to modern time, people have been using ceramics as their basic utensils to cook and eat, resulting in the production of different forms of ceramics. Such ceramics, including the Chinese porcelain cup, the Japanese tenmoku, Mediterranean terracotta food vessels or the Southeast Asian pottery, reflect the perception in food of a particular culture. Moreover, the advancement of technology enables new production methods for ceramics which in turn may alter our habits in food consumption. By studying the form, design, composition and production method of all these ceramics, also working with clay to build and decorate a simple vessel with basic techniques, students will learn how to appreciate the objects but also their importance in terms of an art-cultural aspect.
http://ge.hkbu.edu.hk/course/GDCV-1086/

GDCV 1087 Looking at Asian Arts (3,3,0)
This course will introduce students to comparative approaches to major themes in the arts of Asia: from gardens in Suzhou and Kyoto, to contemporary architecture in Kuala Lumpur and Shanghai, from Japanese to Korean TV drama, from the sensibility of contemporary art in Taipei and Beijing, to the narratives of Indian temples reliefs and Japanese mangas. It will also explore how arts in Asia are used to establish cultural identities, and create marketable images within a globalized context.
http://ge.hkbu.edu.hk/course/GDCV-1087/
GDCV 1095  Object and Heritage  (3,3,0)
This course will explore the concepts of visual and material culture in order to contextualize place, identity and heritage in both a personal sense and within the large cultural boundaries. Exploring the formal qualities, functions and histories of “things”, it will discuss how objects shape our culture and how the material world is integral to meaning-making processes. It will also introduce material culture theories from various disciplines, e.g. anthropology, cultural studies and art theories, to critically study objects within a cultural and historical context. Further, it will investigate recent debates on urban development and heritage preservation, things and memories, and, myths and traditions associated with them.
http://ge.hkbu.edu.hk/course/GDCV-1095/

GDCV 1096  Seeing through Glass: How It Creates Our World  (3,3,0) (E)
Glass is one of the most influential materials in human civilization. Glass has been a medium widely used in our everyday life since its discovery by the Phoenician merchants in the region of Syria in 5,000 BC. It is not only in the making of daily use objects such as bottles, mirrors and light bulbs, but also in the production of advanced technological articles like telescopes and microscopes. We simply cannot live without glass; glass helps us to see the world beyond our visual limitation. This course aims to examine the importance of glass from various points of view, from history, culture, science, religion, everyday life and art appreciation, as a way to make students aware of the inseparable relation between glass and human civilization. In addition, through the discussion of the functional and spiritual implication of glass, its aesthetics and scientific values, and its artistic qualities in forms of jewellery or architecture, students will be able to see glass in a wider spectrum. Whilst the course is not intended to provide professional training in glass making, a number of hands-on projects will enable students to have a better knowledge on how glass changes, shapes and creates our world.
http://ge.hkbu.edu.hk/course/GDCV-1096/

GDCV 1097  Show Off the Art: Value and Desire  (3,3,0)
This course will investigate the interaction between artist’s studio, commercial gallery and museum within the context of contemporary culture. Examining the history of exhibition, and the effect and impacts of the commercial art markets, this course considers what art means to us, how art makes a different to our public life, and what it would tell us about our society. This course will assess the contrasts and similarities of the public and private sectors of art consumption and reflect upon who and what would determine the aesthetic significance and monetary value of art. It also considers the changing notions of art exhibition in terms of traditional associations of status, education and evaluate the roles of gallery, dealer, auction house and buyer as the centre pin to driving and responding to market forces.
http://ge.hkbu.edu.hk/course/GDCV-1097/

GDCV 1105  Space-saving Creative Practising  (3,3,0) (E)
With emphasis on both experimental and practical concepts, this practice-based course offers students an entry point to creative design and problem-solving skills associated with space. Through examining space-saving objects, students will learn the concept of collapsibility and present collapsibility principles. Moreover, students will learn the spatial meanings of peripheral alternative space in Hong Kong through their creative projects. Related global classic creativities, Swiss folding knives for instance, will be topics to illustrate the relationship between geographic space and the culture of tools.
http://ge.hkbu.edu.hk/course/GDCV-1105/

GDCV 1106  Product Design Basics  (3,3,0) (E)
This course looks at the things surrounding us in our daily lives, and—through practical application of aesthetical, phenomenological and other design theories—establishes concepts about the true nature(s) of things that allow us to make more informed choices about the objects that we fill our lives with. Emphasis will be on product design, but will also make connections to furniture and fashion design, and other object-based design areas. It also contains a significant number of practical studio classes that allow participants to hands-on experience and explore what it takes to make things “beautiful”.
http://ge.hkbu.edu.hk/course/GDCV-1106/

GDCV 1107  Creativity and Chinese Painting  (3,3,0) (E)
This is a studio-based course on Chinese painting, which is also known as national painting or ink painting. Students will familiarise themselves with basic techniques and critical concepts in practical way. Focusing on shuiyi style (or freehand style), this course aims to introduce students the methods of executing Chinese brush, ways of modeling forms in effective and efficient way, appreciation and interpretation of common subjects in Chinese painting, and implementation of artistic ideas through the process of painting. Museum, gallery or artist-studio visit(s) will be organised. No prior knowledge of Chinese art and culture is required.
The course will discuss visual examples from the tenth century of Imperial China to the twentieth century of the Republican Era. Each course participant would study in depth the styles and the modes of expression developed by a selected group of old masters. In addition to stylistic and aesthetic analysis on paintings, the course will stress the students’ own artistic development and expression.
http://ge.hkbu.edu.hk/course/GDCV-1107/

GDCV 1115  Understanding Photography  (3,3,0) (E)
In this course, students will be introduced to early technologies of seeing from the camera obscura all the way through to Flickr, together with concepts and ideas of light, or reproduction and circulation of imagery, and the techniques used to produce particular effects and emotional responses. The various ways of photographic production enable students to understand not only the making process but to express their own thoughts in viewing the objective world. The course will include workshops in experimental photo-practice, for example, using mobile phone cameras to create artistic imagery. The assessable output (photographs, interpretative texts) will be presented in an exhibition.
http://ge.hkbu.edu.hk/course/GDCV-1115/

GDCV 1116  Wear Me  (3,3,0) (E)
Human kind has a long history of body ornamentation. From the more permanent body modifications like tattoos and piercings, to temporary ones like makeup, body painting, hairstyling and colouring, to wearable objects like jewellery, accessory, clothing, and other personal possessions, the varieties are endless. Body ornamentation has its practical and functional values, and furthermore it reflects cultural values like the aesthetics and ethics of a society. At the same time, body ornament is a means for individuals to publicly showcase one’s attitude and style. As we move about in the public, our body becomes a mobile exhibition platform.
This course uses wearable objects, like clothing and accessories, to explore the possibility of utilizing these objects for the expression of ones stance and believes. We will use various materials and fabrication methods to create and transform wearable objects. We will also investigate the differences between two manufacturing processes: Do-it-yourself and mass production, thus creating an arc between craft and design.
http://ge.hkbu.edu.hk/course/GDCV-1116/

GDCV 1816  Interactive Computing for Visual Communication (IGE)  (3,3,0) (E)
Media convergence has transformed the computational machine into an unprecedented rich multimedia communication medium with ubiquitous connectively and interactive capability. This new medium presents endless possibilities with applications full of dynamic contents and rich visual user interface experience. Expertise in both computer science and visual communication are
needed in order to fulfill the application demands. This course aims to address these demands and prepare the students with all-around trainings and skills to master the challenges. Unlike traditional courses which are merely designed for one specific discipline of students, this course offers a unique platform for students without any prerequisites in mathematics, computer programming or visual design to acquire and establish the knowledge necessarily for the challenges. This course introduce high-level programming concepts and approaches visual design on the new medium using approachable and intuitive computational visual building block environment such as Processing developed by MIT.

http://ge.hkbu.edu.hk/course/IGE-1826/

GDCV 1825  Religious Creativity and Visual Arts (IGE) (3,2,1)

This course aims at exploring diverse religious traditions, beliefs and values through visual language of artworks. Investigating a variety of artworks including sculptures, paintings, manuscripts, architecture and interior designs, it encourages students to examine notions of good and evil, values and belief systems, relationship between human and divine world, and religious engagements and rituals. Integrating art and cultural history and religious thinking, this course considers artworks as visual agents of various religions that broaden the conventional realms of aesthetics and create profound religious experiences.

http://ge.hkbu.edu.hk/course/IGE-1825/

GDCV 1826  Seeing the World from Scientific and Artistic Perspectives (IGE) (3,3,0)

The course will give students a well-rounded and advanced approach towards arts and science. The course will be taught by a team of artists and scientists from both faculties. It will cover topics on the development of art forms from a historical perspective that have a distinct relationship with the advancement of science. Examples of integration between artistic inspiration and scientific knowledge will be illustrated.

http://ge.hkbu.edu.hk/course/IGE-1826/

GDCV 1827  Understanding East Asian Transformation through Films (IGE) (3,2,1)

The course will examine the epochal transformations of East Asia as a whole region since the end of World War II. Its profound multidimensional transformations in economic, technological, political, social and cultural fields, as stimulating and powerful venues, will be discussed. Each important film selected for study would be an occasion for the students to learn the ideas input by the film artists who produced these films. The students would be led to appreciate the artistic expressions, the humanistic and ethical concern, and the joy and tears of professional and innovative filmmakers.

http://ge.hkbu.edu.hk/course/IGE-1827/

GDCV 1837  When West Meets East: Modernity (3,3,0) in the Arts (IGE)

This course aims to extend students’ knowledge and experience beyond their major study by exploring the Modernist art forms in Western culture, including visual arts, music and literature. Modernity and its theories are culturally specific concepts, and are nonetheless relevant to social-cultural conditions of the twentieth-first century, the Modernist art forms derived a century ago are of artistic and scholarly value.

By examining key concepts and works of arts, students of different major(s) will be able to understand the current world condition with references to what had happened and had been happening in the past. The case study on Chinoiserie, including visual arts and opera, invite students to look closer to modernity and cultural influence in varying perspectives. Opera, once a popular art form, invites fresh insight of students of the 21st century as well as spectatorship and worship like Zhang Yi-mou. It is expected that the course would allow students to link the past to the present, and learn to recontextualise the existing art forms of Hong Kong and the Anglophone, as the former is often considered at the crossroads of East and West.

http://ge.hkbu.edu.hk/course/IGE-1837/

GDCV 1845  Videogames and Arts (IGE) (3,3,0) (E)

The course aims to provide an introduction to the study of games, videogames as an art form in particular, as well as understanding games as a business, a cultural phenomenon and technological invention. The game design process will be introduced as a way to enhance problem solving skills and creativity. Students will be required to design a new game using the principles learnt in class and at the same time to address social issues that related to their everyday life experience.

In the course, students will learn about gaming theory (rudology) and the ways it applies to videogames, and as well as the fields of art, business and technology about videogames. Audio and visual elements in videogames are obvious creative content. Game in general is also a popular medium and strategy in contemporary art production, since 1960s. Interactive art and design in the digital era often displays game like characteristics. The study of videogames in the art context will provide students an alternative perspective to understand the gaming experience they are familiar with, and to encourage inter-disciplinary thinking.

The course covers the aesthetics of games in the areas of genres, graphics, storytelling, gaming theory, interactivity, and contemporary social issues. Upon completion of the courses, students will be prepared to reflect upon their own daily gaming practices from more critical and creative perspectives.

http://ge.hkbu.edu.hk/course/IGE-1845/

GDCV 1856  How Ideas Spread (IGE) (3,3,0) (E)

This course explores cultural propagation of ideas from an interdisciplinary perspective that includes communication studies, anthropology, psychology, sociology, and marketing. It comprehensively, yet succinctly, examine what gets propagated (nature of popularly propagated ideas), who are involved in propagating (opinion leaders, early adopters, etc.), when cultural propagation arises (circumstances leading to the generation and spread of ideas), where ideas are spread (social networks, online communities, etc.), why individuals propagate ideas (motives, goals, and desires), and how ideas are propagated (modes of transmission).

http://ge.hkbu.edu.hk/course/IGE-1856/

GDCV 1875  Uncovering the Stories of Brands (IGE) (3,2,1)

The objective of this course aims to motivate students to think critically on different cultural and social issues. This course introduces students to the interplay of brands and perceptions in our daily lives. Emphasis is placed on studying the interwoven relationships among brands communication, society and consumers. The course aims to expand students’ critical thinking through studying various brand stories from historical, social, economic and cultural perspectives. Through different theories and case studies, students will have a deeper understanding of how brands play a significant role in our social and identity transonnation. Students are also able to research, analyze, integrate and criticize various brands stories and social development, and further apply the knowledge to their study and professional development.

http://ge.hkbu.edu.hk/course/IGE-1875/

GDCV 1886  Multimodal and Digital Literacies (3,3,0) as Artistic and Social Behaviour (IGE)

Language is not just composed of words, but is used together with a rich assortment of graphical elements such as pictures, icons and photos, and more attention is being paid to how visual elements contribute to meaning. Multimodality in brief means a combination of words, visuals ad other semiotic resources to create meanings. Visuals are not limited to pictures but also include photographs, icons, videos, charts, graphs, fonts, space, layout, etc. By introducing students to an integrated framework of ‘nexus analysis’, the focus of this course is on mediation: how language is mediated by multimodal resources, and how our lives
and identities are mediated by multimodality. The course has the following specific aims: (1) To introduce how multimodal and digital literacies can be examined in different disciplines including social semiotics, fine art, psychology, communication and education; (2) To examine the interaction of words and visuals; (3) To examine how to improve digital and multimodal literacies; and (4) To discuss the artistic, social and communicative implications of digital and multimodal literacies.

http://ge.hkbu.edu.hk/course/IGE-1886/

GDCV 1896 Soundscape Studies and Hong Kong Culture (IGE) (3,3,0) (E) Soundscape Studies investigate the relation of an acoustic environment and the behavioral characteristics of human beings within it. They explore how people create, interpret and interact with sounds in everyday life. Doing so soundscape studies link up artists, cultural studies researchers and anthropologists. This course aims at introducing this cross-disciplinary practice to students as a new trajectory to understand and reflect upon Hong Kong culture—through listening to its acoustic communities.

In this course, students will learn about the origins of soundscape studies, their theory and practices and in what ways they influence musicians, media artists and culture researchers. Also, they will ‘unlearn’ relying on sight as their primary sense, and ‘relearn’ the ability of listening. To achieve this a major focus of the course is on students conducting site-specific fieldwork to explore the idea of acoustic communities and their specific soundmarks. This will familiarize students with ethnographic research approaches, and will help them to develop their own critical position on cultural and social issues.

The practices exercised throughout this course can subsequently be applied in various fields of studies including anthropology, sociology, communication and creative arts.

http://ge.hkbu.edu.hk/course/IGE-1896/

GDCV 1897 Creative Thinking (IGE) (3,3,0) Creative thinking is considered as one of the most important "soft skills" needed for everyone in this ever-changing world. It is now recognized that creativity can be nurtured and developed. There are creative thinking techniques that are universal to problem solving and can be broadly applied across disciplines.

This course is working towards laying out a foundation for our students to develop a habit for creative thinking that will enable them to utilize later in their chosen discipline. It aims at raising students’ ideas generation fluency, imagination capacity and risk taking parameters with the help of simple training. It also helps them recognize how one can develop creativity by shaping their attitude and overcoming the blocks.

This course starts with introducing what is creativity, why creativity and then follow by how to be creative. This course takes student through the confluence view of creativity, the levels and style of creativity and the principles in creative problem solving. Students will develop their creativity through exercises of different creative thinking techniques and continuous self-reflection.

http://ge.hkbu.edu.hk/course/IGE-1897/

GDCV 1905 Multiculturalism and Society (IGE) (3,2,1) This course aims to help students develop critical thinking and gain first-hand knowledge in our multicultural and globalized society. Paying equal attention to theory and practice, course time will be allocated to familiarize students with general concepts and categories useful in ethnic and migration studies; to bring in experts from different disciplines and ethnic communities to share their insights with specific reference to Hong Kong; and to let students have direct contact with local ethnic minorities, under the guidance of lecturers and performance artists with relevant experience, to conduct a community project, under the guidance of lecturers and performance artists with relevant experience. Learning activities are diverse, ranging from lecture, group discussions, group project, presentation, to performance.

http://ge.hkbu.edu.hk/course/IGE-1905/

GDCV 1915 Visual Culture in Everyday Life (3,3,0) (E) (IGE)

This course aims to extend students’ knowledge and experience beyond their major study by exploring the interaction between art, advertising and luxury goods, within the wider context of contemporary visual culture; and examining the interaction and influence of visual culture, in context of the contemporary art, its markets and the wider audiences.

The course will use non-traditional visual art, global TV advertising, music album covers and music videos, brand packaging, best seller book covers and so on, to identify and examine multi-dimensional engagement and insight from a range of perspectives.

In order to make connections across disciplines in context of contemporary personal, professional, and/or community situations, this course will have emphasis on critical thinking as well as analysis on art and visual cultural issues including governmental spending on culture, how an age-old painting grasps our imaginations, and how a piece of sculpture may change the outlook of our city.

Debates and questioning will be critically engaged with the development of visual culture and its association with the art market and luxury goods markets. This course assesses the contrasts and similarities, of the public and private sectors of art consumption and reflects upon aesthetic significance and monetary value of art. It also considers the changing notions of art and visual culture in terms of traditional associations of status, education and evaluates the roles of gallery, auction house, advertising, and shopping mall as the centre pin of ‘brands’. Further, reviewing the role of the public sector in the advancement of the art exhibition ‘blockbuster’ and the commercialization of art through case studies of world leading galleries such as Tate Modern, MOMA and the Guggenheim.

http://ge.hkbu.edu.hk/course/IGE-1915/

GDCV 1917 Aesthetics in Human Movement (IGE) (3,2,1) (E) A final lecture-laboratory interdisciplinary course designed to explore interactions between physical movement forms (e.g. sports and dance) and creative photography. Students will use
their bodies as a tool in exploring design elements of shape, force, space, and time. They will apply these elements to build aesthetic work in movement performance and photography. Students will learn how to construct photographic meaning, aesthetic composition, and colour balancing. They will also learn the basic techniques of digital camera work, proper digital workflow, and editing control in visualizing their visions. Students working together will explore how human movement aesthetics is as much a social as a physical experience.

Ideal for students with interests in dance and photography but have little to no previous experience in both disciplines. Camera device (e.g., mobile phone or compact camera) is advised.

http://ge.hkbu.edu.hk/course/IGE-1917/

GDCV 1935 Creative Entrepreneurship (IGE) (3,3,0) (E)
The last two decades have seen extraordinarily rapid changes in the political, economic, social and cultural environment in which we live, globally as well as locally in Hong Kong. The rise of the Internet, the emergence of ‘smart technology’, and the broader phenomenon of ‘globalisation’ have led to significant changes in the structure of national economies around the world, and have given rise to concepts such as the ‘knowledge economy’ or the ‘new economy’ to characterise the dynamism of an economic system in which information is the key to the future development.

The concept of creativity has been co-opted as the driving force in this new economy, and was put at the centre of economic and social development; it is the key resource in business innovation, and it makes members of the ‘creative class’ potentially the decisive force in creating successful new ideas, products and/or services. Nevertheless interpreting this principle observation of “doing business in the creative and cultural sector is the secret to success” is certainly falling short of its implications. Instead – as economist Günter Faltin says – “doing business with an artist’s mind” is probably closer to the necessities of reality. Accordingly this course looks at the possibilities and potentials of doing business creatively, i.e. in new, original and un-expected ways, through a hands-on approach inspired by artistic practice. This does not (necessarily) imply that students will be doing works of visual arts, yet that they will apply the thinking of visual artists to ideas of making business.

http://ge.hkbu.edu.hk/course/IGE-1935/

GDCV 1936 Fashion Communication and Media (IGE)
This course examines the intersection between fashion, media, personal identity, body and image management in today’s society. Drawing on theories of social criticism and mass communication, we will assess the persuasive influence of fashion to consumers’ image. We will also study how those images are created and reinforced by media. This course will assess fashion from different dimensions (such as textual, visual, physical, sexuality, psychological and spatial); and discuss its relations to art, culture, media and marketing; to questions of identity and self-fashioning, body, sex and image; to notions of style and anti-style. Students will learn critical approaches to public communication and apply those approaches to media, marketing communication, as well as fashion and lifestyle industry.

The course material will be delivered mainly in the form of lectures with creative sketching and “collaging”, case studies, class discussions, individual writing, group project as well as company visit. The course design enables students to acquire communication skills pertinent to Fashion Communication, Lifestyle promotion as well as branding.

http://ge.hkbu.edu.hk/course/IGE-1936/

GDSC 1005 Environmental Principles and Contemporary Environmental Issues (3,3,0) (E)
This course intends to enhance students’ understanding on fundamental environmental principles and environmental ethical principles as well as to foster their critical thinking on environment-related issues. Specific issues covered in the course will include resources management, food safety, public health, sustainable development, ecotourism, nature conservation and ecological footprint. In order to better illustrate these core issues and their implications on policy making and applications of ethical principles, relevant current environmental issues in Hong Kong, China and other countries will be cited as discussion examples.

http://ge.hkbu.edu.hk/course/GDSC-1005/

GDSC 1006 You and Your Environment (3,3,0) (E)
This course aims to introduce to students the principles and issues of environmental science. The topics selected will demonstrate how human activities cause environmental problems and what concepts and technologies can be applied to solve these problems.

http://ge.hkbu.edu.hk/course/GDSC-1006/

GDSC 1007 You and Your Health (3,3,0) (E)
This is an introductory course to students on the basics of human body and how factors from the living environment may affect our health. Topics chosen are closely related to health and diseases. Specific health problems and issues of interest will be selected for discussion.

http://ge.hkbu.edu.hk/course/GDSC-1007/

GDSC 1015 Coffee with Profs—The Fascinating Science of Everyday Life (3,3,0) (E)
Designed for non-science majors, the course aims to demonstrate, through daily life examples, the many important contributions and relevance of science and technology in modern living. The course will start with discussion on myths and facts of coffee, physiological effect of caffeine, to organic farming, fair trade, globalization (coffee shop industry) and glocalization (invention of Yuenyeung [coffee with tea] at Hong Kong cafes). Connections between modern science inventions and individual’s healthy living styles (home/food/travel/shopping, etc.) will also be discussed. Controversial socio-scientific issues will be used to rectify students’ misconceptions in science concepts.

http://ge.hkbu.edu.hk/course/GDSC-1015/

GDSC 1016 Ocean Voyage—Science in the Sea (3,3,0) (E)
The course is for students who are curious to learn about the ocean and its science, history and more. Students will be introduced the concepts of marine and environmental science, as well as cultural, economic and political impacts to address marine-environmental issues at local and regional scales.

http://ge.hkbu.edu.hk/course/GDSC-1016/

GDSC 1017 Science and Technology Behind the Movies (3,2,1) (E)
This course will make use of examples from movies and TV drama episodes as motivations to introduce students to some key concepts and latest developments in science and technology which can make significant impacts (e.g. new opportunities and experience) on our future ways of life. It provides first an overview on key milestones in science and technology development, and their impacts on our daily life. The major portion of the course covers selected concepts and principles in science and technology to be presented under themes like human-like robots, genetic engineering, space travel, etc.

http://ge.hkbu.edu.hk/course/GDSC-1017/

GDSC 1025 Discovering Our Universe (3,3,1) (E)
This course will provide non-science major students with basic scientific understanding and appreciation of the wonder of the universe. It introduces the students to the study of phenomena outside the confines of the Earth and also explores the relationship between humanity and the cosmos. Physical concepts in understanding the workings of the cosmos will be emphasized and illustrated with multimedia presentations and classroom demonstrations.

http://ge.hkbu.edu.hk/course/GDSC-1025/
GDSC 1026  Nano Living: Impact of Nanoscience and Nanotechnology (3,3,1) (E)
This course will popularize basic knowledge of nanoscience and nanotechnology, introduce an increasing range of pragmatic applications in daily life, establish critical consciousness of their social consequences (in environment, safety and human health), and prevent misleading.
http://ge.hkbu.edu.hk/course/GDSC-1026/

GDSC 1027  Diseases and Medicine (3,3,0) (E)
This course teaches students to envisage the differential roles and approaches of Chinese medicine and Western medicine in the treatment of human diseases as well in the prevention of illnesses. Students can broaden the horizon in the knowledge of contemporary medical technology and the modernization of Chinese medicine, as well as general health awareness.
http://ge.hkbu.edu.hk/course/GDSC-1027/

GDSC 1035  Health Maintenance and Food Therapy in Chinese Medicine (3,3,0) (P)
The aim of this course is to introduce the basic principles and philosophy of health maintenance and food therapy in traditional Chinese medicine (TCM). Students will learn a variety of food therapy in TCM for improving common health disorders and disease prevention. Lectures will cover examples of TCM health food therapy and their functions, as well as acupuncture demonstrations, Tui-na and massage techniques from TCM for weight control, pain relief, etc. Students will also experience herbal tea and flower-based tea therapy for health maintenance, as well as Chinese medicinal food therapy in their daily life.
http://ge.hkbu.edu.hk/course/GDSC-1035/

GDSC 1036  Introduction to Medicinal Plants (3,3,0) (P)
This course will introduce the fundamental scientific knowledge of the medicinal plants and its applications as Chinese herbal medicines. Students will learn the general anatomic and morphologic characters of plants; common medicinal plants in Hong Kong; the identification and use of Chinese herbal medicines and as well as the modern research and application on different kinds of medicinal plants. In the process of introducing medicinal plants using as Chinese herbal medicines, student will also learn the mysterious of traditional Chinese medicine.
http://ge.hkbu.edu.hk/course/GDSC-1036/

GDSC 1037  Invitation to Sports Science (3,3,0) (E)
This course will focus on exercise physiology, training science, and prevention and care of sports injuries. Through lectures, discussions, and group projects, this course will introduce students to factors affecting the bodily functions in humans during exercise. Some of these factors include exercise environment, training effects, and the physiological make-up of the individual. To optimize students’ understanding of the effect of selected factors on exercise response, for example energy consumption and thermoregulation, students will be invited to observe demonstrations carried out in laboratory settings. Prevention and care of sports injury is another aspect of sports science addressed in this course. Students will be introduced to the knowledge and skills related to treatment of sports injury such as procedures and techniques of basic life support, on-the-field acute care, and other emergency procedures. Apart from lectures and discussions, hands-on opportunities, such as sports massage and taping, will also be provided to enhance students’ learning.
http://ge.hkbu.edu.hk/course/GDSC-1037/

GDSC 1045  Wellness in Contemporary Society (3,3,0) (E)
This course is designed for non-science/non-Chinese medicine majors to develop knowledge and skills to enhance wellness. Wellness is the state of healthy living achieved by the practice of a healthy lifestyle. To enjoy an optimal state of wellness, people need to achieve physical, emotional, intellectual, spiritual, social, and environmental health. Through lectures, projects, laboratory works and class activities, students will be able to acquire knowledge about contributors to wellness, means to achieve an optimal level of wellness, and management of a healthy lifestyle in Hong Kong. At the end of this course, students will be able to acquire the necessary skills to evaluate various wellness dimensions, interpret the data and apply scientific principles to make wellness enhancement plans.
http://ge.hkbu.edu.hk/course/GDSC-1045/

GDSC 1805  Biotechnology, Altering Nature, and Being Human (IGE) (3,2,1) (E)
This course integrates knowledge in molecular biology and philosophy (including the religious perspectives). New biotechnology is a key part of the biological revolution in the 21st century, which makes news headlines from time to time. It includes assisted reproduction, genetic therapy, genetic engineering, cloning, and stem cell manipulation. It can modify our food and our environment, alter ourselves and our offspring. It offers high hopes and arouses deep fears at the same time. This course is divided into three parts. Part I: Biology—understanding the molecular biology behind the latest biotechnological advances (e.g. molecular cloning, stem cell, the Human Genome Project, regenerative medicine). Part II: From Biology to Philosophy—understanding the notions of “nature,” “altering nature,” improving nature,” and “unnatural” from both the biological and philosophical perspectives. Part III: Philosophical Anthropology—exploring how we can set the moral guidelines so that, via biotechnological intervention of nature, human beings will neither play God nor play slave of nature, but just being human. This course begins with basic literacy in molecular biology and ends with the philosophical puzzle, “what is humanity?”
http://ge.hkbu.edu.hk/course/IGE-1805/

GDSC 1807  Energy, Environment and Sustainability (IGE) (3,3,0)
Climate change and the depletion of energy resources are issues of major international concern in the contemporary world. This course aims to introduce the diverse facets of contemporary energy problems and their associated environmental dilemmas, such as air pollution, waste disposal and climate change. The course will adopt several lively approaches designed to enhance the teaching of relevant facts and concepts, from a layman’s perspective. This will focus on the multiple and intricate relationships that occur between energy, environment and sustainability issues. In addition to classroom learning, the teaching will be supplemented by field visits, demonstrations, group projects and debates.
http://ge.hkbu.edu.hk/course/IGE-1807/

GDSC 1815  God, Creation and the Evolving Cosmos (IGE) (3,2,1)
This course will examine the current scientific views about the origins and the workings of the universe and explores their implications for contemporary interdisciplinary dialogue between science and religion, especially the beliefs concerning God, creation and the nature of the universe in the Christian tradition. Students will be introduced to the Christian concept of creation and the scientific concepts of Big Bang and other modern cosmologies.
http://ge.hkbu.edu.hk/course/IGE-1815/

GDSC 1816  Interactive Computing for Visual Communication (IGE) (3,3,0) (E)
Media convergence has transformed the computational machine into an unprecedented rich multimedia communication medium with ubiquitous connectively and interactive capability. This new medium presents endless possibilities with applications full of dynamic contents and rich visual user interface experience. Expertise in both computer science and visual communication are needed in order to fulfill the application demands. This course aims to address these demands and prepare the students with all-around trainings and skills to master the challenges. Unlike other courses which are merely designed for one specific discipline of students, this course offers a unique platform for students without any prerequisites in mathematics,
This course introduce high-level programming concepts and approaches visual design on the new medium using approachable and intuitive computational visual building block environment such as Processing developed by MIT.

http://ge.hkbu.edu.hk/course/IGE-1816/

**GDSC 1826 Seeing the World from Scientific and Artistic Perspectives (IGE)**

The course will give students a well-rounded and advanced approach towards arts and science. The course will be taught by a team of artists and scientists from both faculties. It will cover topics on the development of art forms from a historical perspective that have a distinct relationship with the advancement of science. Examples of integration between artistic inspiration and scientific knowledge will be illustrated.

http://ge.hkbu.edu.hk/course/IGE-1826/

**GDSC 1835 Music, Mind, and Human Experience (IGE)**

Is music a language? Is “Mozart Effect” a myth? Are we born to be creative? Is emotion processed on the right brain and reason on the left? In this course students will develop a critical knowledge of music and the human brain and how they are interrelated with other disciplines such as language, psychology, robotics, mathematics, and mental health.

http://ge.hkbu.edu.hk/course/IGE-1835/

**GDSC 1836 Creativity 101 (IGE)**

The course objective is to improve individual’s creativity and innovative skill by strengthening one’s mindset in observation, curiosity seeking, association, visualization, out-of-box thinking and the ability to capture the flash of brilliance.

http://ge.hkbu.edu.hk/course/IGE-1836/

**GDSC 1846 Leadership in Sustainability (IGE)**

The course, Leadership in Sustainability, is proposed to help develop responsible business graduates who can decipher the importance of leadership practised by sustainability leaders in the corporate world. The aspects of good practice include environmental protection, good governance, quality and safe product and service offerings, motivational human resources management and proactive stakeholder engagement.

This new course extends far beyond the classroom. It includes several teaching and learning methods including case studies, mentoring by green leaders, outreach project, experiential learning and reflective writing.

The objective is to maximize students’ exposure to experience taking a service leadership role in driving sustainability. In the process, students will generate intrinsic motivation to delve into the understanding of related issues, develop the right values for ethical and responsible management and be prepared to become change agents. Partnership from green organization will be sought so that students can learn about sustainability issues and practice through first hand visits and data gathering to organize an outreach event to promote sustainability to the community.

This course will facilitate self-transformation in students who will then develop a right mindset to practise responsible management with the goal in achieving sustainability for our future. It is this kind of ‘transform-synthesis’ that will equip students to understand and meet the ecological, social and economic opportunities of our time.

http://ge.hkbu.edu.hk/course/IGE-1846/

**GDSC 1847 Everyday Physics for Future Executives (IGE)**

In this course, a descriptive approach will introduce non-science students to concepts of physics that considerably overlap other disciplines and impact societal issues; the concepts and analyses will enable them to develop well-informed opinions and decisions in business, in public policy-making, in communications, in visual arts, in daily life, etc. Thereby leadership capabilities will be instilled in our students. This course is adapted from a famous GE course given at the University of California, “Physics and Technology for Future Presidents”. It will use HKBU’s iQlickers to immediately gauge the students’ understanding, as well as Peer Instruction developed at Harvard by physicist Prof Eric Mazur.

http://ge.hkbu.edu.hk/course/IGE-1847/

**GDSC 1857 Service Leadership in Action (Health Services) (IGE)**

The aim of this course is to introduce the concepts of service leadership and their actualization in health services, with particular emphasis on Chinese medicine. It is envisaged that through the sharing of experiences from stakeholders of the different sectors of health services in Hong Kong, it will provide a foundation for the students to draw up a service leadership business plan and deliver services in health care with competence, responsibilities and care in the future.

http://ge.hkbu.edu.hk/course/IGE-1857/

**GDSC 1866 Music, Science, and the Sublime (IGE)**

The first half of the course will be devoted to an historical overview of the topic and establishing a commonality of key concepts and vocabulary for student of differing backgrounds. The second half of the course will comprise a series of more in-depth lectures, demonstrations and field trips on topics taken predominantly from the last 20 years, as well as topics germane to student’s interest and backgrounds, and the availability of guest lecturers on those topics. All students will have the opportunity of creating their own, scientifically inspired aesthetic objects of music, visual arts, poetry, graphics, and/or other art forms.

http://ge.hkbu.edu.hk/course/IGE-1866/

**GDSC 1887 Paths to Service Leadership in Health Services (IGE)**

Service leadership is about providing high quality caring service. Since “the Server is the Service”, the emphasis of this course is on the quality of the server. Through a review of the different care services such as those provided by Christian Care Services in Hong Kong over the past years, and an insight into the ethos behind such services, the different elements of service and leadership competencies including knowledge, skills, values, communication and attitudes will be introduced. Special emphasis will also be on health communication involving healthcare personnel, administrators, the community and the media.

In the course students will be given opportunities to put what they have learned through serving in two host organizations to the needy groups in the community.

http://ge.hkbu.edu.hk/course/IGE-1887/

**GDSC 1895 Digital and Social Media Engagement (IGE)**

The course examines the major themes and debates in different disciplines and in different time periods that have shaped human civilization. After the course, students will have a better understanding of our society as a global and complex phenomenon. From scientific prose to love poems, to documentary films and to detective stories, the course also focuses on how language is used to convey some controversial ideas and themes. At least two themes will be chosen, depending on students’ preferences and the expertise of instructor/guest speakers and can cover a range of topics such as evolution, gender, love, violence, utopia, environment, globalization and human rights. The focus is on how to integrate insights from different disciplines in order to address an important problem or issue. Through the reading of a range of works drawn from different disciplines, students will also improve their reading, writing and argumentation skills.

http://ge.hkbu.edu.hk/course/IGE-1895/

**GDSC 1906 Becoming Critically Thoughtful Cyberworld Citizens (IGE)**

This course will provide the opportunity for challenging discussions and explorations of the complex social and ethical issues introduced by the cyber-world, so that students gain
perspectives on how to become responsible cyber-citizens. It begins by providing students a brief introduction to ethical concepts, ethical theories, and critical thinking. Supported by numerous case studies and discussion sessions, AV materials and special seminars and forums, this course covers a wide range of topics including computer security, privacy, intellectual property right, intellectual commons and freedom of speech that would enhance the student's interaction with and participation in the larger society through the cyber-world. The interesting evolution of the cyber-world or cyber-space from private relationship domains into the unique public arena will be explored. Social and ethical issues including professional ethics, cyber-crime, cyber-law, the digital divide, as well as others introduced by emerging cyber-technologies will be discussed. Particular attention will be paid to the notion that technology is neutral in the cyber-world. Through lectures and discussion sessions, students will develop a critical mind and suitable value perspectives to become responsible cyber-citizen to face this rapidly changing information age and its various emerging technologies.

http://ge.hkbu.edu.hk/course/IGE-1906/

GDSC 1907 Can we Stop Believing in Magic? (IGE) (3,1,2)
This course is for all students. It provides students with an understanding of some evolutionary, biological, social, philosophical, and psychological explanations of how and why humans believe what they believe. The course further aims to make students familiar with the scientific method and to be able to use it to test the validity of commonly held beliefs, including their own.

The course introduces the students to some interdisciplinary concepts about knowledge. It overviews the evolutionary development of the human mind in relation to how and why we form beliefs, and provides biological explanations. It then explains a number of social, philosophical and psychological reasons behind our formation of beliefs. After that, it introduces the scientific method and its position within the broader concepts of rationalism and empiricism. It then explains how the scientific method can be used to test some beliefs but not others, and how this can be determined. The role of testimony will also be discussed in relation to the dissemination of scientific knowledge.

Examples of commonly-held beliefs are then illustrated, and explanations are given as to why people believe such things even in the face of compelling counter evidence. Examples are then given of individuals and societies that have experienced drastic changes in their beliefs (e.g., individuals changing from one believing in one religion to another, or going from atheist to religious or religious to atheist; society going from believing the earth is flat to knowing it is spherical, or going from believing the sun revolves around the earth to knowing the earth revolves around the sun, etc.). Guided by students' own interests and input, a number of current commonly-held beliefs (e.g., "Chinese medicine works"; "ghosts exist"; "global warming is a left-wing conspiracy"; "the ‘war on terror’ is what its name implies," etc.) are then presented for discussion, evaluation, and (where possible) testing.

http://ge.hkbu.edu.hk/course/IGE-1907/

GDSS 1005 Coping with Life Challenges (3,2,1)
This course will introduce background knowledge on the processes involved in adjustment of individuals to their personal and social environments. Students will explore key theories, concepts and techniques in psychology concerning personal growth and behaviour change. Topics covered include personality, aspects of the self, stress, social influence, interpersonal attraction and communication, emotional expression, transition and trauma, gender roles and differences, sexual expression, workplace challenges and developing healthier behaviours. Techniques for managing stress, reducing anxiety, coping with anger, increasing assertiveness, and achieving self-control are considered in this course.

http://ge.hkbu.edu.hk/course/GDSS-1005/

GDSS 1006 Striving for Sustainability: Education about, in, and for the Environment in Various Contexts (3,3,0)
The course will begin by tracing the origin of environmentalism and the ideas of sustainable development and environmental sustainability. Students will learn about the theories and practices behind the acquisition of environment-friendly knowledge, skills and values. Students will explore education for sustainability (EES)/environmental education (EE) in schooling systems of Hong Kong and other places. The course will analyse other agencies’ efforts to transmit pro-environment and sustainability messages, and to operate related activities, such as organic farm visits organized by green NGOs, tree planting sponsored by corporations, and waste recycling drive led by neighbourhood groups.

http://ge.hkbu.edu.hk/course/GDSS-1006/

GDSS 1007 Education, Schooling and Society (3,2,1)
The course aims at enhancing students’ knowledge and understanding of the relationship between school and society and the sociological concepts pertaining to education. It provides students with the conceptual tools to analyse educational issues and school practices from different sociological perspectives. Emphasis will be put on fostering students’ awareness of the issues embedded in the relationship between school and society.

http://ge.hkbu.edu.hk/course/GDSS-1007/

GDSS 1015 Interacting with the Past—Museum, Heritage Sites and Cultural Policy in Hong Kong (3,3,0)
Museums and heritage sites are favourite and respected resources for learning worldwide. Field trip to various heritage sites is a teaching pedagogy that draws on experiential learning.

http://ge.hkbu.edu.hk/course/GDSS-1015/

GDSS 1016 Internet Identities, New Media Literacies and Ethics (3,2,1)
This course generates deeper understandings about Internet participation and how its shift into the cultural mainstream raises ethical and identity challenges for young people. In the virtual frontiers of new digital media landscapes—Google, Facebook, MySpace, Flickr, YouTube, Twitter, Virtual worlds, multi-player online games and blogs—a number of issues emerge related to identity, privacy, authorship and ownership, credibility and participation. It examines the redefining of individuals’ actions both morally and socially, thus challenging moral concepts and social practices and raising debate about citizenship, freedom, democracy, privacy, and responsibility.

http://ge.hkbu.edu.hk/course/GDSS-1016/

GDSS 1017 Languages in Contact in Hong Kong (3,2,1)
This course enhances the awareness of students on the contact-induced language innovations found in local Cantonese. The subtle changes in Hong Kong Cantonese (e.g. new words, expressions and sentence structure) will be addressed. The issue of language innovation and variations will be discussed within the framework of languages-in-contact, underpinned by sociolinguistic theory by describing language use as a social phenomenon. Students will conduct project study to demonstrate signs of innovations in Hong Kong Cantonese as a result of language contact in such a lively society.

http://ge.hkbu.edu.hk/course/GDSS-1017/

GDSS 1025 Positive Personal Growth and Development (3,2,1)
The course provides an overview of major theories, concepts, and principles in education and psychology that can be applied to personal growth and development. Different issues related to leisure, morality, well-being and adjustment will be examined. It provides opportunities for students to develop a deeper understanding of their own lives and goals by applying personal adjustment concepts. Emphasis will be on application for students’ personal development in the Chinese cultural context.

http://ge.hkbu.edu.hk/course/GDSS-1025/
GDSS 1027 Social Behaviours in Everyday Life (3,2,1)
This course aims to provide students with background knowledge on the relationship between individuals and the groups to which they belong so that they gain a better understanding of how people interact with and think about others. Through this course, students look closely at social behaviours in everyday life in order to uncover some of the taken for granted assumptions and knowledge people share (or do not share) with other members of the society. Students will study a range of social issues to examine the impact of social factors and situational variables that influence human development and social interactions/behaviours.
http://ge.hkbu.edu.hk/course/GDSS-1027/

GDSS 1035 Geography, Information Technology (3,3,0) and Modern Life
This course is designed to (1) provide an introduction to the geo-spatial information technology, including GIS, GPS and remote sensing; (2) raise the awareness of availability of the modern technology for geographical studies through publicly available resources; (3) understand techniques and applications of the geo-spatial information in modern daily life; and (4) demonstrate the impacts on and applications of the geo-spatial technology to the society.
http://ge.hkbu.edu.hk/course/GDSS-1035/

GDSS 1037 People and Environment (3,3,0) (E)
Students are introduced to the processes and problems associated with the physical environment in which people live, and examines how humans, in turn, influence and control their surroundings. Contemporary problems such as global warming, ozone depletion and desertification are examined. Special emphasis is given to examples from Hong Kong and China.
http://ge.hkbu.edu.hk/course/GDSS-1037/

GDSS 1045 Project C: Building a Vibrant Community (3,3,0)
Investigating different communities in Hong Kong, this course will guide students through the social labyrinth of rapid economic and social changes and understand the way that particular places foster successful social network and initiative. Customs, traditions, social networks, memories, values and sense of place are essential elements of valuable community life. How do these elements being cultivated? How could we capitalize these elements to rebuild our community and urban life? Focusing on personal mechanisms, this course seeks to lead student to develop a new “people centre” way for urban development.
http://ge.hkbu.edu.hk/course/GDSS-1045/

GDSS 1046 Comparative Politics of the Cinema (3,2,1) (E)
This course explores how the nature of political discourse and political history are reflected in and affected by the cinema. Movies on common themes and in common categories (such as wartime propaganda films or films on national tragedies) from various national cinemas will be screened and compared. Films of global impact (such as Triumph of the Will) will be shown and dissected in terms of political symbolism, cultural resonance, and consequent actions and reactions. Students will learn the techniques of emotional manipulation and political messaging associated with the cinema of various nationalities and cultural histories.
http://ge.hkbu.edu.hk/course/GDSS-1046/

GDSS 1047 Contemporary World Politics and (3,2,1) Global Issues
Emphasizing general social sciences approaches to understanding human behavior, events, and society, the course aims to introduce students to basic actors, concepts and issues in contemporary world politics with. The course will provide opportunities for students to use emerging technologies that facilitate active participation in political discussions and events, e.g. blogs, wikis, mobile applications.
http://ge.hkbu.edu.hk/course/GDSS-1047/

GDSS 1055 The World of Contemporary Europe (3,2,1) (E)
The course will examine major cultural, social, political and economic aspects of the contemporary European world, their historical determinants, and likely trajectories of future developments. Particular emphasis will be placed on the search for commonalities both in Europe and between Europe and the students’ home societies. Main challenges of the 21st century, such as citizens’ welfare, sustainable (“green”) economies and the nurturing of cultural diversity, are not only similar across countries but will have to be addressed in a context of international cooperation.
http://ge.hkbu.edu.hk/course/GDSS-1055/

GDSS 1056 What is Political Science about? (3,2,1)
Emphasizing general social sciences approach to understanding human behavior, events, and society, the course aims to introduce students to the rudimentary of political science. As a social science subfield, political science is closely related to other subfields such as history, human geography, economics, sociology, anthropology or psychology. Political science though, focuses on a wide spectrum of power-related issues, therefore providing us with answers other subfields are unable to offer.
http://ge.hkbu.edu.hk/course/GDSS-1056/

GDSS 1057 Critical Approaches to Hong Kong (3,2,1) (C) History since 1945
This course makes use of social sciences concepts to critically examine the major historical processes that shape the political, economic, intellectual, social and cultural changes in Hong Kong since 1945. The major historical processes that Hong Kong has gone through since 1945 included the questions about crises of political legitimacy, economic development, urban and social changes, and cultural interactions with China and the globe. Concerning the debates over changing political legitimacy in Hong Kong, this course covers the salient features of British colonialism, democratization debates since late 1940s, the transitional period that led to the handover, and the subtitle of “one country, two systems”. It thus aims to shed light on the historical factors that shape the current political scenarios. Besides, the course investigates into the material progress, such as industrialization, the emergence of Hong Kong as a major player in global trade and financial market, changes in urban and rural landscape, before discussing non-material changes (e.g. religions, cultural hybridity, educational changes) in detail. Special attention will be paid to scrutinize different assumptions behind the contributions of leading conceptual frameworks and/or school of thoughts in relevant topics and to facilitate students’ learning by the use of empirical data, such as different kinds of archival and historical sources.
http://ge.hkbu.edu.hk/course/GDSS-1057/

GDSS 1065 Eminent Figures in the History of Various Disciplines and Professions
This course will guide students to look at experience of great figures in various disciplines and professions including science, medicine, arts, law, architecture, business, etc. The lives, the works and achievements of chosen historical figures in different fields will be examined. Students will be able to understand their times, their life-world and their wisdom. Students should also benefit from the practice of applying historical approaches to the study of various disciplines.
http://ge.hkbu.edu.hk/course/GDSS-1065/

GDSS 1066 Issues and Controversies in Modern (3,2,1) European History
This subject surveys environmental, economic, intellectual, social and political changes in Europe since the 15th century, including climatic development, secularization, urbanization, industrialization, migrations, democratization, globalization, etc., in order to show what Europeans of the last several centuries faced in common, how they responded to these changes and what their descendants today inherit. Utilizing a rather socio-economic approach, the course begins with the investigation of
the environmental changes and material progress in this period, before discussing non-material changes (religious, political, etc.) in detail. Emphasis will also fall on the changing role of Europe in the global context, where Europe and other continents were integrated into one single entity in the modern era.

http://ge.hkbu.edu.hk/course/GDSS-1066/

GDSS 1067 Coping with Stress (3,2,1) (E)
This course aims to acquaint students with key elements of stress management. Topics will include the recognition of stress symptoms, causes of stress, stress-related disorders, different techniques for releasing tension and the benefits of stress management. Stress management techniques, as well as selected physical exercises, will be introduced in practical sessions as different means to handling stress in order to gain a healthier and more productive life.

http://ge.hkbu.edu.hk/course/GDSS-1067/

GDSS 1075 Fashion and Society (3,3,0)
Although Hong Kong is one of the major centers of fashion consumption and production in the world, fashion is seldom recognized here as a serious topic of study. This course will provide a chance for students to systematically learn the philosophy of fashion and sociocultural aspects of fashion in Hong Kong, China, and elsewhere. The course will focus particularly on theoretical questions of the nature, diffusion, production, consumption, and social implications of fashion. While the course will adopt a sociological perspective as its main interpretive framework, it will also introduce historical, philosophical, and cultural studies approaches to complement the analysis.

http://ge.hkbu.edu.hk/course/GDSS-1075/

GDSS 1076 Food and Foodways in Modern Society (3,3,0)
This course introduces the meanings of food and eating from sociology and anthropology perspectives. It looks at how food and food habits reveal social structure, cultural changes, identity, gender, beliefs, etc. in different societies.

http://ge.hkbu.edu.hk/course/GDSS-1076/

GDSS 1085 Love, Intimacy, and Identity (3,3,0)
Drawing on the perspectives in sociology, this course examines the changing meanings of love and intimacy and their importance in shaping the identities of individuals. It will start with a cross-cultural investigation of the notions of love and intimacy, followed by discussions of the transformation of intimacy in (late-)modern society. Emphasis will be laid on the significant changes in the sphere of intimacies particularly in relation to the commodification of love, sex and body modification, the advent of the internet, and the rise of the sexual revolution and the sexual rights movement.

http://ge.hkbu.edu.hk/course/GDSS-1085/

GDSS 1086 Tourism, Culture and Society (3,3,0)
This course examines tourism from anthropological and sociological perspectives. It introduces different forms of tourism and their characteristics, and how they reveal such issues as cultural nostalgia, heritage preservative and management, sustainability, nationalism and imperialism, gender and sexism, and culture identity.

http://ge.hkbu.edu.hk/course/GDSS-1086/

GDSS 1087 Understanding Chinese Society in Hong Kong and the Mainland (3,3,0)
This course introduces traditional and changing forms of social organizations and cultural traditions in Chinese society, particularly in Hong Kong and the mainland. Also, it discusses and evaluates those issues relating to such as family, kinship, community organization, gender, marriage, religion, and identity in rapidly changing socio-economic and political contexts in Hong Kong and China.

http://ge.hkbu.edu.hk/course/GDSS-1087/

GDSS 1105 Transformation of Self in Contemporary Hong Kong Society (3,3,0)
This course introduces students to the issue of self identity at personal, social, national and global levels, as well as from racial, ethnic, gender, and class positions. It focuses on the discussion of social dimensions of self-growth and development in the Hong Kong context and how people's identities are constructed, contested, lost and transformed within the changing contexts of family, society, and the world.

http://ge.hkbu.edu.hk/course/GDSS-1105/

GDSS 1806 Cityscapes: Hong Kong Neighbourhoods, Urban Voices, and Other Tales of the City (IGE) (3,2,1)
This course will integrate the teaching of basic ethnoarchaeological techniques of Hong Kong city spaces with narratives and stories about Hong Kong written in English. Students will learn to gather contemporary (survey and other) data about the community they call home, in addition to situate their findings within a larger historical context of how Hong Kong has been represented in English literature in the more recent (colonial) past, as well as by Hong Kong artists and other writers expressing themselves using English today.

http://ge.hkbu.edu.hk/course/IGE-1806/

GDSS 1807 Energy, Environment and Sustainability (IGE) (3,3,0)
Climate change and the depletion of energy resources are issues of major international concern in the contemporary world. This course aims to introduce the diverse facets of contemporary energy problems and their associated environmental dilemmas, such as air pollution, waste disposal and climate change. The course will adopt several lively approaches designed to enhance the teaching of relevant facts and concepts, from a layman's perspective. This will focus on the multiple and intricate relationships that occur between energy, environment and sustainability issues. In addition to classroom learning, the teaching will be supplemented by field visits, demonstrations, group projects and debates.

http://ge.hkbu.edu.hk/course/IGE-1807/

GDSS 1817 Religion in the Development of City Space and City Life (IGE) (3,2,1)
In this course, students will learn how religions act as the powerhouse of city development and city life in selected parts of the world. Students are led to recognize that, beside secular ideologies and economic, political, population and cultural necessities, religions have always played a pivotal role in people's imagination and in the construction of city life and city space. Students would be invited to utilize concepts and methodologies learnt from the course to conduct value critique and ethical reflections on contemporary urban development.

http://ge.hkbu.edu.hk/course/IGE-1817/

GDSS 1836 Creativity 101 (IGE) (1,1,0)
The course objective is to improve individual's creativity and innovative skill by strengthening one's mindset in observation, curiosity seeking, association, visualization, out-of-box thinking and the ability to capture the flash of brilliance.

http://ge.hkbu.edu.hk/course/IGE-1836/

GDSS 1845 Videogames and Arts (IGE) (3,3,0) (E)
The course aims to provide an introduction to the study of games, videogames as an art form in particular, as well as understanding games as a business, a cultural phenomenon and technological invention. The game design process will be introduced as a way to enhance problem solving skills and creativity. Students will be required to design a new game using the principles learnt in class and at the same time to address social issues that related to their everyday life experience.

In the course, students will learn about gaming theory (Iudology) and the ways it applies to videogames, and as well as the fields of art, business and technology about videogames. Audio and visual elements in videogames are obvious creative content. Game in
Course Descriptions

GDSS 1855 Celebrity and Entertainment (3,2,1) (E) Business (IGE)
More than just as a spokesperson of a product/brand, celebrities and figures of fame play an important role in the creative sector to date. This course maps the increasing central importance of fame and celebrity from a mass communication and marketing perspective. In this course, students will investigate the culture of celebrity in relation to entertainment, media, advocacy, identity and business models. It aims to introduce the phenomenon of stardom including some case studies of individual film, television, advertising, popular music and political stars, and to investigate the media influence of celebrities in a Chinese cultural context. This is fundamentally a preliminary course designed to help students think more critically about the intersection of entertainment and civic engagement in the new media era. It also aims to strengthen student's understanding of the culture of celebrity on the societal values and choices in a Chinese culture.

http://ge.hkbu.edu.hk/course/IGE-1855/

GDSS 1875 Service Leadership in Action (3,3,0) (E) (Health Services) (IGE)
The aim of this course is to introduce the concepts of service leadership and their actualization in health services, with particular emphasis on Chinese medicine. It is envisaged that through the sharing of experiences from stakeholders of the different sectors of health services in Hong Kong, it will provide a foundation for the students to draw up a service leadership business plan and deliver services in health care with competence, responsibilities and care in the future.

http://ge.hkbu.edu.hk/course/IGE-1875/

GDSS 1865 Service Leadership and Emotional Intelligence (3,2,1) (C) (IGE)
In order to become successful service leaders, our students can be well-prepared before they take up caring positions in the community. A successful leader must possess abilities to understand self and others, to inspire and build strong relationships and to respond effectively to the situations that one is engaged in. This course thus brings together two significant components of service leadership, namely leadership and emotional intelligence (EI) through the joint expertise of the Social Work Department and Counselling and Development Section, Office of Student Affairs. We believe that to prepare students to become mature, capable and competent service leaders, there are essential knowledge, attitudes and skills to be examined and learned in the areas of leadership and emotional intelligence, and to apply them to real life situations.

http://ge.hkbu.edu.hk/course/IGE-1865/

GDSS 1867 Children as Consumers: Marketing (3,2,1) (E) to the Young (IGE)
Children and youth are future of the society. Due to the prolonged period of education, the position of youth had become increasingly ambiguous. The course aims at introducing the different perspectives and often competing interest among marketers, parents, educators, and policy makers regarding communication to children and youth. The course will begin with the changing concepts of childhood and the position of children and youth in a social context. It continues with the cognitive and affective responses toward commercial communication, as well as development of the understanding of brands among children and youth consumers. Parental and peer influence and the role of marketers and legislators will be explored. Ethical issues considered by media executives, marketers, parents, citizens, and the government regarding children as consumers will be discussed. The course will conclude by examining concerns related with undesirable consequences of advertising to children and youth consumers, such as unhealthy eating, gender stereotyping, and materialism.

http://ge.hkbu.edu.hk/course/IGE-1867/

GDSS 1875 Uncovering the Stories of Brands (IGE) (3,2,1)
The objective of this course aims to motivate students to think critically on diverse cultural and social issues. This course introduces students to the interplay of brands and perceptions in our daily lives. Emphasis is placed on studying the intertwined relationships among brands communication, society and consumers. The course aims to expand students' critical thinking through studying various brand stories from historical, social, economic and cultural perspectives. Through different theories and case studies, students will have a deeper understanding of how brands play a significant role in our social and identity transformation. Students are also able to research, analyze, integrate and criticize various brands stories and social development, and further apply the knowledge to their study and professional development.

http://ge.hkbu.edu.hk/course/IGE-1875/

GDSS 1876 Psychology of Positive Living (IGE) (3,3,0)(C)
The course is intended to introduce students' basic concepts and knowledge of psychology of positive living. It is concerned with the scientific study of different aspect of human functioning including behaviors, thoughts, emotions, learning and personality as well as factors that enable individuals to flourish and achieve positive living, with an aim to promoting students' self-understanding, knowledge and potentials in positive emotions, resilience, creativity and character strengths. The course is composed of two parts: (1) introduction of basic concepts and knowledge of psychological study on human functioning; and (2) introduction of the key concepts and knowledge of positive psychology, with the joint expertise of the Social Work Department and Counseling and Development Section, Office of Student Affairs.

http://ge.hkbu.edu.hk/course/IGE-1876/

GDSS 1877 Dream Interpretation for Personal Growth (IGE)
This course seeks to broaden and deepen students' understanding of what it means to experience personal growth toward the goal of becoming a “whole person”. We will examine various psychological, philosophical, and scientific theories regarding personal growth in general, with special focus on the nature and possible meanings of dreams. Students will learn to recall, record, and interpret their own dreams while completing a ten week “dream diary” project. The semester will conclude with several weeks when students will be encouraged to appreciate how evil, love, religion, and the meaning of life, are reflected in human dreams.

http://ge.hkbu.edu.hk/course/IGE-1877/

GDSS 1885 Major Themes and Debates in Society (IGE)
The course examines the major themes and debates in different disciplines and in different time periods that shaped human civilization. After the course, students will have a better understanding of our society as a global and complex phenomenon. From scientific prose to love poems, to documentary films and to detective stories, the course also focuses on how language is used to convey some controversial ideas and themes. At least two themes will be chosen, depending on students’ preferences and the expertise of instructor/guest speakers and can cover a range of topics such as evolution, gender, love, violence, utopia, environment, globalization and human rights. The focus is on how to integrate insights from different
disciplinary in order to address an important problem or issue. Through the reading of a range of works drawn from different disciplines, students will also improve their reading, writing and argumentation skills.

http://ge.hkbu.edu.hk/course/IGE-1885/

**GDSS 1896 Soundscape Studies and Hong Kong Culture (IGE)**

Soundscape Studies investigate the relation of an acoustic environment and the behavioral characteristics of humans living within it. They explore how people create, interpret and interact with sounds in everyday-life. Doing so soundscape studies link up artists, cultural studies researchers and anthropologists. This course aims at introducing this cross-disciplinary practice to students as a new trajectory to understand and reflect upon Hong Kong culture – through listening to its acoustic communities.

In this course, students will learn about the origins of soundscape studies, their theory and practices and in what ways they influence musicians, media artists and culture researchers. Also, they will ‘unlearn’ relying on sight as their primary sense, and ‘relearn’ the ability of listening. To achieve this a major focus of the course is on students conducting site-specific fieldwork to explore the idea of acoustic communities and their specific soundmarks. This will familiarize students with ethnographic research approaches, and will help them to develop their own critical position on cultural and social issues.

The practices exercised throughout this course can subsequently be applied in various fields of studies including anthropology, sociology, communication and creative arts.

http://ge.hkbu.edu.hk/course/IGE-1896/

**GDSS 1916 The Material Life of Things: The Life Mean and Value of Objects (IGE)**

Objects are the material leftover of human experiences, speaking to us about how our ancestors oriented themselves in the world. This course attempts to explore the concepts of material culture in order to contextualize place, identity and heritage in both a personal sense and within the large cultural boundaries and extend students’ knowledge and experience beyond their major study.

Exploring the formal qualities, functions and histories of ‘things’ – ranging from personal items, works of art, geographical places of memories, monuments, and landscapes – using current examples of case studies and events in Hong Kong, this course discusses how objects shape our culture and how the material world is integral to meaning-making processes. By considering material culture of artifacts from the past, it introduces material culture theories from various disciplines, including anthropology, cultural studies, social sciences, art history and art theories, to critically study objects within a cultural, social and historical context.

Students will examine objects and explore how their own personal history, interweaves with the social life of things, within a wider perspective of cultures.

This course will enable students to consider, how heritage objects can be a part of their own memories, what objects they would like to preserve, and how the presence of the past shapes, and has shaped, the cultural life of Hong Kong, with particular attention on interdisciplinary and/or community issues and situations.

Through the study of tangible and intangible heritage, students will have better understanding about their personal experiences within the context of local history, and the significance of heritage preservation in embodying the civil values and sustainable development of Hong Kong.

http://ge.hkbu.edu.hk/course/IGE-1916/

**GDSS 1917 Aesthetics in Human Movement (IGE)**

A mini lecture-laboratory interdisciplinary course designed to explore interactions between physical movement forms (e.g. sports and dance) and creative photography. Students will use their bodies as a tool in exploring design elements of shape, force, space and time. They will apply theoretical work in movement performance and photography. Students will learn how to construct photographic meaning, aesthetic composition, and colour balancing. They will also learn the basic techniques of digital camera work, proper digital workflow, and editing control in visualizing their visions. Students working together will explore how human movement aesthetics is as much a social as a physical experience.

Ideal for students with interests in dance and photography but have little to no previous experience in both disciplines. Camera device (e.g. mobile phone or compact camera) is advised.

http://ge.hkbu.edu.hk/course/IGE-1917/

**GDSS 1925 Language and Service Leadership (IGE) (3,2,1)**

Based on the fundamental idea that language is a form of action, this course aims to introduce students to the concept of service leadership through the understanding and use of language—not only as used by linguists, but also by prominent individuals throughout history. As the title suggests, a leader is not merely a specific person but, rather, may be constituted of a collection of “qualities”, “roles”, and “identities” as constructed through the most fundamental means of communication – language. This communicative approach foregrounds the idea that “leadership” can be performed by anyone who has a good understanding of its qualities, and that the following concept of “service leadership” may also be recognised, discussed, and put into action by individuals in a dynamic way.

This first part of this course focuses on the multi-faceted relationship between language and leadership. Through the application of various linguistics theories to different real life cases, students will gain a solid understanding of the ways in which service leadership is understood, constructed, and performed through the use of language. The second part builds from the first, by applying the theories and concepts learned to the understanding of the concept of a ‘leader’ in different fields and contexts, and by analysing how leaders are portrayed by others, as well as how they portray themselves. The course concludes by having students apply their knowledge through various teaching and learning activities.

http://ge.hkbu.edu.hk/course/IGE-1925/

**GDSS 1926 Service Leadership and Meaning of Life and Death (IGE)**

This course aims to help deepen the understanding of meaning of life through both service-leadership learning and in-depth discussion and reflection upon issues related but not limited to death and dying.

It intends not just to offer theoretical and ethical knowledge about meaning of life and death but also to provide hands-on experience with practical application and invite in-depth reflection through fostering learners’ service leadership competencies. In this course, students are trained to develop better understanding of guiding ethical principles concerning meaning of life and death. With the intention to help develop learners’ character strengths and a caring social disposition and service orientation, the students are provided with chances to have hands-on experience through service leadership learning. Simply put, this course does not intend to limit itself to abstract theory and ethical reasoning but also seeks to cover emotional aspects and practical skills so as to help students to be better prepared to understand and to face with matters like suicide, grief, bereavement, loss etc. Also, they will apply their knowledge and skills to clients through designing and implementing service projects so as to help develop their capacity as service leaders. Therefore, practical knowledge and skills drawn from different disciplines such as sociology, social work, psychology etc. will be introduced throughout the course especially service learning to supplement both cognitive, emotional, and service aspects in teaching this course. Such an approach involves philosophical and religious reflection together with practical knowledge and skills borrowed from social sciences, therefore this course is interdisciplinary in nature. However, this course does not intend to deal directly with adversities the learners faced or facing. Students with these needs are encouraged to seek for professional assistance. Rather, this course tries to approach life and death issues indirectly through reflection on theories and concrete cases selected.
To supplement classroom teaching, this course also adopts an experiential approach so that the students could be benefited from providing service to one or two partner institutions helping needy groups in the community. It is expected that through paying visits and offering services, the students can be benefited from these hands-on experience in various ways including reflection on life attitude, strengthening of caring motivation and enhancement of understanding of importance of providing service to the community.

http://ge.hkbu.edu.hk/course/IGE-1926/

GDSS 1927 From Responsible Citizenship to Service Leadership (IGE)

Citizenship is recognized as an important constituent for civil society and social development. This course aims to develop students’ sense of citizenship and motivate them to influence the community with this spirit through service leadership. Sociological and ethical understanding of responsible citizenship will be explicated with theories and examples in Hong Kong. Through the analysis, the different elements of service and leadership competencies including knowledge, attitudes, values, awareness of service needs, skills, and communication will be introduced.

Service leadership and management reveal that a large part of our lives is spending in service to others. Good citizenship in society unavoidably will be achieved through service. This course aims to equip students with a sensitive awareness of service needs in the community and a good service leadership attitude in terms of good citizenship.

Experiential learning will be emphasized in this course. Besides lectures, real life scenarios will be used for group discussions and role-plays. Community/organization visits will be organized to give students an opportunity to identify the service needs and suggest viable service plans for meeting the needs. After further discussion and planning, students will do service in host organizations. The process of exploring service needs, planning activities, delivering the services according to plan, and an evaluation of the result of the services together with a reflection of one’s attitude and motivation will give the students the first-hand experience of service leadership as responsible citizens.

In this course, two values of good citizenship will be highlighted: integrity (anti-corruption) and fairness.

http://ge.hkbu.edu.hk/course/IGE-1927/

GDSS 1937 Improving Mental Health for University Success (IGE)

In order to maximize the learning and development for university students, it’s essential for them to have effective coping skills and sufficient resilience capacity for stress management. This course is designed to help university students identify stressors experienced in their university life, understand stress process and responses and to better manage their challenges in university life by learning and applying skills of cognitive behavior intervention and adventure training.

This course will be jointly delivered by the Department of Social Work and Counseling and Development Centre, Office of Student Affairs. It consists of three parts. The first part is lectures on basic concepts of university adjustment and mental health of university students, theories of stress and coping, and theoretical framework and models of cognitive behavioral intervention. In the second part, students will be divided into 2-3 groups for skills workshops. A variety of cognitive behavioral skills will be introduced to students and demonstrate how to apply these skills to cope with their university stress. The skills workshop will be conducted in the form of stress management and coping skills training, demonstrations and skills practice. The third part is adventure-based activities, including a one-day camp of adventure training. In this part, various adventure-based activities will be conducted to enhance students’ self-awareness and confidence. Briefing and debriefing will be included in each session to facilitate students’ self-reflection and self-understanding. The second and third parts will be led by experienced counselors and a team of experienced adventure trainers.

This course is characterized by interactive and experiential learning experiences, integration of theory and application, teaching in a small group setting, and focus on applying the skills learned in class to cope with real life issues for students.

http://ge.hkbu.edu.hk/course/IGE-1937/

GEOG 1005 Geography and the Contemporary World (3,3,0) (E)

The course deals with the complex physical and cultural realities of the world. It adopts a topical approach, encompassing major issues in the contemporary world and studies these issues from a geographical perspective. It is designed in a manner that helps students to understand the varied and complex environmental interactions of the Earth. The course also assists students in recognizing the diverse ways in which geography can open new horizons and contribute to the building of an environmentally and culturally sustainable world.

GEOG 1130 Introduction to Quantitative Methods in Geography (3,2,1)

This course provides an introduction to statistical analysis of geographic data. Through real-world examples from various topic areas of geography, students learn sampling methods, descriptive and inferential statistical techniques for analysing geographic data. Topics include hypothesis testing, spatial statistics, statistical relationships between variables, and how to generate, summarize and present geographic data, etc. The course will facilitate students a knowledge basis for understanding more advanced methods of geographic analysis.

GEOG 1150 Cartography (3,2,2)

Cartography is the art, science and technology of making maps. The process of map-making often involves five steps, that is, a selection of a number of features in the real world, classification of selected features into groups, simplification of jagged lines like coastlines, exaggeration of features that are too small to show at the scale of the map, and symbolization to present the different classes of features chosen. Understanding of this process and pursuit of the skills will greatly enhance the presentation of geographic information in graphic format. Moreover, this format can be an effective tool for data analysis such as examining the relationship between two distributions using simple transparent overlays. Students of geography can apply such a mapping ability to their natural or social science courses or in their professional fields. The course also aims to introduce basic concepts and application skills of using geographical information system (GIS) to input, manage, retrieve and display geographical information.

GEOG 1160 Cultures, Peoples and Landscapes (3,2,1)

This course examines the nature and development of cultural geography and landscape studies as major fields of studies in human geography. It explores the interactive relationship between culture, social organization, human action, landscape features and the variation of place characteristics over space. It focuses especially on (1) what by “culture” is meant, (2) how culture evolves, develops, diffuses and changes, and (3) how we shall explain and understand the interactive relationship between culture, society and place characteristics, especially within the dynamic and rapidly changing contexts of urban societies.

GEOG 1190 Earth Systems: Shaping Landscapes (3,2,1)

This course introduces geomorphology and demonstrates the main facets contributing to the scientific study of landforms. Emphases are placed on plate tectonic theory, that is used as a framework to explain the Earth’s major relief features, their development and structure, and the associated landforms; and the processes of weathering, erosion and deposition with regard to landform development especially in Hong Kong.
GEOG 1200  Earth Systems: Atmosphere and Biosphere  (3,2,1)
The first part introduces climatology. Emphases are placed on atmospheric motion and climate change. The second part is a comprehensive analysis of the development and characteristics of soil and vegetation on the Earth's surface. Emphasis is placed on their distribution, soil-plant interactions and their significance in human's use of land.

GEOG 1210  Globalization of Economic Activities  (3,2,1)
This course introduces students to the world phenomenon of globalization of economic activities. It is imperative for students in Geography to be aware of the basic features and the processes of economic globalization: What is it? Who are the main actors behind it? How did it happen? What are the implications for the spatial organization of economic production and the patterns of urban agglomerations at various geographic scales: the world, the nation, and the region? This course aims at providing a systematic introduction to these basic features.

GEOG 1610  People and the Physical Environment  (3,3,0)
Students are introduced to the processes and problems associated with the physical environment in which people live, and examines how humans, in turn, influence and control their surroundings. Contemporary problems such as global warming, ozone depletion and desertification are examined. Special emphasis is given to examples from Hong Kong and China. This course is not open to Geography majors.

GEOG 1620  Hong Kong and the Pearl River Delta: A Survey  (3,2,1)
This course provides a comprehensive and lively guide to the history, culture, geography and economic development of South China. This objective is to be achieved by a series of well-organized lectures and tutorials. Field trips, both in Hong Kong and to the Pearl River Delta, which will provide an invaluable on-site experience to elaborate the types and magnitude of change and to the Pearl River Delta, which will provide an invaluable on-site experience to elaborate the types and magnitude of change in South China discussed in lectures, may be organized. It is hoped that this course will constitute an essential gateway to those wishing to acquire a deeper understanding of this dynamic corner of Asia.

GEOG 1630  Geography, Information Technology and Modern Life  (3,3,0)
This is an introduction course to the application of geo-spatial information technology. It is designed as a complementary course for non-geography major students for the awareness and understanding of applications of modern technology to geographical issues. The course will emphasize the use of GIS, GPS and remote sensing to solve some common problems and issues in today's industry and the modern life of the society. The currently available resources of geographical data and data processing tools for various typical applications will also be introduced.

GEOG 1640  Energy, Environment and Sustainability  (3,3,0)
Climate change and the depletion of energy resources are issues of major international concern in the contemporary world. The focus of this course is on the multiple and intricate relationships between energy, environment and sustainability issues. It allows students to fully understand the subject matter from both the natural science and social science perspectives. Through appropriate real-life examples, the course aims to guide students, in an exploration of viable alternative energy sources and to enable them to embark on a way of life that promotes a clean and sustainable use of energy resources. In addition to classroom learning, the teaching will be supplemented by field visits, demonstrations, group projects and debates.

GEOG 2005  Cultures, Peoples and Landscapes  (3,2,1)(E)
The course examines how geographic location and people's cultural identities shape landscapes from both a physical setting and a symbolic construction point of view. Places or locations can be linked physically through processes of migration, tourism, trade, and investment, and represented (or "imagined") through media such as newspapers, film, music, art and literature. These processes are influenced by, and impact on, the natural and cultural landscapes.

GEOG 2006  Earth Systems: Shaping Landscapes  (3,2,1)(E)
This course is complementary with GEOG 2017 Earth Systems: Atmosphere and Biosphere and introduces geomorphology and the main facets that have contributed to the study of landforms. Emphases are placed on: plate tectonic theory, as a framework to explain the major relief features of eastern Asia; on common geological materials and structures that control landscape in Hong Kong; and on the processes of weathering, erosion and deposition that produce contrasting landscapes.

GEOG 2007  Introduction to Quantitative Methods in Geography  (3,2,1)(E)
This course provides an introduction into statistical analysis of geographic data. Through real-world examples from various topic areas of geography, students learn sampling methods, descriptive and inferential statistical techniques for analysing geographic data. Topics include hypothesis testing, spatial statistics, statistical relationships between variables, and how to generate, summarize and present geographic data, etc. The course will assist students in developing a knowledge basis for understanding more advanced methods of geographic analysis.

GEOG 2015  Cartography  (3,2,2)(E)
Cartography is the art, science and technology of making maps. Maps are the communication media for geographers to express their views about our world, in a similar way that language is for literary authors. Understanding of map-making processes and mastering the skills of map-reading greatly enhance the presentation of geographical information in graphic format. Moreover, this format can be an effective tool for data analyses such as, for example, when examining the relationship between two distributions using simple transparent overlays. Students can apply such a mapping ability to their natural or social science courses or in their professional fields.

GEOG 2016  Earth Systems: Atmosphere and Biosphere  (3,2,1)(E)
This course seeks to provide understanding of the ecosystem essentials and the atmospheric processes governing weather and climate. The first part is a comprehensive analysis of the characteristics of vegetation on the earth's surface. Emphasis is placed on their distribution, and their significance in human's use of land. The second part introduces climatology. Emphases are placed on energy flow and temperature, atmospheric moisture, atmospheric circulation, climate classification and climate change.

GEOG 2017  Globalization of Economic Activities  (3,2,1)(E)
This is an introductory course on economic geography. Students are first introduced to the basic features of economic globalization and their geographic ramifications. The course then describes in some detail the major forces and processes that underlie global production shifts, identifying the main actors involved and outlining the implications for the spatial organization of economic activities at various geographic scales: world, nation and region.

GEOG 2025  Hong Kong and the Pearl River Delta: A Survey  (3,2,1)(E)
This course provides a comprehensive and lively guide to the history, culture, geography and economic development of South China. This objective is to be achieved by a series of well-organized lectures and tutorials. Field trips, both in Hong Kong
and to the Pearl River Delta, which will provide an invaluable onsite experience to elaborate the types and magnitude of change in South China discussed in lectures, may be organized. It is hoped that this course will constitute an essential gateway to those wishing to acquire a deeper understanding of this dynamic corner of Asia.

GEOG 2110 Regional Geography of China (3,3,0) (E)
Regional geography is concerned with geographical synthesis with a specific “region” as its focus. The course is an introductory and foundation course which aims to familiarize students with broad aspects of development in China, including its human, physical, cultural and economic activities and also their impact on the environment and landscape.

GEOG 2140 Global Environmental Issues and Sustainability (3,2,1) (E)
This course covers environmental problems in the atmosphere, hydrosphere, lithosphere and the biosphere. Sustainability is the over-arching theme of this concept-centred, solution-oriented, and science-based course on contemporary environmental problems. Field and laboratory study form an integral part of the course.

GEOG 2150 Population Geography (3,2,1) (E)
This course aims at familiarizing students with concepts and methodologies to examine population problems and evaluate population policies from a geographical perspective. The course is concerned with conceptualizing and measuring population structure and its dynamics. It explains the way in which populations are distributed through space and over time, together with various factors that generate changes. In particular, the evolving patterns of fertility, mortality and migration are examined from both spatial and temporal perspectives.

GEOG 2160 Energy Problems and the Environment (3,3,0) (E)
An introduction to the causes and effects of the energy problems which have arisen since 1973. The major sources of commercial energy—oil, coal and natural gas—are treated with respect to their characteristics, exploration and development, major uses, world production pattern, pricing and trade. The special role of electricity, together with problems connected with nuclear power, is covered. Furthermore, the nature and the ramifications of the 1973, 1980 and 2008 oil crises are discussed.

GEOG 2180 Urban Geography (3,2,1) (E)
An introduction to contemporary theories of urbanization, urban hierarchy, and the internal structure of the city. Such theories are related to empirical studies in geography and discuss the complex relationships between urban growth and social, economic, technological, and environmental changes in human society. Some field-study may be required.

GEOG 2320 Geography of Pacific Asia (3,3,0) (E)
This course introduces students to various aspects of the geography of Pacific Asia. The major concerns include economic and social progress, political evolution, physical advantages and constraints, resource bases, rural development, urbanization, industrialization and government policies in the economic development. In addition, economic and political relations between countries in the region are discussed. Reference will also be made to the spatial aspects of contemporary issues in Southeast Asia, the Pacific Island Region, Australia and New Zealand.

GEOG 2800 Geography of Health and the Environment (3,3,0) (E)
Since ancient times, people have worked, lived and multiplied under a wide variety of environmental conditions. According to Chinese medical theory, human health is affected by a lack of equilibrium between body and its surrounding environment. This is especially the case where the ecology of the environment is abnormal. Consequently, geographic variability has long been an important aspect of health studies in both Eastern and Western cultures. This has been expressed in a variety of approaches ranging from geographic pathology to medical ecology, as well as disciplines such as geographical epidemiology, biometeorology, geomedicine, and so forth. This course aims to introduce students to the concepts and techniques in the discipline of medical geography in general and to examine recent trends in the geographic variation of health.

GEOG 3005 Field Camp (0,*,*)
Field camp will be held during the second semester of a student’s third year and covers a seven- to nine-day period. Usually it is based in China or Southeast Asia. A wide range of geographical field techniques are utilized in the collection of geographic information and for conducting field research into physical, cultural and developmental problems. While no grades or unit credits are given for this camp, the student must complete the programme to the department’s satisfaction for graduation.

GEOG 3006 Regional Geography of China (3,3,0) (E)
This is an introductory course on the geography of China. A regional approach is employed to provide students a comprehensive collection of topics over the physical setting, natural resources, population, urban and regional development, industrial and agricultural development, administrative system and geopolitics. These topics span across the time period before and after the country launched its economic reform. This course covers not only topics on social, economic and environmental issues, but also introduces a perspective to understand these activities and their changes.

GEOG 3007 Energy Problems and the Environment (3,3,0) (E)
This course introduces students to the causes and effects of the energy problems which have arisen since 1973. The major sources of commercial energy—oil, coal and natural gas—are treated with respect to their special characteristics, exploration and development, major uses, world production pattern, pricing and trade. The special role of electricity, together with problems connected with nuclear power, is covered. Furthermore, the nature and ramifications of the 1973, 1980 and recent oil crises are discussed.

GEOG 3015 Geography of Health and the Environment (3,3,0) (E)
Since ancient times, people have worked, lived and multiplied under a wide variety of environmental conditions. According to Chinese medical theory, human health is affected by a lack of equilibrium between body and its surrounding environment. This is especially the case where the ecology of the environment is abnormal. Consequently, geographic variability has long been an important aspect of health studies in both Eastern and Western cultures. This has been expressed in a variety of approaches ranging from geographic pathology to medical ecology, as well as disciplines such as geographical epidemiology, biometeorology, geomedicine, and so forth. The course provides an introduction to the concepts and techniques in the discipline of medical geography and to examine recent trends in the geographic variation of health.

GEOG 3016 Geography of Pacific Asia (3,3,0) (E)
The Pacific Asia region covers vast areas of the Russian Far East, East and Southeast Asia, Australia, New Zealand, and many Pacific Island nations. It is very rich in natural resources, history, culture, economy, and political systems. Since the 1970s, the Region has experienced rapid socioeconomic development. With globalization and the emergence of the Chinese economy, in particular, Pacific Asia has become a powerful “engine” for the world development.

GEOG 3017 Global Environment Issues and Sustainability (3,2,1) (E)
This course covers environmental problems in the atmosphere, hydrosphere, lithosphere and the biosphere. Sustainability is the
over-arching theme of this concept-centred, solution-oriented, and science-based course on contemporary environmental problems. Field and laboratory study form an integral part of the course.

**GEOG 3025 Population Geography (3,2,1)**
This course teaches students with concepts and methodologies to examine population problems and evaluate population policies from a geographical perspective. The course is concerned with conceptualizing and measuring population structure and its dynamics. It explains the way in which populations are distributed through space and over time, together with various factors that generate changes. In particular, the evolving patterns of fertility, mortality and migration are examined from both spatial and temporal perspectives.

**GEOG 3027 Urban Geography (3,2,1) (E)**
We live in an urbanizing world today. It is, thus, imperative to have a basic understanding of this still growing urban phenomenon. The perspective of urban geography emphasizes the production of spatial differences among cities of the world. What is the nature and scope of urban geography? When, where and why did cities arise? How has globalization affected the growth of cities recently? Why are cities in the Third World growing faster than those in the developed world? Are the socialist cities planned without socio-economic problems? How do we understand urban systems in any country? What are the major socio-economic and spatial features of cities? What are the differences among the developed world, the Third World and the socialist world?

**GEOG 3130 Geographical Imaginations (3,2,1) (E)**
This course aims at introducing geography majors to the more philosophically and methodological discussions in the field. Because what geographers do is complex, and the complexity is ever-changing, they tend to have excelled on different aspects of the field and, conversely, ignored its more philosophical and methodological underpinnings. This course is an attempt to redress this imbalance. It surveys the main trends in Western geographic thought over the last hundred years and investigates in detail a few theories of the last thirty years, including the quantitative revolution, humanistic geography, radical geography, locality studies and post-modernism. A brief introduction to the Chinese geographic thought is also provided as a complement. It is hoped that after taking this course, Geography majors would be able to tackle the philosophical and methodological themes in contemporary geographic thought and make sense of their own identity.

**GEOG 3580 Honours Project (3,*,*)**
Prerequisite: BSoSc (Hons) in China Studies Year III standing
A required course the purposes of which are to provide actual research experience and an opportunity to undertake a synthesical approach. Students are expected, under the guidance of teaching staff, to conduct a study on aspects of Chinese geography. Identification of a research problem, an understanding of the relevant methodological and theoretical issues, proper use of field and secondary data, adequate citation of the literature, and the writing of a research paper are important ingredients of the research process.

**GEOG 3590 Field Camp (0,*,*)**
Field camp will be held during the second semester of a student's second year and covers a seven- to nine-day period. Usually it is based in southern China or Southeast Asia. A wide range of geographical field techniques are utilized in the collection of geographic information and for conducting field research into physical, cultural and developmental problems. While no grades or unit credits are given for this camp, the student must complete the programme to the department's satisfaction for graduation.

**GEOG 3591-2 Honours Project (3,*,*)**
Prerequisite: GEOG 3590 Field Camp
This is an independent honours project to be taken during the third year of study of BSoSc (Hons) in Geography and normally concerns a particular geographic problem relating to Hong Kong. The project topic is to be selected in consultation with a departmental adviser. Evidence of original research and presentation of professional quality is required.

**GEOG 3600 Geographical Information Systems (3,2,2) (E)**
Prerequisite: GEOG 1150 Cartography
Geographical Information System (GIS) is an information system that is specially designed for handling spatial (or geographical) data. It combines a set of interrelated sub-systems that create, edit, manipulate, analyse and display data both in text and graphic forms. GIS supports spatial analysis and modelling for the discipline of geography (e.g. location, proximity, and spatial distribution), so that it becomes a vital tool for modern geography. With the rapid progress of computing and Internet technology, GIS technology allows easy and fast access to important geographical information on the region, environment and society.

**GEOG 3610 Remote Sensing and Image Interpretation (3,2,2) (E)**
Remote sensing is defined as the science and art of acquiring information about material objects without being in touch with them. These measurements are possible with advanced airborne and space-borne remote sensing platforms and sensors that are capable of observing any part of the world frequently with various details. It is discovered that each earth cover has its own spectral reflectance characteristics. The characteristics are so unique that they are called “signature” which enable us to discern the objects from its internalized background. The final remote sensing process is completed by the analysis of the data using image interpretation and image processing techniques. Some key elements, or cues from the imagery, such as shape, size, pattern, tone or colour, shadow and association, are used to identify a variety of features on earth. The techniques of image interpretation can be further enhanced by the techniques of image processing that can restore, enhance and extract geographical information from original remote sensing images. These altogether yield valuable information on earth resources and living environment of human beings.

**GEOG 3620 Advanced Climatology (3,3,0) (E)**
Prerequisite: GEOG 1200 Earth Systems: Atmosphere and Biosphere or consent of the instructor
An introduction to synoptic climatological methods and applications, with particular emphasis on the climate of China. Climate change and climate modellings are also discussed and provide a comprehensive introduction to applied climatology.

**GEOG 3630 Advanced Quantitative Methods (3,2,1) in Geography**
Prerequisite: GEOG 1130 Introduction to Quantitative Methods in Geography or consent of the instructor
This course teaches students the application of quantitative methods to geographic problem solving. Statistical methods that are commonly used in geography and regional analysis and spatial analysis methods are introduced. Emphasis is placed on the application of analytical tools to real-world geographic problems and interpretation of analysis results. Topics include regression models, factor analysis, spatial pattern analysis and cluster analysis, etc. The course also provides students with opportunities to learn one of the most widely used statistical software for social sciences—SPSS.

**GEOG 3640 Applied Geomorphology (3,2,1) (E)**
An examination of the applied aspects of geomorphology and development of the student's knowledge and understanding of Earth surface processes and landscape development. Emphasis is placed on the interaction of man and the physical environment using case histories throughout the world, but with emphasis on the Southeast Asia. Attention is given to methods of measurement, monitoring and interpretation of collected data from various spheres. Field study will be required.
GEOG 3650 Geography of Economic Development
An analysis of the economic problems and prospects of developing countries. A variety of ideological perspectives on the development experiences of developing countries are examined, and assessment is made of the different economic strategies which have been used in attempts to alleviate problems.

GEOG 3660 Political Geography
An examination of how geographical factors affect political organization at national and international levels. The effects of geographic elements such as territory, population, boundaries, and distance from the sea are covered, followed by a treatment of the capital, the core area of a state, selection of a unitary or federal form of government, emergence of the Third World following the dismemberment of the colonial empires, supra-national organizations, and the complex issues involved in the law of the sea treaty. Moreover, certain major theories in political geography are presented.

GEOG 3670 Geography of Transportation
This is an introductory course of transportation geography. It first introduces some economical and spatial aspects of transportation geography and various transportation systems. In this connection, the basic concepts of supply chain management and logistics will be introduced. This is followed by the introduction of two important transportation analysis methods: spatial interaction and network analysis. Next, characteristics of urban travel and problems related to urban transportation are discussed. The final module of the course deals with the externalities of transportation activities in the context of sustainable transportation and policies that may mitigate traffic congestion and meet the objective of sustainable development.

GEOG 3680 Coastal Environments and Processes
Much of the territorial area of Hong Kong and southern China lies below sea level, yet few people are fully aware of how coastal processes operate or what marine resources and problems exist. This course will familiarize students with the processes that dominate local marine settings and introduce them to major coastal environments, especially in the Hong Kong region. It also aims at developing an understanding and awareness of management issues relating to the offshore areas of the territory and the adjacent South China coastline. Offshore and onshore fieldwork form an integral part of this course.

GEOG 3710 Urban Planning
Prerequisite: GEOG 2180 Urban Geography or consent of the instructor
Theoretical, practical, and methodological issues in policy studies and urban planning are addressed. Urban planning practices in Hong Kong are illustrated. Towards the end of the course, students are expected to conduct independent projects in which they should demonstrate their abilities to (1) identify planning problems, (2) diagnose the cause of such problems, and (3) propose logical strategies to resolve the problems. Fieldwork may be required.

GEOG 3720 Seminar in Environmental Planning
Prerequisite: GEOG 2140 Environmental Conservation or consent of the instructor
A discussion of the major approaches to environmental planning and management. Focus is placed on the long-term well-being of this planet and its inhabitants which require the development of a sustainable society—one that conserves natural resources, recycles, reduces pollution, and controls population growth. The legal, technical, and practical solutions to these problems are also examined.

GEOG 3730 Energy Policy and Analysis
Prerequisite: GEOG 2160 Energy Problems and the Environment or consent of the instructor
Partly built upon GEOG 2160 Energy Problems and the Environment, this course focuses on the construction of national energy policies. Apart from the factors discussed in the previous course, other factors that affect the formulation of a national energy policy are treated, including environmental factors like thermal and air pollution, patterns of sectoral consumption of energy, energy intensiveness of economy, energy conservation, and the role of non-conventional sources such as wind, solar and geothermal energy. Case studies of energy policies of selected Asian countries are covered, together with substantial research on an energy topic.

GEOG 3740 Urban Cultural Landscape
This course looks into the urban landscape, specifically (1) its evolution and changes, (2) its symbolic meanings and effects on urban living, as well as (3) issues in relation to its planning and design. It also introduces students to the practices of some professions, such as urban design, landscape architecture, and public art, which deal with culture and urban landscapes.

GEOG 3750 Seminar in Urban Geography
Prerequisite: GEOG 2180 Urban Geography
An in-depth study of selected topics in urban geography. Students are guided through specific research on concrete urban problems both in Hong Kong and in mainland China. Analytical techniques and theoretical issues are stressed throughout the course. Some field study in Hong Kong and mainland China may be required.

GEOG 3760 Urban Development and Planning in Hong Kong
Prerequisite: GEOG 3710 Urban Planning or consent of the instructor
Urban Hong Kong has developed rapidly since the 1950s. The built environment has expanded from the one concentrated on the two sides of the Victoria Harbour to the one encroaching into the New Territories and even spreading across the boundary to Shenzhen. What are the salient features of urban development, both in the inner city and at the periphery? Is it business-biased? Is it over-dominated by the property sector? How to interpret its growth pattern and dynamics? What is the role of the Hong Kong Government? What is about urban planning? It is the objective of this course to address these questions by drawing on the latest informed theories and many empirical studies. This course would be of interest to anyone who dares to know more about urban Hong Kong and develop an urban model within the broader contexts of China, Asia and the West.

GEOG 3790 Seminar in Social Justice and the City
Prerequisite: GEOG 2160 Energy Problems and the Environment or consent of the instructor
It starts with interrogating some concepts related to the ways city has developed over time. The general discussion is complemented by a brief discussion of the Hong Kong situation. It then joins the debate whether spatial justice exists ontologically different from social justice. It is in the interest of the course to develop a more dialectical understanding between social and spatial processes. A list of the social justice issues in the city is then enumerated. The method and techniques of handling these issues and, therefore, form the background for students to practise social justice in the field. These practice experiences are then interrogated in the class with the objective of formulating, more theoretically, a possible urban utopia that is socially just.

GEOG 3840 Energy Development in China
Prerequisite: GEOG 2160 Energy Problems and the Environment or consent of the instructor
In the past two decades, momentous changes occurred in the Chinese energy sector, including changes in the institutional framework—moving from state allocation to the market economy—and with respect to individual energy industries. By the mid-1990s, the problem of energy shortage had largely been resolved, yet the country had become a net oil importer, and is
projected to import an increasingly larger amount in the future, with serious implications for the security of energy supply and future oil import outlay. The course takes a comprehensive survey of the Chinese energy sector, including the resource endowment, energy policy since the 1980s, the major energy industries like oil, coal, natural gas, electricity—HEP and nuclear included—and the international energy trade of China. Current issues such as the Three Gorges Dam and the West-East Pipeline are also dealt with.

GEOG 3850 Resource Management in China (3,2,1) (E)
This course introduces the concepts, knowledge and skills in natural resource evaluation and management, with the emphasis on and the real-world cases in China. The course is presented in two major parts. The first part begins with the introduction to the concepts about the natural resources and their distribution in China. This is followed by an extensive study on methodology for land and water resource evaluation. The second part presents details about the nature, distribution and utilisation of natural resources in China. The environmental conservation and sustainable development in relation to natural resources are also discussed in the subject. Laboratory works for this course focus on resource assessment methods with the aid of remote sensing and geographical information system (GIS) technology. A field excursion to China's mainland is also used to practise field methods for land resource evaluation, and the first-hand experience in the regional natural resources management.

GEOG 3870 Geography of Environmental Hazards (3,3,0) (E)
Natural hazards research in a geographical context are introduced. The course provides a comprehensive introduction to the causes of climatic and geological hazards, and human response and adjustment.

GEOG 3880 Rural and Agricultural Development in China (3,2,1) (C)
Prerequisite: GEOG 2110 Regional Geography of China or consent of the instructor
An examination of (1) the physical and historical factors affecting China's agriculture, (2) institutional changes since 1949 in China's rural sector, and (3) underlying contemporary problems and programmes concerning agricultural growth and rural development. Field study in China may be required.

GEOG 3890 Urban Development in China (3,3,0) (E)
Prerequisite: GEOG 2110 Regional Geography of China or consent of the instructor
This course will provide an insight into the internal structure and external linkage of Chinese cities, and analysis of problems, policies and reforms in China's urbanization and urban economy. Field study in China may be required.

GEOG 3910 Selected Topics in the Geography of China (3,3,0)
An in-depth study of selected issues in the contemporary geography of China. The major socio-economic topics or physical/environmental topics to be discussed have been intentionally designed to be flexible.

GEOG 4005 Advanced Climatology (3,3,0) (E)
Prerequisite: GEOG 2016 Earth System: Atmosphere and Biosphere or consent of the instructor
This course introduces selected scopes of climatology. They include an introduction to synoptic climatological methods and applications, with particular emphasis on the climate of China, climate change and climate modelling, and a comprehensive introduction to applied climatology.

GEOG 4006 Advanced Quantitative Methods in Geography (3,2,1)
Prerequisite: GEOG 2007 Introduction to Quantitative Methods in Geography or consent of the instructor
This course teaches students the application of quantitative methods to geographic problem solving. Statistical methods that are commonly used in geography studies and spatial analysis methods are introduced. Emphasis is placed on the application of analytical tools to real-world geographic problems and interpretation of analysis results. The course also teaches students one of the most widely used statistical software programmes for social sciences—SPSS. Topics include Analysis of Variance (ANOVA), regression models, factor analysis, spatial pattern analysis and cluster analysis, etc.

GEOG 4007 Applied Geomorphology (3,2,1) (E)
The course develops a student's knowledge and understanding of modern earth surface processes and landscape development. Emphasis is placed on human impacts on the natural landscape of Hong Kong. Special attention is given to methods of measurement, monitoring and interpretation of collected data from various natural environments. Fieldwork is an essential component.

GEOG 4015 Costal Environments and Processes (3,2,1)
Much of the territorial area of Hong Kong and southern China lies below sea level, yet few people are fully aware of how coastal processes operate or what marine resources and problems exist. This course will familiarise students with the processes that dominate local marine settings and introduces them to major coastal environments, especially in the Hong Kong region.

GEOG 4016 Energy Development in China (3,3,0) (E)
Prerequisite: GEOG 3007 Energy Problems and the Environment or consent of the instructor
Energy used to be a serious bottleneck in the economic development of China in the 1980s when the country first opened up to the outside world. In the past three decades, momentous changes occurred in the Chinese energy sector, including changes in the institutional framework—moving from state allocation to the market economy—and with respect to individual energy industries. By the mid-1990s, the problem of energy shortage had largely been resolved (which re-appeared in another form lately), yet the country has become a net oil importer, and is projected to import an increasingly larger amount in the future, with serious implications for the security of energy supply and future oil import outlay. The course takes a comprehensive survey of the Chinese energy sector, including the resource endowment, energy policy since the 1980s, the major energy industries like oil, coal, natural gas, electricity—HEP and nuclear included—and the international energy trade of China. Current issues such as the West-East Pipeline and looming energy security issues are also dealt with.

GEOG 4017 Geographical Information Systems (3,2,2) (E)
Prerequisite: GEOG 2015 Cartography
Geographical Information System (GIS) is an information system that is specially designed for handling spatial (or geographical) data. It combines a set of interrelated sub-systems that are designed to create, edit, manipulate, analyse and display data both in text and graphic formats. GIS supports spatial analysis and modelling within the discipline of geography (e.g. location, proximity, and spatial distribution), making it a vital tool for modern geography.

GEOG 4025 Geographical Imaginations (3,2,1) (E)
The course introduces geography students to the major philosophical and methodological discussions in the field. “What do geographers do?” “How do they differ from other social scientists such as economists and sociologists?” “How are geography works influenced by different schools of philosophical thought?” This course attempts to answer these questions by
investigating the main trends in Western geographic thinking since the 20th century. Also, a brief introduction to Chinese geographic thought is provided.

GEOG 4026 Geography of Economic Development (3,3,0) (E)
This course provides an in-depth understanding on development issues. A variety of theories and strategies on economic development are investigated. Special emphasis is given to the development experience of Asian countries, in particular Hong Kong, Singapore and South Korea. The notion of globalization and its impact on regional economic development will be examined.

GEOG 4027 Geography of Environmental Hazards (3,3,0) (E)
Environmental hazards such as earthquakes, volcanic eruptions, flooding, landslides, typhoons and air/water pollution have a huge impact on our lives and, with a growing world population, there is an increasing need to understand how these hazards can be reduced. This course introduces environmental hazard research in a geographical context. The course provides a comprehensive introduction to the causes of climatic and geological hazards and environmental health hazards, and human responses and adjustments.

GEOG 4035 Geography of Transportation (3,2,1) (E)
This is an introductory course on transportation geography. It first introduces the economical and spatial concepts underlying transportation geography and transportation systems. Next, the development history and experience of China’s transportation systems will be outlined and discussed. Basic concepts of logistics and geography will be introduced and form the basis for discussion of Hong Kong as a transportation hub. This is followed by the introduction of two important transportation analysis methods: spatial interaction and network analysis. Next, characteristics of urban travel and problems related to urban transportation are outlined. The final module of the course deals with the externalities of transportation activities in the context of sustainable transportation and policies that may mitigate traffic congestion and meet the objective of sustainable development.

GEOG 4036 Political Geography (3,3,0)
This course examines how geographical factors affect political organization at the national and international level. The effects of geographic elements such as territory, population, boundaries, and distance from the sea are covered, followed by a treatment of the capital, the core area of a state, selection of a unitary or federal form of government, emergence of the Third World following the dismemberment of the colonial empires, supra-national organizations, and the complex issues involved in the law of the sea treaty. Moreover, certain major theories in political geography and globalization are presented.

GEOG 4046 Remote Sensing and Image Interpretation (3,2,2) (E)
Remote sensing is defined as the science and art of acquiring information about material objects without being in touch with them. These measurements are possible with advanced airborne and space-borne remote sensing platforms and sensors that are capable of observing any part of the world frequently with various details. It is discovered that each earth cover has its own spectral reflectance characteristics. The characteristics are so unique that they are called “signature” which enable us to discern the objects from its intermixed background. The final remote sensing process is completed by the analysis of the data using image interpretation and image processing techniques. Some key elements, or cues from the imagery, such as shape, size, pattern, tone or colour, shadow and association, are used to identify a variety of features on earth. The techniques of image interpretation can be further enhanced by the techniques of image processing that can restore, enhance and extract geographical information from original remote sensing images. These altogether yield valuable information on earth resources and living environment of human beings.

GEOG 4047 Resource Management in China (3,2,1) (E)
This course introduces the concepts, knowledge and skills in natural resource evaluation and management, with the emphasis the real-world cases in China. The course is presented in two major parts. The first part begins with the introduction to the concepts about the natural resources and their distribution in China. This is followed by an extensive study on methodology for land and water resource evaluation. The second part presents details about the nature, distribution and utilisation of natural resources in China. Environmental conservation and sustainable development in relation to natural resources are also discussed. Laboratory work for this course focus on resource assessment methods with the aid of remote sensing and geographical information system (GIS) technology.

GEOG 4055 Rural and Agricultural Development in China (3,2,1) (C)
This course employs a geographical perspective to investigate issues concerning rural and agricultural development in contemporary China. Focus is put on the social and economic spheres and how the dynamics of change since 1978 have affected these spaces. A variety of spatial variations on development experiences are investigated to show how space makes a difference.

GEOG 4056 Selected Topics in the Geography of China (Human Geography) (3,3,0)
This course involves an in-depth study of selected issues in the contemporary geography of China. The major socio-economic topics or physical/environmental topics to be discussed have been intentionally designed to be flexible.

GEOG 4057 Selected Topics in the Geography of China (Physical and Environmental Geography) (3,3,0)
This course involves an in-depth study of selected issues in the contemporary geography of China. The major socio-economic topics or physical/environmental topics to be discussed have been intentionally designed to be flexible.

GEOG 4065 Energy Policy and Analysis (3,3,0) (E)
Prerequisite: GEOG 3007 Energy Problems and the Environment or consent of the instructor
Partly built upon GEOG 3007 Energy Problems and the Environment, this course focuses on the construction of national energy policies. Apart from the factors discussed in the previous subject, other factors that affect the formulation of a national energy policy are treated, including pattern of sectoral consumption of energy, energy intensiveness of economy, pollution problems of energy and the role of the non-conventional sources such as wind, solar and geothermal energy. Case studies of energy policies of selected Asian countries are covered, together with substantial research on an energy topic.

GEOG 4066 Seminar in Environmental Planning and Management (3,3,0) (E)
Prerequisite: GEOG 3017 Global Environmental Issues and Sustainability; GEOG 3007 Energy Problems and the Environment; GEOG 3015 Geography of Health and the Environment or consent of the instructor
This course starts with a comprehensive introduction to the major principles and approaches of environmental planning and management. This is followed by in-depth analysis of several classical local environmental planning and management cases. The final part of this course will focus on the green urbanism theme by discussing how environmental planning and management profession can help to develop a sustainable low carbon city.
GEOG 4067 Seminar in Social Justice and the City (3,3,0)
It starts with interrogating some concepts related to the ways cities have developed over time. The general discussion is complemented by a brief discussion of the Hong Kong situation. It then joins the debate whether spatial justice exists ontologically different from social justice. It is in the interest of the course to develop a more dialectical understanding between social and spatial processes. A list of the social justice issues in the city is then enumerated. The method and techniques of handling these issues and, therefore, form the background for students to practise social justice in the field. These practice experiences are then interrogated in the class with the objective of formulating, more theoretically, a possible urban utopia that is socially just.

GEOG 4075 Seminar in Urban Geography (3,3,0)
Prerequisite: GEOG 3027 Urban Geography
This course discusses in depth selected topics of major concern in the Urban Geography and Urban Studies literature. The contents of the course vary from year to year, depending on the current research focus of the instructor. Possible topics to be examined included globalization, world cities and mega-urban regions, housing, inequality and residential differentiation, urban politics and conflict resolution, and new urbanism and sustainable urban development.

GEOG 4076 Urban Cultural Landscape (3,3,0)
This course looks into the urban landscape, specifically (1) its formation and evolution with time and space, (2) its symbolic meanings and effects on urban living, as well as (3) issues in relation to its planning and design.

GEOG 4077 Urban Development and Planning (3,2,1) in Hong Kong
Urban Hong Kong has developed rapidly since the 1950s. The built environment has expanded from one concentrated on two sides of the Victoria Harbour to one encroaching into the New Territories and even spreading across the boundary to Shenzhen. What are the salient features of this urban development, both in the inner city and at the periphery? Is it business-biased? Is it over-dominated by the property sector? How to interpret its growth pattern and dynamics? What is the role of the Hong Kong Government? What is urban planning? This course will be of interest to anyone who dares to know more about urban Hong Kong and develop an urban model within the broader contexts of China, Asia and the West.

GEOG 4085 Urban Development in China (3,3,0) (E)
This course introduces students to China’s immense urban transformation process. The course is divided into three parts. Part A briefly reviews the urbanization process. It deals with questions such as the nature of the urbanization process before and after reform, and the question of hukou and rural to urban migration. Part B is on the internal structure of Chinese cities, focusing on urban land development. China’s changing land use structure will be studied from various theoretical and methodological perspectives. Part C deals with on China’s urban housing. The changing pattern of housing consumption is analysed in light of changing institutional contexts and China’s phenomenal economic growth.

GEOG 4086 Urban Planning (3,2,1) (E)
This course introduces students to the field of urban planning. What are the concerns of urban planners? How do they make sense of the problems? What sort of skills is required of urban planning professionals? What are the effects of the urban planning process on the development of our urban areas? Initially, this course approaches urban planning by a historical analysis. We therefore, first, study how cities in Britain grew and developed since the industrial revolution. In doing so, we also trace the beginnings of “modern” Western urban planning, both as advocacies and “ideas” and as actual practices. In addition, the nature of urban planning, especially for the more recent periods, will be highlighted. Based on this preliminary understanding, we proceed to take stock of the various theories built to understand urban planning practices. In other word, the second part of the course deals with planning theory.

GEOG 4087 Natural Resource Evaluation and Policy Approaches (3,3,0)
This course introduces concepts and methods used to estimate the value of natural resources, and discuss how such information is used for the allocation, conservation, or transformation of those resources.

GEOG 4095 Transnational Urban Futures (3,*,*)
In this path-breaking course, HKBU students will co-produce knowledge with students at Georgia State University. The two groups will meet in Atlanta, USA and spend up to two weeks learning about, and researching how non-government organisations that are “faith-based” influence neighbourhoods, community, and the urban futures of Atlanta. The two groups then travel to Hong Kong and spend two weeks learning about, and researching how Hong Kong faith-based organisations influence neighbourhoods and urban futures in Hong Kong.

GEOG 4898-9 Honours Project (3,*,*)
Prerequisite: GEOG 3005 Field Camp
This is an independent honours project to be taken during the final year of study and normally concerns a particular geographic problem relating to Hong Kong. The project topic is to be selected in consultation with a department adviser. Evidence of original research and presentation of professional quality is generally required.

GEOG 7010-40 Advanced Seminar on Contemporary Geographic Research
Geography encompasses a wide range of approaches to research, reflecting the diverse nature of the discipline. This course attempts to expose students to this variety, and to broaden students understanding of our human and physical environment. Emphasis is placed on the development of concepts when carrying out research and on the development of methodologies, by using case examples of geographic research.

GEOG 7310 Environmental Contaminants and Health Risk Assessment
The course is designed to identify, characterize and evaluate environmental contaminants as they are related to human health. Topics include biological, chemical and physical contaminants (both well-known and emergent ones) in air, food, soil and water. The behaviour of these contaminants will be discussed. Methods of environmental health risk assessment and risk management will be introduced; and policy to eliminate the effects of exposure to environmental contaminants will be addressed.

GEOG 7510 Resource and Environmental Management in China
The course introduces the concepts, knowledge and skills in analysing the environmental and resource management issues in China in five broad areas. Firstly, the course begins with a general survey of the environment-resource-population-development system of China. Secondly, it sets the background for an understanding of the basic environmental issues confronting China today, especially those problems associated with energy uses, water pollution, land degradation, and deforestation. Thirdly, the course discusses the development of the environmental management system in China, and the factors which affect the way regulators and polluters alike have responded to China’s environmental controls. Fourthly, the course examines the societal responses to resource and environmental problems, particularly on the awareness and participation of the general public in resource conservation and environmental protection. Finally, the course concludes with an examination of China’s Agenda 21 and strategies for sustainable development.
GEOG 7520 Urban and Regional Development (3,3,0) (E) of China
The course provides students with an in-depth understanding of China's regional development and urban issues. Economic reform since 1979 has shifted China from a planned economy to one driven by market forces. Consequently, economic development has not only re-established cities' function as economic central places but also generates disparities between urban and rural, and different regions. These changes have generated heat discussions on the country's urbanization and regional development strategy. This includes debates on city size, small-town strategy and the abolition of special economic zones. This course introduces students to these discussions and also recent literature on the topic.

GEOG 7530 Graduate Seminar on Geography (3,3,0) (E) of China
Geographical and environmental concerns underpin much of contemporary China. This graduate seminar allows students to develop an in-depth understanding of selected topics on the geography of China. Students are expected to conduct critical reviews of the latest theoretical and empirical works and undertake a limited research project.

GEOG 7540 Energy Development in China (3,3,0) (E)
In the past two decades, momentous changes occurred in the Chinese energy sector, including changes in the institutional framework—moving from state allocation to the market economy—and with respect to individual industries. By the mid-1990s, the problem of energy shortage had largely been resolved, yet the country had become a net oil importer, and is projected to import an increasingly larger amount in the future, with serious implications for the security of energy supply and future oil import outlay. The course takes a comprehensive survey of the Chinese energy sector, including the resource endowment, energy policy since the 1980s, the major energy industries like oil, coal, natural gas, electricity—HEP and nuclear included—and the international energy trade of China. Current issues such as the Three Gorges Dam and the West-East Pipeline are also dealt with.

GEOG 7560 Rural and Agricultural Development (3,2,1) (C) in China
An examination of (1) the physical and historical factors affecting China's agriculture, (2) institutional changes since 1949 in China's rural sector, and (3) underlying contemporary problems and programmes concerning agricultural growth and rural development. Field study in China may be required.

GEOG 7570 Urban Development in China (3,3,0) (E)
This course will provide an insight into the internal structure and external linkage of Chinese cities, and analysis of problems, policies and reforms in China's urbanization and urban economy. Field study in China may be required.

GERM 1005 German I (3,3,0) (G)
This course aims to introduce the German language and culture to beginners. It combines linguistic and communicative skills with a balanced emphasis on reading, writing, speaking and listening. Special stress is placed on mastering the sound system and the basic grammatical forms, as well as building basic receptive and productive skills in German for effective daily communication. The course also helps students develop their critical thinking through in-class discussions about cultural dimensions of the language and acquire strategies to learn “how to learn German”. The aim is for them to reach EU level A1.1.

GERM 1006 German II (3,3,0) (G)
Prerequisite: GERM 1005 German I or equivalent
This is a continuation of German I. The course will introduce the German language and culture relating to travelling and work. Students will learn to communicate effectively in everyday situations such as travelling and shopping, finding jobs, and consulting doctors. An integrated approach to language skills will be adopted, and materials and activities that are relevant to travelling or studying in Germany will be presented in context. They will encounter relatively more difficult texts and be able to express themselves in more complex structures. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as jobs, leisure time and environmental protection. By the end of the course, they should be able to reach EU level A1.2.

GERM 1008-9 European Language in Context I (8,4,8) (G) (German)
This course is designed for the German stream of the European Studies programme. It seeks to introduce the German languages in the context of living, studying and working in the German speaking areas of Europe. At the end of this course students achieve the A2-Level of Competence of the Common European Framework of Reference for Languages (CEFR) as laid down by the Council of Europe.

GERM 1610 German I (3,3,0) (G)
This course aims to introduce the German language and culture to beginners. It combines linguistic and communicative skills with a balanced emphasis on reading, writing, speaking and listening. Special stress is placed on mastering the sound system and the basic grammatical forms, as well as building basic receptive and productive skills in German for effective daily communication.

GERM 1620 German II (3,3,0) (G)
Prerequisite: GERM 1610 German I or equivalent
This is a continuation of German I. The course will introduce the German language and culture relating to travelling and work. Students will learn to communicate effectively in everyday situations such as travelling and shopping, finding jobs, and consulting doctors. An integrated approach to language skills will be adopted, and materials and activities that are relevant to travelling or studying in Germany will be presented in context. They will encounter relatively more difficult texts and be able to express themselves in more complex structures. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as jobs, leisure time and environmental protection. By the end of the course, they should be able to reach EU level A1.2.

GERM 2005 German III (3,3,0) (G)
Prerequisite: GERM 1606 German II or GERM 3005 Business German or equivalent
This is a continuation of German II. The course will present the German language and culture in greater depth to advanced beginners. It offers a balanced range of language skills through further syntax acquisition: reading and text analysis, oral expression and communicative skills. Giving directions, good customer service, going shopping and to parties are general situations for using simple German. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as lifestlyes. They should be able to reach EU level A1.2 by the end of the course.

GERM 2006 German IV (3,3,0) (G)
Prerequisite: GERM 2005 German III or equivalent
This course further develops the students' basic knowledge of German grammar and vocabulary beyond the intermediate stage. They will learn to use their German more independently in writing, listening and speaking. They will also learn to engage successfully in small talk at home, in class, at work, in sports and parties. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as German manners and dealing with problems and complaints.
They will expand their vocabulary to more than 1,200 words and master all the grammatical structures for communicating in everyday life of the EU level A2.1.

GERM 2008-9 European Language in Context II (8,4,8) (German)
Prerequisite: GERM 1008-9 European Language in Context I (German)
This course is the continuation of GERM 1008-9 and aims to equip students to pursue academic studies as well as internships in the German speaking areas of Europe during year III. To this end, the course will help the students to reach a sufficient and autonomous level in spoken and written German language; collect useful information about German civilization and contemporary society; and last but not the least, acquire the right attitudes that will enhance their learning and communication strategies. Students at the end of this course achieve the B2-Level of Competence of the Common European Framework of Reference for Languages (CEFR) laid down by the Council of Europe.

GERM 2111-2 European Language II (German) (8,4,8)
Prerequisite: GERM 1111-2 European Language I (German)
This is a continuation of the Year I courses (GERM 1111-2). The objective is to prepare students for the study and internship year in Europe. The following overseas year (academic study and, possibly, internships) requires a continued intensive, skills-oriented language course with at least twelve contact hours per week. The aspect of area background studies will be intensified in line with EURO 2110/EURO 3120. In the second semester particular attention will be paid to the socio-cultural environment students can expect to find during the year in Europe. Supplementary guided self-access studies continue to be obligatory with an additional minimum of three hours per week and are monitored by the language teaching staff. This course is open to European Studies majors only.

GERM 2620 German III (3,3,0) (G)
Prerequisite: GERM 1620 German II or GERM 3630 Business German or equivalent
This is a continuation of German II. The course will present the German language and culture in greater depth to advanced beginners. It offers a balanced range of language skills through further syntax acquisition: reading and text analysis, oral expression and communicative skills. Giving directions, good customer service, going shopping and to parties are general situations for using simple German. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as lifestyles. They should be able to reach EU level A1.2 by the end of the course.

GERM 2630 German IV (3,3,0) (G)
Prerequisite: GERM 2620 German III or equivalent
This course further develops the students’ basic knowledge of German grammar and vocabulary beyond the intermediate stage. They will learn to use their German more independently in writing, listening and speaking. They will also learn to engage successfully in small talk at home, in class, at work, in sports and parties. The course also helps students develop their critical thinking through in-class discussions about cultural issues such as German manners and dealing with problems and complaints. They will expand their vocabulary to more than 1,200 words and master all the grammatical structures for communicating in everyday life of the EU level A2.1.

GERM 3005 Business German (3,3,0) (G)
Prerequisite: GERM 1005 German I or equivalent
In this course, students will further develop all four skills of listening, speaking, reading and writing, and continue to review and learn additional grammar points. Emphasis will be given to writing and speaking fluently for business purposes. Students will also learn more about German businesses and their cultures, as well as the German code of business and ethics. The aim is for them to reach EU level A1.2.

GERM 3006 Creative Writing in German (3,3,0)
Prerequisite: GERM 1006 German II or GERM 3005 Business German or equivalent
The course explores creative writing in three primary genres: short stories, poetry and drama. Students will examine exemplary works in the context of writing, and they will write, discuss and revise their own works in each genre. As they study the works of famous exemplary writers and develop their own style, they learn more about the elements in each genre and gain a deeper understanding of German culture. Students will finally organize their own exposition in a library foyer in Hong Kong at the end of the course. Classes will be conducted in German and English.

GERM 3007 German Language, Culture and Society (3,3,0) (G)
This course aims to let students explore/understand crucial aspects of modern German culture and society. They will learn to understand the source of behaviour, customs and attitudes, while comparing it with Hong Kong, and respective mainland Chinese behaviour. The Cultural historian Prof Hermann Bausinger notes in the preface of his book *Typisch deutsch* that common definitions of what “German” is include many stereotypes and prejudices. However, it is not possible to make a clear-cut distinction between stereotypes and reality. Moreover, one has to consider the way other nationalities look at what is considered typically German in order to find out whether it is true or not.

GERM 3111-2 European Language III (German) (2,2,0) (G)
Prerequisite: Internship year in Europe or equivalent
Depending on the acquisitional level reached during their internship year abroad, students will further develop their oral/aural and reading/writing skills within an integrated communicative approach. The course will systematically focus on topics related to the social sciences (German area studies) and students’ own research for the honours projects. Remedial work on selected grammatical aspects on the upper-intermediate level will be included. The class is held entirely in German. Up-to-date reading lists and structured assignments will be presented each semester on the course homepage. This course is open to European Studies majors only.

GERM 3630 Business German (3,3,0) (G)
Prerequisite: GERM 1610 German I or equivalent
In this course, students will further develop all four skills of listening, speaking, reading and writing, and continue to review and learn additional grammar points. Emphasis will be given to writing and speaking fluently for business purposes. Students will also learn more about German businesses and their cultures, as well as the German code of business and ethics. The aim is for them to reach EU level A1.2.

GERM 3640 Creative Writing in German (3,3,0)
Prerequisite: GERM 1620 German II or GERM 3630 Business German or equivalent
The course explores creative writing in three primary genres: short stories, poetry and drama. Students will examine exemplary works in the context of writing, and they will write, discuss and revise their own works in each genre. As they study the works of famous exemplary writers and develop their own style, they learn more about the elements in each genre and gain a deeper understanding of German culture. Students will finally organize their own exposition in a library foyer in Hong Kong at the end of the course. Classes will be conducted in German and English.

GERM 3650 German Language, Culture and Society (3,3,0) (G)
This course aims to let students explore/understand crucial aspects of modern German culture and society. They will learn to understand the source of behaviour, customs and attitudes, while comparing it with Hong Kong, and respective mainland Chinese behaviour. The Cultural historian Prof Hermann Bausinger notes in the preface of his book *Typisch deutsch* that common definitions of what “German” is include many stereotypes and prejudices.
However, it is not possible to make a clear-cut distinction between stereotypes and reality. Moreover, one has to consider the way other nationalities look at what is considered typically German in order to find out whether it is true or not.

**GERM 4008-9 European Language in Context III (German)**

Prerequisite: Internship year in Europe or equivalent

Depending on the acquisitional level reached during their internship year abroad, students will further develop their oral/aural and reading/writing skills within an integrated communicative approach. The course will systematically focus on topics related to the social sciences (German area studies) and students’ own research for the honours projects. Remedial work on selected grammatical aspects on the upper-intermediate level will be included. The class is held entirely in German. Up-to-date reading lists and structured assignments will be presented each semester on the course homepage. This course is open to European Studies majors only.

**GLCB 2005 Understanding Chinese Business Environments**

This course aims at providing students with a general understanding of the business environments in China. It demonstrates how the business environments affect business strategies and operations in China. In addition, it also discusses the business strategies for Hong Kong-based firms in entering and doing business in China.

**GLCB 3005 Global Business Research**

Prerequisite: BUSI 3007 Business Research Methods or equivalent and MKTG 2005 Marketing Management (students who take MKTG 3005 Marketing Research in China will not be permitted to take this course)

This course enables students to build up solid theoretical and practical foundations for doing business research in order to assist managerial decision making for the Chinese market. Students will learn how the unique Chinese environments affect the research process. They will also learn how to systemically apply qualitative and quantitative research approach in collecting and analysing data for business decision making. This course is not open to Marketing concentration students.

**GLCB 3008-9 Global and China Business Mentoring**

This course is designed to provide students with applied knowledge and understanding of business management in the fields related to Global business and China business through the guidance of industry experts and business leaders. Through this course, students will be offered ample opportunities to learn and grow and to better understand life in the business world. Upon completion of the course, students will acquire new insights through expanding learning horizons, and they will be able to develop greater career engagement.

**GLCB 4005 Seminar in Global and China Business**

Prerequisite: BUSI 3015 Business Management in China

This seminar provides students with an opportunity to explore and discuss current developments, problems and issues in China business. Veteran practitioners from various fields in China business will be invited to give students an understanding of their experiences and discuss practical issues with them. It aims to allow students with their previous academic training in various courses in the BBA programme a chance to compare and combine theoretical knowledge with practical business requirements in China business.

**GLCB 4006 Managing Global Business**

Prerequisite: BUSI 3017 International Business

This course addresses issues facing managers in managing global business, particularly those for multinational corporations. Various important issues such as global expansion, transnational strategies are discussed in this course from a strategic perspective.

**GLCB 4007 Practice of International Trade and Investment**

Prerequisite: BUSI 3017 International Business

Import and export has long been an important business activity. While global sourcing and multinational purchasing continue to be an integral part of a global economy, international investment is of growing importance to contemporary business firms. This course provides a comprehensive and in-depth analysis of international trade and investment theories and particularly practices. Students will be able to develop a good understanding of theories and particularly practices of international trade and investment to help them make informed and profitable business decisions.