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) eflect 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.
http://ge.hkbu.edu.hk/course/GCVM-1085/

GDAR 1005 中國俠義精神與現代世界 (3,2,1) (C)
Chinese Knight-errant Heroism
and the Modern World

The course will explore an important aspect in Chinese culture and society throught 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 emphases on the sense of moral responsibility (當仁不讓，見義勇為), the use of un-authorized force (taking law into one's own hands), and the manly tragic aesthetics. Its relevance in modern society and its contrast with the regard of rule by law will also be discussed.
http://ge.hkbu.edu.hk/course/GDAR-1005/

GDAR 1006 中國文學與大眾文化 (3,2,1) (C)
Life Style, Chinese Literature, Mass Culture

本科探討建築、飲食、電影、服飾等大眾文化類型在具體文學文本中的呈現，大眾文化如何影響文學的書寫，以及大眾文化與文學之間的關聯對人們的生活方式所造成的影響。
The course will investigate (1) how mass culture—e.g. architecture, food, movies, clothing—are represented in literature; (2) how mass culture influences literary writing; and (3) how the relationship of literature and mass culture makes an impact on our life style.
http://ge.hkbu.edu.hk/course/GDAR-1006/

GDAR 1007 儒家文化的回溯與展望—— (3,2,1) (C)
韓劇的啟示
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化下的作用和變化。本科採用不同題材的韓國電視劇，包括歷史傳記、愛情文藝、家庭倫理等劇種，通過分析劇中古今人物的思想行為模式，討論儒家文化在韓國的重要性，比較韓國儒家文化與儒家原典記載的差異。
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.
http://ge.hkbu.edu.hk/course/GDAR-1007/

GDAR 1015 世界文化遺產與中國旅遊文學 (3,2,1) (C)
Understanding Chinese Literature through
World Cultural Heritage in China

遊觀文學是中國文學中的精華，世界自然文化遺產是自然和人文之美的結合。本課程從中國的世界自然文化遺產中選出六處歷代文人描寫較多的景觀，按每一處選擇記遊的詩歌、散文名篇若干，聯繫與該處遺產有關的歷史、地理、宗教、科學、建築、園林、書法、雕塑、民俗等各種知識，講析作品內容和表現藝術。
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.
http://ge.hkbu.edu.hk/course/GDAR-1015/

GDAR 1016 Aesthetics, Youth, Action (3,3,0)

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 interests of the class.
http://ge.hkbu.edu.hk/course/GDAR-1016/

GDAR 1017 Improvisation Comedy for Better (3,3,0)
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 theatric 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 theatric 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)

"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)

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 analyses of examples 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   (3,2,1)
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)
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)
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 arguementation, 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   1046   Experiencing and Exploring Music   (3,3,0)
in Hong Kong**
This course will give student an opportunity to experience first hand and explore music in relationship to its role in our society. In each of the three weeks devoted to one type of music in Hong Kong (traditional, popular, classical, theatrical), students are expected to (1) acquire knowledge in such type of music, including its brief history and its general musical characteristics; (2) reflect on the musical and aesthetical issues pertinent to the participated activity; and (3) relate the themed activity with current issues in Hong Kong's cultural scene.
http://ge.hkbu.edu.hk/course/GDAR-1046/

GDAR   1047   Jazz, Blues and Broadway   (3,3,0)
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   (3,3,0)
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)
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) (C)
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 exaimed 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)
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 (3,2,1) Quests in the Western Tradition

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 fulfilment.
http://ge.hkbu.edu.hk/course/GDAR-1075/

GDAR 1076 Sex, Gender and Chinese Thought (3,2,1)

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/corporeality 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)

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 (3,3,0) Translation

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 transferable skills from theatre practice to daily communications.
http://ge.hkbu.edu.hk/course/GDAR-1085/

GDAR 1086 Interlingual Communication: (3,3,0) English and Chinese

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) (P) 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 Biotechnology, Altering Nature, and (3,2,1) 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 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/

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/IGE-1806/

GDAR 1815 God, Creation and the Evolving (3,2,1) (P) 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/IGE-1815/

**GDAR 1817   Religion in the Development of City   (3,2,1)
                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, population and cultural ecessities, 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/

**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/IGE-1825/

**GDAR 1827   Understanding East Asian   (3,2,1)
                Transformation through Films (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/IGE-1827/

**GDAR 1835   Music, Mind, and Human   (3,3,0)
                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/

**GDAR 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 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/IGE-1837/

**GDAR 1865   Service Leadership and Emotional   (3,2,1)
                Intelligence (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/

GDAR 1866   Music, Science, and the Sublime (IGE)   (3,2,1)
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   (3,2,1)
                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/

**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 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-1885/

**GDAR 1886   Multimodal and Digital Literacies as   (3,3,0)
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 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   (3,3,0)
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/

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   (3,2,1)
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 (IGE) (3,3,0)
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 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/

GDAR 1926 Service Leadership and Meaning of (3,3,0)
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/

GDAR 1927 From Responsible Citizenship to (3,3,0)
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/

**GDAR 1945 Sharing Values: Interreligious Dialogue (3,2,1)
on Real Issues in Real Life (IGE)**

This interdisciplinary course aims to combine theoretical studies with experiential learning and reflection. The course will first introduce dialogical principles of deep-dialogue, critical-thinking, emotional-intelligence, and competitive-cooperation (Leonard J. Swidler), and then apply these principles to the discussion of some specific contemporary social issues from interreligious perspectives, such as environmental crisis, the gap between the rich and the poor, peace and religious violence, and gender equality and gay rights. The challenge of modernity and secular lifestyle to all religious traditions will be addressed as well.

The dialogical engagement of the course will also be supplemented by students' engagement in service leadership activities during the course, through which students will explore ways of taking action to create change and bridge differences at the interpersonal and social/community levels. Service activities will be an elective focus on one particular issue (environment, peace, poverty, gender or gay rights), according to the student's choice. Students will be assigned to work with relevant religious organizations and institutions in HK (Confucian, Buddhist, Daoist, Christian, and Islamic). The course will end with a mini conference on interreligious dialogue organized by students related to their experiences of service activities. Students will learn, through in-class studies and out-of-class activities that dialogue is not debate; dialogue requires learning to listen, asking critical questions of others and of oneself, and committing to understanding other perspectives and seeking cooperation.
http://ge.hkbu.edu.hk/course/IGE-1945/

**GDAR 1946 Service Leadership in Learning (3,3,0)
Communities (IGE)**

This course is intended for students of all academic disciplines. It is interdisciplinary by nature drawing on psychology, sociology and education. It aims to provide students with major theories of leadership (organizational psychology, sociology and business), service learning and learning community (education, management and sociology), and to equip them with necessary skills to act as service leaders in supporting youth undertaking community learning activities. The course will employ experiential and action learning approaches which are rooted in the integration of concepts and theories from the above-mentioned disciplines while involving in-class and out-of-class activities.

Under the context of the course, students will design and conduct community learning activities involving youth and older adults in different settings. After each activity, students will reflect on the experience collectively. Based on the reflection and what they have learned from the reflection, they will make plans for future activities and try them out. Through these learning experiences, students will analyze and apply the underlying principles of service leadership and appreciate their role in the process of community building. They will also develop critical awareness of the unique characteristics of the socio-cultural context and the processes of community building.

As part of the learning process, students are expected to allocate time off campus and outside lecture hours for planning and undertaking the community activities.
http://ge.hkbu.edu.hk/course/IGE-1946/

**GDAR 1947 Human Nature Through Poets' (3,2,1)
Eyes (IGE)**

Poetry is often understood as one of the most direct and authentic modes of expression for individual experience, as a way of communicating private joys and sorrows. While the impulse behind poetic composition is usually individual, though, the completed work can also be examined in terms of social roles and relationships. Even after they are composed poems continue to circulate throughout society, being quoted and adapted for other purposes.

The course is organized around several topics both fundamental to human experience and also popular subjects for poetry. These are love poetry; mystical poetry; war poetry; and dramatic poetry. There is a creative interlude halfway through for students to experiment with composing their own poems.

The main poetic texts will be selected from literary traditions around the world, and presented in English translation. There will be an emphasis on the rich tradition of Chinese poetry, which can be read in either the original or translation, or both, depending on student interest.

Students will be expected to compose an original poem based closely on models presented in class; give a presentation on a poem that elucidates its cultural context; and write essays exploring the literary and sociocultural significance of particular poems.
http://ge.hkbu.edu.hk/course/IGE-1947/

**GDAR 1955 Observing and Reckoning: (3,2,1)
Protoscience and the Knowledge
of Nature (IGE)**

This course aims to introduce students to the variety of ways that humans have strived to achieve accurate understanding of nature throughout history, by examining the common ground between traditional knowledge and the modern scientific practices which evolved from them.

Demonstrations will be based on the example of Chinese shushu ('techniques and calculations'), a broad range of divination-related disciplines based on the observation of pre-defined signs and on time reckoning calculations. While their application usually results in prognostication, some basic methods of shushu have been adopted as is by modern science.

To shed light on the process leading to a rigorous investigation of nature, examples from the history of science in Europe, such as the gradually autonomous evolution of astronomy out of astrology, will be presented as points of comparison.

The course will also show that divinatory and magical practices have not disappeared from contemporary societies, and will explore possible explanations for the coexistence of traditional methods with widely accepted scientific approaches.
http://ge.hkbu.edu.hk/course/IGE-1955/

GDBU 1005 Accounting for Business Decisions (3,3,0)

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 view point 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 form'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)
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