

meanings and effects on urban living, as well as (3) issues in relation to its planning and design.

GEOG 4077 Urban Development and Planning in Hong Kong (3,2,1)

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)

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)

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 (1,*,*)

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 (3,3,0)

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 (3,3,0)

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 of China (3,3,0)

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 of China (3,3,0)

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)

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 7560 Rural and Agricultural Development in China (3,2,1) (C)

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)

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 the 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 2005 German III (3,3,0) (G)

Prerequisite: GERM 1006 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 lifestyles. 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) (G) (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 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)

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.