SYLLABUSES FOR THE DEGREE OF BACHELOR OF ARTS

(N.B. 1. These syllabuses should be read in conjunction with the BA degree regulations.
2. On application to the various departments, undergraduates may obtain further details of courses and lists of books recommended for further study.)

CHINESE LANGUAGE ENHANCEMENT

Students are required to successfully complete the 6-credit Faculty-specific Chinese language enhancement course (CART9001) for graduation, except for

(a) Non-local Putonghua/Mandarin-speaking candidates who should successfully complete a CUND9xxx course; and

(b) Students who did not study Chinese language during their secondary education and have not reached the required proficiency level to take the Chinese language enhancement course should seek approval from the Board of the Faculty for exemption from the Chinese language enhancement requirement, and take a course in either Chinese language or Chinese culture offered by the Chinese Language Centre of the School of Chinese (CHIN95xx) in lieu.

CART9001. Practical Chinese for Arts Students (6 credits)

This course is designed to promote the students' professional use of Chinese language in the workplace. The course will familiarize students with modern Chinese grammar, the correction of mistakenly written Chinese characters and various types of practical Chinese writings in professional contexts. Students are required to complete a series of communication- rich oral and written assignments and an examination. Special emphasis is given to the style and rhetoric of reader-based writings to heighten students' linguistic sensitivity.
This course will be offered in the second semester of the third year.
Assessment: 50% coursework, 50% examination.

CUND9001. Basic Spoken and Written Cantonese for Mandarin Speakers (6 credits)

This intensive Cantonese language course is designed for Mandarin (Putonghua) speakers who have no prior knowledge of Cantonese. The course aims to assist students in mastering Jyutping, the Cantonese romanization system, while simultaneously cultivating students' ability to communicate effectively in Cantonese, both orally and in written form, across a variety of situational conversations. Throughout the course, students will be exposed to practical sentence structures and a wide range of useful vocabulary related to various aspects of daily life. Furthermore, the curriculum allows students to gain insight into Hong Kong culture.
Assessment: 70% coursework, 30% examination.

CUND9002. Practical Chinese and Hong Kong society (6 credits)

This course is specifically designed for the students from the Mainland. With Putonghua as the medium of instruction, it aims to underscore the characteristic styles and formats of practical Chinese writings in the workplace context in Hong Kong. Topics addressing the rhetorical strategies for reader-oriented professional writings are included to strengthen the students' command of the language. The evolution of Cantonese and the lexical and phonetic systems of this dialect will be explored. The local history and culture of Hong Kong will also be considered. On-site visits are organized to deepen the students' understanding of local traditions and, more importantly, to enhance their ability to appreciate and accept cultural and regional differences. Students will be able to apply the concepts and skills to accomplish

different tasks effectively and persuasively in diverse and complex issues in oral and written forms as well as to produce good-quality practical writing.
Assessment: 50% coursework, 50% examination.

CUND9003. Cantonese for non-Cantonese speaking students (6 credits)

This course is designed specifically for Putonghua speaking students that are proficient in the use of the Chinese language. It aimed at enabling students to learn the characteristics of Hong Kong written and spoken Chinese language, to discover the differences in vocabulary and expression between the Cantonese dialect and Putonghua. Through a comparative analysis of Putonghua and Cantonese, this course will familiarize students with traditional and simplified Chinese characters, strengthening their communication skills in everyday life, and to have a proper understanding of the culture, traditions and people in Hong Kong. This course is essential to students who must adapt to lifestyle in Hong Kong within a short period of time.
Assessment: 60% coursework, 40% examination.

CUND9004. Practical Applied Chinese Writing and Oral Presenting for Non-local Mandarin Speaking Students (6 credits)

The course aims to cultivate non-local Mandarin-speaking students' logical thinking and critical thinking skills. Through the exploration of various interdisciplinary knowledge topics, students are encouraged to analyze and evaluate information, such as a variety of the essays mainly focusing on the important social and economic issues, as well as the movies released between 1995 and the present. The students will also be provided with opportunities to engage in writing, group discussions and presentation, allowing them to practice their critical thinking skills and develop their ability to express their thoughts effectively using Mandarin. CUND9004 will construct a coherent, sustainable, and in-depth content to help students build strong arguments, enhance their lexical and syntactic knowledge, as well as enhance their ability to analyze information, construct well-reasoned arguments, and make informed decisions.
Assessment: 70% coursework, 30% examination.

ENGLISH LANGUAGE ENHANCEMENT

CAES1001. Academic Communication in English (0 credit)

The course is designed to equip first-year undergraduate students with a solid foundation in academic English literacy to succeed in their university studies. The course is dedicated to nurturing students' competencies in an English-medium university environment and fostering their confidence in effective oral, written, and visual communication. This is achieved by cultivating students' critical reading skills, information literacy skills, and digital literacy skills for academic English learning. The course also provides students with a comprehensive understanding of academic rhetoric across different mediums, including written, spoken, and visual tasks. By familiarizing students with the key genres and communication conventions in university education, the course empowers students to apply the acquired knowledge and skills to Common Core Courses.
Assessment: 100% coursework.

English-in-the-Discipline (ED) Courses

BA, BA(GCIN), BA(HDT) and BA&BEng(AI&DataSc) students can take any of the following courses to satisfy the ED requirement. The course descriptions indicate for which majors each course is most appropriate. More than one course may be suitable for your major.

CAES9201. Academic English: Countries and Cultures (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, American Studies, Art History, China Studies, Chinese History and Culture, Chinese Language and Literature, Comparative Literature, European Studies, Gender Studies, Global and Area Studies, Global Creative Industries, Hong Kong Studies, Japanese Studies, Korean Studies, a modern language, and Music. The primary aim of CAES9201 is to enable students to read texts on cultures, history and politics, and to use a range of rhetorical features to produce persuasive disciplinary essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

CAES9202. Academic English: Literary Studies (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), and BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, Art History, Comparative Literature, English Studies, Art History, and Translation. The primary aim of CAES9202 is to enable students to read English fiction and literary criticism, and to use a range of rhetorical features to produce persuasive disciplinary essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

CAES9203. Academic English: Philosophy and the History of Ideas (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), and BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, Philosophy; students of other majors such as Art History, Chinese History and Culture, Comparative Literature, Chinese History and Culture, Art History and Gender Studies will find the history of ideas element of the course useful. The primary aim of CAES9203 is to enable students to read texts on philosophy and the development of influential, critical ideas (e.g. Marxism, liberalism, critical theory), and to use a range of analytical and rhetorical techniques to produce persuasive disciplinary essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

CAES9204. Academic English: History (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, American Studies, Art History, China Studies, Chinese History and Culture, European Studies, Gender Studies, History, Hong Kong Studies, Japanese Studies, Korean Studies, or Music. The primary aim of CAES9204 is to enable students to read history texts, and to use a range of rhetorical features to produce persuasive disciplinary

essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

CAES9205. Academic English: Language Studies (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), and BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, Chinese Language and Literature, English Studies, General Linguistics, Language and Communication, a modern language, and Translation. The primary aim of CAES9205 is to enable students to read linguistics and translation texts, and to use a range of rhetorical features to produce persuasive disciplinary essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

CAES9206. Academic English: Creative and Visual Arts (6 credits)

This course aims to help students develop the English language skills they need to succeed in their major. The course is open to all BA, BA(GCIN), and BA(HDT) and BA&BEng(AI&DataSc) students, but is most relevant to the needs of students majoring in, or intending to major in, Art History, Comparative Literature, Art History, Gender Studies, Global Creative Industries, and Music. The primary aim of CAES9206 is to enable students to read texts on creative and visual arts, and to use a range of rhetorical features to produce persuasive disciplinary essays. The course has a substantial secondary focus on the development of disciplinary speaking and listening skills.
Assessment: 100% coursework.

ARTIFICIAL INTELLIGENCE LITERACY COURSE

AILT1001. Artificial Intelligence Literacy I (3 credits) [pending approval]

Artificial Intelligence (AI) literacy is essential for navigating our modern society effectively and responsibly. This course provides students with the skills and knowledge needed to understand AI concepts, interact with AI systems, and critically evaluate their impact. Through lectures, online learning activities and a practical project, students will explore the ethical, social, and technological dimensions of AI, preparing them to make informed decisions in a world that is increasingly AI-driven.
Assessment: 100% coursework.

MAJORS AND MINORS OFFERED BY THE FACULTY OF ARTS

Unit	Major	Minor
School of Chinese		
Chinese History and Culture	√	√
Chinese Language and Literature	√	√
Hong Kong Studies	√	√
Translation	√	√
Chinese Language and Culture (for International Students and Non-Chinese Speaking Local Students)		√
School of English		
English Studies	√	√
School of Humanities		
Art History	√	√
Comparative Literature	√	√
Gender Studies	√	√
General Linguistics	√	√
History	√	√
Music	√	√
Philosophy	√	√
School of Modern Languages and Cultures		
Global and Area Studies	√	
Japanese Studies	√	
Korean Studies	√	√
Arabic		√
French		√
German		√
Italian		√
Japanese Culture		√
Japanese Language		√
Portuguese		√
Spanish		√
Swedish		√
Thai		√
Centre of Buddhist Studies		
Buddhist Studies		√
Faculty of Arts		
Global Creative Industries	√ (as a Second Major for non-BA(GCIN) students)	

SCHOOL OF CHINESE

The School of Chinese offers courses in Chinese language, literature, history, and culture as well as translation and Hong Kong studies which appeal to those with a particular interest in the study of Chinese and the literary and cultural interaction with the modern world. Courses are normally taught in Chinese. Students following these courses will develop a great language and analytical ability combined with a breadth of knowledge of and cultural and literary approaches in Chinese studies.

In addition, the School contributes to the teaching of the double degree programme of the BA&BEd(LangEd)-Chin and offers courses to international and non-Chinese speaking local students (refer to **Courses for International and Non-Chinese Speakers**).

Four majors and minors are offered in which students are required to take the prerequisite course(s) in the specified programme below. In addition, they should also take a certain number of introductory courses in the first two years and advanced courses in subsequent years.
Students can choose to major or minor in the following programmes:

(i) **Chinese Language and Literature**
(ii) **Chinese History and Culture**
(iii) **Hong Kong Studies**
(iv) **Translation**

ASSESSMENT

Each course will be examined by a written paper of not more than 2-hour duration except those courses which are assessed by 100% coursework.

Not all the courses listed below will be offered every year. Students should refer to the course handbook for a list of courses on offer each year. The course components for the majors and the minors are as follows:

CHINESE LANGUAGE AND LITERATURE

Major (72 credits)
(A) Prerequisite courses: (12 credits)
(B) Introductory courses: (12 credits)
(C) Advanced courses: (42 credits)
(D) Capstone experience course (6 credits): This is a graduation requirement applicable to majors which can be fulfilled by taking a course listed under "Capstone experience courses". It is designed to allow students to advance their analytical thinking by permitting the application of disciplinary knowledge and principles learned in their earlier years of studies.

Minor (36 credits)
(A) Prerequisite course: (6 credits)
(B) Introductory courses: (12 credits)
(C) Advanced courses: (18 credits)
No Capstone experience course is required.

(A) <u>Prerequisite courses</u>

Students must attain a Level 5 or above either in Chinese Language or Chinese Literature in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, or an equivalent standard in another public examination, for admission to CHIN1116, CHIN1117, CHIN1123, CHIN1127, CHIN1103, CHIN1118, CHIN1119, CHIN1121, and CHIN1126. Majors should complete **two** prerequisites, one

from each of the following Chinese Language and Chinese Literature prerequisite courses whereas minors are to complete any **one** of the prerequisite courses.

Chinese Language Prerequisites

CHIN1116. General introduction to modern Chinese language (6 credits)

This course provides students with a fundamental understanding of modern Chinese, with emphasis on the study of characters, pronunciations, and grammar. Students are expected to firmly grasp the general principles of modern Chinese language.
Assessment: 50% coursework, 50% examination.

CHIN1117. General Introduction to classical Chinese language (6 credits)

This course provides a comprehensive introduction to the linguistic features of classical Chinese, laying special emphasis on the lexical and grammatical aspects. Aside from fundamental theoretical principles, the course will also foster students' perceptual knowledge towards the language through reading representative texts from different periods of time. By completing the course, students are expected to attain a higher level of competence in classical text reading.
Assessment: 50% coursework, 50% examination.

CHIN1123. The story of Mandarin (6 credits)

This course will introduce students to the history and origin of the historical form of Mandarin—Guanhua and examine the nature of Guanhua and Mandarin, as well as the relationship and mutual influence between, Guanhua, Mandarin, Putonghua and the Chinese dialects from the perspective of Sociolinguistics.
Assessment: 100% coursework.

CHIN1127. Introduction to Chinese linguistics (6 credits)

This course makes an introduction to Chinese linguistics through an analysis of Chinese language facts. The origin, characteristics, operation rules and mechanisms of Chinese are thoroughly introduced so that students' understanding of Chinese linguistics can be raised from the perceptual cognition to the rational cognition. By completing the course, students will also be able to utilize the research skills and methods to analyze some Chinese facts by obtaining a profound understanding of Chinese linguistics.
Assessment: 100% coursework.

Chinese Literature Prerequisites

CHIN1103. Introduction to standard works in modern Chinese literature (6 credits)

The historical development of modern and contemporary Chinese literature is comprehensively introduced. The standard works and selected texts of represented writers including Lu Xun, Wu Shi, Zhang Ailing, and Bai Xianyong will be studied and appreciated through different perspectives.
Assessment: 50% coursework, 50% examination.

CHIN1118. Introduction to classical Chinese literature (6 credits)

This course offers a comprehensive study of classical Chinese literature, providing a broad overview of its development from the pre-Qin period to the Qing Dynasty. It highlights significant writers, their contributions to literary development, and their representative works. The course also delves into the defining characteristics of various literary genres—such as prose, poetry, and fiction—within specific dynasties or historical periods, complemented by close readings of selected texts. Designed to deepen students' knowledge, the course aims to cultivate their interest and enhance their skills in understanding, analyzing, appreciating, and critically engaging with key literary topics and issues.
Assessment: 60% coursework, 40% examination.

CHIN1119. Introduction to literary studies (6 credits)

This course introduces students to basic concepts and themes of literature. Through a general survey of key concepts of literature, this course focuses on promoting students' abilities in comprehending, analyzing and commenting on Chinese literary works. Students will learn how to define and identify a range of interpretative approaches in the critical reading on literary texts (i.e. poems, novels, dramas, etc.). After taking this course, students will gain an analytical ability of reading literary text and nurture further intellectual curiosity in literature and literary studies.
Assessment: 50% coursework, 50% examination.

CHIN1121. Introduction to contemporary Chinese literature (6 credits)

This course introduces students to the overall development of contemporary Chinese literature since the 1950s, including Hong Kong, Taiwanese and Malaysian Chinese literature, through representative writers and their works in various forms. The selected works will be critically discussed through 20th century literary and critical theories, as well as closely examined with regard to the social, cultural and historical issues and literary movements/schools in contemporary China.
Assessment: 100% coursework.
Non-permissible combination: HKGS1002

CHIN1126. Introduction to classical Chinese popular literature (6 credits)

Popular literature was a great impetus for the development of literature in traditional China. By investigating various genres of popular literature with an emphasis on their historical developments, literary values and social significance, we will revisit the definition and boundary of the so-called "lowbrow literature" as well as its dialectical relationship with "highbrow literature." The genres to be examined in this course include folksongs, bianwen (transformation texts), fiction, opera, oral-performance, etc.
Assessment: 50% coursework, 50% examination.

(B) <u>Introductory courses</u>

CHIN1103. Introduction to standard works in modern Chinese literature (6 credits)

The historical development of modern and contemporary Chinese literature is comprehensively introduced. The standard works and selected texts of represented writers including Lu Xun, Wu Shi, Zhang Ailing, and Bai Xianyong will be studied and appreciated through different perspectives.
Assessment: 50% coursework, 50% examination.

CHIN1107. Creative writing (6 credits)

This course aims to foster interest in the great works of modern Chinese literature and to help students develop and sharpen their writing skills. It examines how writers and readers interact with literary works in general, and considers how meanings and effects are generated in modern poems, prose, and fiction in particular.
Assessment: 50% coursework, 50% examination.

CHIN1109. Introduction to Chinese women's literature (6 credits)

This course explores the historical development of Chinese women's literature from the Qin-Han period to contemporary China. The impact of various political, social, intellectual factors as well as the western trends and thoughts on women's literature are also investigated. The course provides students with an opportunity to study and appreciate women's literature in its various forms and styles through the examination of texts written by the most representative and best known women writers.
Assessment: 100% coursework.

CHIN1115. Study of the Confucian canons and modern society (6 credits)

Confucian canons enjoyed a high status in ancient Chinese society. This course provides students with a fundamental understanding of the classical Confucian canons, and the relationship between canonical studies and modern society. Students are expected to recognize the modern values of the study of the Confucian classics.
Assessment: 100% coursework.

CHIN1116. General introduction to modern Chinese language (6 credits)

This course provides students with a fundamental understanding of modern Chinese, with emphasis on the study of characters, pronunciations, and grammar. Students are expected to firmly grasp the general principles of modern Chinese language.
Assessment: 50% coursework, 50% examination.

CHIN1117. General introduction to classical Chinese language (6 credits)

This course provides a comprehensive introduction to the linguistic features of classical Chinese, laying special emphasis on the lexical and grammatical aspects. Aside from fundamental theoretical principles, the course will also foster students' perceptual knowledge towards the language through reading representative texts from different periods of time. By completing the course, students are expected to attain a higher level of competence in classical text reading.
Assessment: 50% coursework, 50% examination.

CHIN1118. Introduction to classical Chinese literature (6 credits)

This course offers a comprehensive study of classical Chinese literature, providing a broad overview of its development from the pre-Qin period to the Qing Dynasty. It highlights significant writers, their contributions to literary development, and their representative works. The course also delves into the defining characteristics of various literary genres—such as prose, poetry, and fiction—within specific dynasties or historical periods, complemented by close readings of selected texts. Designed to deepen

students' knowledge, the course aims to cultivate their interest and enhance their skills in understanding, analyzing, appreciating, and critically engaging with key literary topics and issues.
Assessment: 60% coursework, 40% examination.

CHIN1119. Introduction to literary studies (6 credits)

This course introduces students to basic concepts and themes of literature. Through a general survey of key concepts of literature, this course focuses on promoting students' abilities in comprehending, analyzing and commenting on Chinese literary works. Students will learn how to define and identify a range of interpretative approaches in the critical reading on literary texts (i.e. poems, novels, dramas, etc.). After taking this course, students will gain an analytical ability of reading literary text and nurture further intellectual curiosity in literature and literary studies.
Assessment: 50% coursework, 50% examination.

CHIN1120. Global approaches to Chinese literature (6 credits)

European and American (not to mention Japanese) scholars have played a key role in interpreting Chinese culture for a global audience. While their work has been grounded in Chinese scholarship, they have also offered original insights and new perspectives. This course aims to introduce key monuments of Chinese literature as they have been translated and interpreted globally, from the Confucian classics up to Story of the Stone. Special topics may include comparison between Chinese and Western literary genres, and the importance of material culture.
Medium of Instruction: English
Assessment: 100% coursework.

CHIN1121. Introduction to contemporary Chinese literature (6 credits)

This course introduces students to the overall development of contemporary Chinese literature since the 1950s, including Hong Kong, Taiwanese and Malaysian Chinese literature, through representative writers and their works in various forms. The selected works will be critically discussed through 20th century literary and critical theories, as well as closely examined with regard to the social, cultural and historical issues and literary movements/schools in contemporary China.
Assessment: 100% coursework.
Non-permissible combination: HKGS1002

CHIN1122. Chinese literature in the twentieth century (6 credits)

This course aims to provide students with a deep understanding on the study of Chinese literature around the world in the 20th century. A broad range of key writers, literary works and issues will be introduced and analyzed. By the end of the course, students will be able to achieve multiple perspectives and profound understanding of Chinese literature around the world in the 20th century.
Assessment: 50% coursework, 50% examination.

CHIN1123. The story of Mandarin (6 credits)

This course will introduce students to the history and origin of the historical form of Mandarin—Guanhua and examine the nature of Guanhua and Mandarin, as well as the relationship and mutual influence between, Guanhua, Mandarin, Putonghua and the Chinese dialects from the perspective of Sociolinguistics.

Assessment: 100% coursework.

CHIN1124. Chinese dialects and sociolinguistics (6 credits)

The course will introduce the basic issues and methodology in the research of the modern Chinese dialects. The focus will be on how comparative description is used to uncover clues to dialect relationship and historical development, and on the sociolinguistic implications of the dialects in relationship to each other and to modern standard Mandarin. Special attention will also be paid to questions of how social history, geography, and population movement affect dialect history. Spoken Chinese has been characterized by great diversity for most of China's history. This course will use the diversity of the modern Chinese dialects as a lens through which to view and understand the diversity of the Chinese languages in earlier times.
Assessment: 100% coursework.

CHIN1125. Trends of modern Chinese literary thoughts (6 credits)

This course will introduce students to the history of modern Chinese literature by focusing on some of its major trends over the time span of a century. It will be organized around such topics as the genesis of modern Chinese New Literature 新文學, the inner tensions between modernity and tradition, the literary and the political, the individual and the collective, the aesthetic and the ethical; the transition from literary revolution to revolutionary literature; literature under socialist China and after the Cultural Revolution. One of its focuses is to show the non-linear landscapes of modern Chinese romanticism, realism and modernism and so on. The goal of this course is for students to gain an overall understanding of the development of modern Chinese literary trends, identify the most core issues, and appreciate its cultural importance, complexity and problematics.
Assessment: 100% coursework.

CHIN1126. Introduction to classical Chinese popular literature (6 credits)

Popular literature was a great impetus for the development of literature in traditional China. By investigating various genres of popular literature with an emphasis on their historical developments, literary values and social significance, we will revisit the definition and boundary of the so-called "lowbrow literature" as well as its dialectical relationship with "highbrow literature." The genres to be examined in this course include folksongs, bianwen (transformation texts), fiction, opera, oral-performance, etc.
Assessment: 50% coursework, 50% examination.

CHIN1127. Introduction to Chinese linguistics (6 credits)

This course makes an introduction to Chinese linguistics through an analysis of Chinese language facts. The origin, characteristics, operation rules and mechanisms of Chinese are thoroughly introduced so that students' understanding of Chinese linguistics can be raised from the perceptual cognition to the rational cognition. By completing the course, students will also be able to utilize the research skills and methods to analyze some Chinese facts by obtaining a profound understanding of Chinese linguistics.
Assessment: 100% coursework.

CHIN2121. Prose up to the nineteenth century (6 credits)

This course acquaints students with important writers and works of the Chinese classical prose from the pre-Qin till the end of the Qing periods. It emphasizes two areas of learning: First, a general landscape of the development of prose writing including its major theories and trends; and, second, close reading of selected texts, with particular attention to the styles, structures, images, and uses of rhetorical devices.
Assessment: 50% coursework, 50% examination.

CHIN2123. *Shi* poetry up to the nineteenth century (6 credits)

This course covers the body of classical *shi* poetry, its characteristic techniques, and major practitioners from Western Han to late Qing (nineteenth century). Diverse methods will be employed, such as historical, biographical, and hermeneutical criticism. Broad thematic concerns are also presented, including "Gender and identity", "Humanizing Nature", and "Creativity versus Imitation".
Assessment: 50% coursework, 50% examination.

CHIN2125. *Ci* poetry up to the nineteenth century (6 credits)

This course provides a general survey of the *ci* poetry from its beginning in the Tang period to the Qing period, with special emphasis on the Song period, which is considered the golden age in the history of this literary genre. Students taking this course are expected to gain a sound knowledge of the development of the *ci* poetry from the eighth century to the nineteenth century. Its various forms and styles are examined through specimens taken from the most representative as well as best known authors.
Assessment: 50% coursework, 50% examination.

CHIN2127. Classical Chinese fiction (6 credits)

Based on an overview of the development of Chinese classical fiction from the Wei-Jin period to the late Qing, participants in this course will explore the defining characteristics, forms, and genres of traditional Chinese fictional narrative. Key examples from Tang *chuanqi* (short tales), Song and Yuan *huaben* (short stories), and the classical and vernacular fiction of the Ming and Qing dynasties will be studied with the aim of deepening understanding and appreciation of these forms. Attention will also be given to problems of editions, bibliographical and reference resources, as well as recent Chinese and foreign language advances in scholarship.
Assessment: 50% coursework, 50% examination.

(C) <u>Advanced courses</u>

CHIN2122. Prose: selected writers (6 credits)

Aimed at developing students' ability to interpret and appreciate traditional Chinese *sanwen* (free essays), this course will focus on the *sanwen* of Han Yu and Liu Zongyuan from the Tang dynasty, as well as Su Shi from the Song. In order to strengthen students' appreciation of the role of this form in the development of Chinese culture and literature we will: 1) discuss and analyze the literary achievements of Han, Liu, and Su and the significance of the judgment that with Han Yu "literary standards were reinstated after eight dynasties of decline" both in terms of Tang-Song writing and the writing of later periods, 2) engage in a systematic reading of their representative *sanwen* works, 3) consider recent approaches to their place in Chinese literary history.
Assessment: 50% coursework, 50% examination.

CHIN2124. *Shi* poetry: selected writers (6 credits)

This course, focusing on Tang Dynasty *shi* poetry, a pinnacle in the history of Chinese literature, is structured around key representative poets, including Shen Quanqi, Song Zhiwen, Zhang Yue, Zhang Jiuling, Li Bai, and Du Fu. Students will develop a comprehensive understanding of the *shi* poetry and gain the ability to critically analyze the representative works of selected poets, exploring their unique styles and contributions. Additionally, the course introduces students to a variety of scholarly approaches to *shi* poetry, both from traditional Chinese perspectives and modern Western interpretations.
Assessment: 100% coursework

CHIN2126. *Ci* poetry: selected writers (6 credits)

This course provides a detailed study of the ci poetry of one or two of the following: Liu Yong, Su Shi, Zhou Bangyan, Xin Qiji, and Jiang Kui - the Five Great Masters of the *ci* poetry of the Song period. The course will consider the individual achievements and influences of the poets; their contemporaries will also be discussed.
Assessment: 50% coursework, 50% examination.

CHIN2130. Modern Chinese literature (1917-1949): fiction (6 credits)

This course is a study of modern Chinese fiction from 1917 to 1949. The historical development of modern Chinese fiction will be introduced and the impacts of western literary trends or thoughts on fiction writers will also be explored. In addition, representative short stories and novels of different schools will be appreciated and studied in depth.
Assessment: 50% coursework, 50% examination.
Non-permissible combination: HKGS2018

CHIN2132. Contemporary Chinese literature (since 1949): fiction (6 credits)

This course is a study of contemporary Chinese fiction in Mainland China since 1949. The historical development of contemporary Chinese fiction will be introduced and the influential factors such as political ideology or economic policy that interfered with the creation of fiction will also be illustrated. In addition, representative fictional works which were published before or after the Cultural Revolution will be deeply discussed.
Assessment: 50% coursework, 50% examination.

CHIN2136. Classical Chinese literary criticism (6 credits)

This course provides a general survey of classical Chinese literary criticism.
Assessment: 50% coursework, 50% examination.

CHIN2138. Chinese etymology (6 credits)

This course introduces students to some of the essential features of the Chinese characters, the principles underlying their construction, and the evolution of many of these characters.
Assessment: 50% coursework, 50% examination.

CHIN2139. Chinese phonology (6 credits)

This course provides a detailed study of Chinese phonology. Topics covered include introduction to general phonetics, history of Chinese phonology, nature of *qieyun* (切韻), rhyme books and rhyme tables, and the reconstruction of Middle Chinese. The focus of this course is on Middle Chinese, but phonology of Old Chinese and Old Mandarin will also be introduced. Students are expected to gain a sound knowledge of various methods used in historical phonology and understand the rules governing sound changes from Middle Chinese to Modern Mandarin and Cantonese.
Assessment: 50% coursework, 50% examination.

CHIN2145. Chinese theatre during the Yuan, Ming, and Qing periods (6 credits)

This course introduces to students the most important times in the development of pre-modern Chinese theatre, namely, the Yuan, Ming, and Qing periods. It surveys the rich theatrical traditions flourishing during these times, including: the Yuan variety plays and Southern plays; the Ming and Qing *chuanqi* plays; and the Qing regional popular theatre. It also guides students in reading/viewing and interpreting the most well-known scenes from the plays -- as both texts and stage performances.
Assessment: 50% coursework, 50% examination.

CHIN2146. The "sickly beauties": gender and illness in late imperial China (6 credits)

This course looks into a cultural ideal that continued to hold the Chinese imagination across the late imperial times, namely, the "sickly beauty" or the *bing meiren* 病美人. It introduces students to interdisciplinary approaches to understanding the construction of this ideal in the full contexts of its time - in particular, how the conceptualizations of gender and of illness converged in late imperial China. It aims, in this way, to help students become aware of important cultural mentalities and literary trends that shaped people's perceptions of gender and of their gendered selves during this time.
A variety of literary and cultural texts from this period, including poetry, fiction, *biji* writings, theatrical performances, paintings, and medical treatises, will be employed to illustrate the discussion. A comparative perspective – e.g. how discourses of gender and illness converged in Victorian England - will also enrich the discussion when necessary.
Assessment: 50% coursework, 50% examination.

CHIN2147. Reading of classical Chinese texts (6 credits)

This course provides a close study of one or more of the following classical texts: Shijing 詩經, Chuci 楚辭, *Zuozhuan* 左傳, *Zhuangzi* 莊子, *Zhaoming Wenxuan* 昭明文選 etc., engaging various techniques of scholarship and criticism.
Assessment: 100% coursework.

CHIN2149. Chinese language from social perspectives (6 credits)

This course focuses on the study of the use of Chinese language from social perspectives, with particular reference to Mainland China and Hong Kong. The linguistic phenomena, characteristics, and development are examined. It enables students to understand the relationship between language and society, and the linguistic and social factors affecting the use of Chinese language as a communicative tool in society.
Assessment: 100% coursework.

CHIN2151. Gender and sexuality in Ming and Qing fiction (6 credits)

Sexuality and gender are inevitably bound up with the world of fictional narrative and they thus provide a valuable entry into the interpretation of traditional fiction and its relation to social history. Reading and analysis will focus on selections from six novels from the Ming and Qing and their comparison will form the basis for discussion of six themes related to gender and sexuality in late imperial Chinese society. Students will be required to address three of the themes in three essays each consisting of approximately 2000 Chinese characters and developing an original analysis.
Assessment: 100% coursework.

CHIN2152. Literature, modernity and nation in twentieth-century China (6 credits)

This course offers a general introduction for students to the literary history of China from the late Qing and Republican periods, to the current state of Chinese literature. It will be conducted chronologically and organized according to certain themes. After looking at general issues, certain literary thoughts and the works of selected writers will then be examined. Breaking the traditional 1949 division, the students will be introduced to the literature produced in the second half of the twentieth century, and the important scholarship in the field of modern Chinese literature.
Assessment: 60% coursework, 40% examination.

CHIN2153. Sinophone literature and film (6 credits)

As a result of Chinese diaspora and increasing global cultural interactions, scholars have proposed various analytical frameworks to remap the current field of Chinese-language literature and film. The concept of "sinophone" is such an attempt which celebrates the diverse expressions of "chineseness" and underscores the local particularities in which each Chinese-language or film is produced. This course offers students an opportunity to study selected sinophone literary works (by writers residing primarily in Hong Kong, Taiwan, and the west) and films, and to explore and challenge existing notions of nationalism, cultural identity, and linguistic authenticity.
Assessment: 100% coursework.
Non-permissible combination: HKGS2019

CHIN2154. Taiwan literature from the Japanese colonial period to the 1990s (6 credits)

The first half of the twentieth century was a time of unprecedented upheaval and change in Taiwan; after Japan's colonial rule, the Nationalist government took over, beginning the period of martial law (1949-1987) as well as a series of re-Sinification projects to enhance its political legitimacy. Following the Nationalist Party's localization and the lifting of martial law, the society underwent a rapid transformation and literary writing in Taiwan exhibited unprecedented vitality and diversity in the 1980s and 1990s. This course provides an introduction to the literature from Taiwan in the twentieth century. It covers both the Japanese colonial and the post-war periods, with a focus on short stories and novels. The dynamics between politics (particularly the colonial control, the Nationalist government's policies, and the recent indigenization discourse) and literature through reading a variety of selected texts will be explored.
Assessment: 100% coursework.

CHIN2159. Chinese documentation (6 credits)

This course provides a comprehensive introduction to Chinese documentation, including formation and forms of Chinese documents, bibliography (mulu xue 目錄學), edition studies (banben xue 版本學) and textual criticism (jiaokan xue 校勘學). It examines the formation, nature, spread and evolution of ancient texts to illustrate the key issues in Chinese documentation. In order to enhance students' research capability in Chinese studies, this course also emphasizes the relationship of Chinese documentation to other research areas such as philology, literature and ancient thought studies.
Assessment: 100% coursework.

CHIN2162. Cantonese linguistics (6 credits)

This course provides students with a fundamental understanding of the phonological, morphological and syntactic structures of Cantonese. The linguistic differences between Cantonese and Modern Standard Chinese will be examined. Students are expected to utilize relevant reference books and materials for further independent study.
Assessment: 100% coursework.
Non-permissible combination: HKGS2020

CHIN2164. The *Analects* and Chinese culture (6 credits)

The *Analects*, or *Lunyu* 論語, is the representative work of Confucianism and has a tremendous influence on the development of Chinese culture. This course will study the text from a broad range of perspectives. It will first examine the philological and historical issues related to the text, such as its style and structure, time of compilation, transmission, and major commentaries. Moreover, through a detailed study of the original text, students will be introduced to the life of Confucius and the essence of his teachings. Given the wide range of subjects covered in the *Analects*, this course will further investigate its relationship to traditional Chinese culture as well as its value to modern Chinese society.
Assessment: 50% coursework, 50% examination.

CHIN2168. Modern Chinese grammar (6 credits)

This course offers a comprehensive study on the morphology and syntax of Modern Chinese language. The characteristics and development of Modern Chinese grammar are also discussed. The course is aimed at promoting students' understanding of the structural rules and relationships in Modern Chinese as well as their abilities in applying their grammatical knowledge to make analyses and comments on grammatical errors and significant grammatical issues.
Assessment: 100% coursework.

CHIN2169. Modern Chinese rhetoric (6 credits)

This course offers a study on the principles, devices, expressive effects and development of rhetoric in Modern Chinese. In addition to an intensive study on various types of figures of speech, topics like sonic rhetoric, rhetoric of words, sentences and paragraphs, style and rhetoric, and rhetoric in daily life are discussed with concrete examples. The course is aimed at enriching student's rhetorical knowledge, enabling them to analyze and comment critically on significant rhetorical issues, and promoting their abilities in the appreciation and application of different rhetorical devices.
Assessment: 100% coursework.

CHIN2170. Study of *Zuo Zhuan* (6 credits)

This course provides students with a fundamental understanding of *Zuo Zhuan*'s authorship, style, nature, literary features as well as its relationship with the *Spring and Autumn Annals* (*Chunqiu*) and other classics of the Confucian canon.
Assessment: 100% coursework.

CHIN2172. Hong Kong literature (6 credits)

This course introduces students to the development of Hong Kong Literature from the 1920s through representative writers and their works in various genres. The selected works will be closely examined in relation to their cultural and historical contexts. The cultural production and literary connections between Hong Kong, Mainland China and the world will also be highlighted to increase the student's awareness of Hong Kong's unique cultural fluidity and hybridity.
Assessment: 50% coursework, 50% examination.
Non-permissible combination: HKGS2014

CHIN2173. Topical studies of classical Chinese fiction (6 credits)

This course aims at providing students with a detailed study on one or more selected works of the classical Chinese fiction. A broad range of key issues under specific topics will be introduced. By completing the course, students will obtain a profound understanding of the selected works from different perspectives. They will also be able to utilize their research skills and methods to analyze and interpret some major texts in classical Chinese fiction.
Assessment: 100% coursework.

CHIN2174. Literature in late Qing and early Republican China (6 credits)

Focusing on literary works since 1840s, this course examines new changes of classical-style literature in the turbulent late Qing and early Republican era. Influenced by Western ideology and culture, Chinese literature during this period has experienced fierce conflicts between new ideas and literary forms. This course selects representative authors and works within different genres, such as poetry, prose and fiction as case studies, in order to evaluate the significance of literary reforms during late Qing and early Republican period. Based on recent research outputs and approaches, students will learn to rethink the value of classical style in the transformation of Chinese literature.
Assessment: 100% coursework.

CHIN2175. Historical-comparative linguistics and Chinese dialectology (6 credits)

The course will provide a solid foundation and background in the descriptive and theoretical linguistic (including phonetic and phonological) issues that are relevant to in-depth application of comparative historical linguistics to the study of Chinese dialect history of the middle and late periods. The focus is on how the linguistic history is comparatively reflected in Mandarin, Wú and Cantonese, with particular emphasis on how the study of historical comparative methodology can be used in understanding historical forms of Chinese. Topics to be covered include the formation and development of early phonological knowledge in China, modern historical-comparative linguistic methodology, common dialect phonology, and the history of the pronunciation of Chinese in the Chinese dialects in general. The course will survey traditional Chinese descriptive methods reflected in texts of the Yuán through Qīng periods. Students will learn how the diverse historical forms of Chinese that underlie these texts are, or are not, reflected in the present-day Chinese languages and how those features are, or are not,

reflected in Mandarin, Wú and Cantonese.
Assessment: 100% coursework.

CHIN2176. Chinese children's literature (6 credits)

Children's literature is the literature for children, which is expected to encourage young reader's cognitive, linguistic and psychological development; it might as well to possess a didactic purpose in response to the society's high hopes for children. Such expectations have a profound effect on the genre, writing style, narration, character development and aesthetic style of children's literature, making it very different from adult's literature. Although China has a long tradition of elucidating the uninitiated by learning primers, children's literature only emerged during the May Forth Movement (the period during 1915–1921), when the intellects "rediscovered" and "redefined" childhood. In this course, Children's literature from various periods of time and different regions in China will be analysed and their relationship with social environment will be explored. The course will also discuss some key questions in Chinese children's literature, for example, are children "little adults"? Does Chinese children's literature even exist? How do writers express children's innocence and happiness in literature? Must children's literature be educational? Is children's literature able to expose the dark side of humanity? Students are expected to learn the significance of children's literature through fiction for the youngsters.
Assessment: 100% coursework.

CHIN2177. Chinese lexicology (6 credits)

This course aims at providing students with a detailed study of Chinese lexicology. A broad range of key issues under specific topics such as the origin, structure, composition, classification, development and change of Chinese lexical system will be introduced. By completing the course, students will obtain a profound understanding of modern Chinese lexicology as well as ancient Chinese lexicology. They will also be able to utilize their research skills and methods to analyze and interpret some major topics in Chinese lexicology.
Assessment: 100% coursework.

CHIN2178. Topical studies of modern Chinese literature (6 credits)

This course offers students an overview of the literary works of one or more writers in modern Chinese literature. It examines a variety of issues related to a specific topic from a wide range of perspectives. By the end of the course, students will not only acquire the ability of close reading on modern Chinese literary works, but also learn literary criticism, as well as develop a comprehensive understanding of the history of modern Chinese literature.
Assessment: 100% coursework.

CHIN2179. Topical studies of classical Chinese popular literature (6 credits)

This course examines one or two genres in classical Chinese popular literature, like classical drama, folksongs, and oral-performance etc., with a focus on the seminal works or major writers in the genres we study. Through a close reading of the texts and an intensive engagement with specific topics, this course will guide students to identify the literary, artistic and cultural values of the selected works. Students are expected to enhance their analytical skills and enlarge their academic horizons in classical Chinese popular literature.
Assessment: 100% coursework.

CHIN2180. Topical studies of classical Chinese literature (6 credits)

This course explores a specific issue in ancient Chinese literature, such as literary self-representation or the relationship between poetry and religion. Each year, the course focuses on a different topic, introducing a wide range of key questions and perspectives. By completing the course, students will gain a deep understanding of the chosen topic and develop the research skills necessary to analyze and interpret major texts in classical Chinese literature. Assessment: 100% coursework

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CHIN2181. Selected topics in *shi* poetry (6 credits)

This course offers a study of selected topics in *shi* poetry from the pre-Qin to Qing periods. Through a close reading of representative works, students are guided to critically investigate a broad range of key issues in relation to *shi* poetry. Upon completion of the course, students will be able to utilize the analytical skills to evaluate and assess the influence and significance of *shi* poetry within the long tradition of Chinese poetry development.
Assessment: 100% coursework.

CHIN2182. Selected topics in *ci* and *qu* poetry (6 credits)

This course provides students with an introduction to selected topics in *ci* and *qu* poetry from the late Tang to Qing periods. Focusing on the origin, generic features, and historical development, it explores and examines the diverse forms and styles of representative works of *ci* and *qu* poetry. Upon completion of the course, students will be able to indicate and identify the key contribution of *ci* and *qu* poetry from a range of literary perspectives.
Assessment: 100% coursework.

CHIN2183. Introduction to Hong Kong Cantopop lyrics (6 credits)

Since the mid-1970s, Hong Kong popular music has been very much identified with Cantopop, a distinctive genre with lyrics written in standard modern Chinese as well as Cantonese. Cantopop lyrics have exerted a profound impact on Hong Kong people over the past forty years. The course will be divided into two parts. The first half will introduce renowned Hong Kong Cantopop lyricists and examine their typical styles. The second half will discuss Cantopop lyrics from cultural perspectives. The course will enhance students' understanding of Cantopop through close textual readings. The medium of instruction will be Chinese.
Assessment: 100% coursework.
Non-permissible combination: HKGS2008

CHIN2184. Understanding Hong Kong through mass media (6 credits)

This course introduces students to the historical and cultural development of Hong Kong in modern times through mass media, with a particular emphasis on printed media and discussion surrounding the interrelationship between Hong Kong and China. Selected printed media texts will be closely examined with reference to the role Hong Kong played in, for instance, the public sphere in the late-Qing dynasty; the cultural development of the May-Fourth Movement; the spread and reception of Modernism and Communism in the Cold War period; and the narration of the Chinese nation in the British colonial days. This course further introduces students to how Hong Kong can be seen as a liminal space for literary communication and cultural production at critical times. It also leads students to discuss the various cultural issues surrounding Hong Kong mass media, such as identity formation, gender issues

and censorship.
Assessment: 100% coursework.
Non-permissible combination: HKGS2015

CHIN2185. Ghostly Hong Kong: Otherworldly configurations (6 credits)

From the colonial to the post-handover periods, Hong Kong has long been haunted by ghosts and supernatural existences. Beyond the questions of veracity, these otherworldly visitors interrogate the very basis of Hong Kong imaginaries and political intricacies. From literature, history, urban legends to popular cultural productions, ghosts unfold Hong Kong's deep-seated fear, prejudices and uncertainties about coloniality, nationality and transnationality. This course provides students with insights into the significance of the diverse range of otherworldly voices speaking from and on behalf of Hong Kong, with examples drawn from literature, history, film, media and theoretical texts. Reading them closely students are able to excavate dark, hidden and alternative sources for understanding the transforming Hong Kong identities and imaginations.
Assessment: 100% coursework.
Non-permissible combination: HKGS2016

CHIN2186. Forged texts in traditional China (6 credits)

During the imperial era (and particularly during the Ming and Qing dynasties) members of the literati elite enjoyed creating forged texts. Ever since the Tang dynasty, Chinese literati became interested in creating one particular kind of forged text, concerned with the private lives of emperors and their senior consorts inside the Rear Palace. In order to convince readers of the "truth" of their narratives, authors would claim to be eyewitnesses of these events. Furthermore, to generate a provenance, they would attach the names of famous historical individuals to prefaces and colophons. Since these fictional works have often gone unidentified, they continue to deceive later generations, and impact historical understandings right up to the present day.
Medium of Instruction: English
Assessment: 100% coursework.

CHIN2187. The language of power: Representations of elites in ancient Chinese literature (6 credits)

Ancient Chinese literature is a rich source of information about the hereditary aristocracy: their cultural impact was enormous, as was their patronage network. This class will consider literary representations of male and female members of the elite. The elite appear in panegyrics, but also in more realistic writings, which discuss problems of social violence, domestic abuse, extravagance and debauchery, as well as issues involving psychological control. These little-studied accounts provide a fascinating apercue on Chinese literature.
Medium of Instruction: English
Assessment: 100% coursework.

CHIN2188. Chinese lexicon and grammar from late Tang to early Qing (6 credits)

Jìndài hànyǔ refers to the Chinese language from the late Tang to the early Qing. This course aims to introduce the lexicon and grammar of Chinese at this stage, which includes lexicon topics like: the research situations, research methodology, Chinese colloquial words, development of Chinese neologisms and loanwords, morphology and word-making methods; and grammar topics like: development of sentence patterns and function words, etc. Through the study of the above knowledge,

students can consciously use materials to analyze and make research on new topics in Chinese from late Tang to early Qing, and will be able to have a better understanding of the history of Chinese language development.
Assessment: 100% coursework.

CHIN2190. Field trip on Chinese language, literature, and culture (6 credits)

This course provides students with the valuable experience of exploring and investigating Chinese language, literature, and culture in the form of experiential learning. Unlike traditional classroom learning, students of this course will participate in a field trip aiming to understand and analyse the diverse issues relating to the use of language, literary development, and cultural heritage. Associated with lectures introducing the key theoretical concepts and methodologies, students will conduct field research through activities like visiting former residences of writers and scholars, significant literary locations, museums and historical sites, libraries and archives, and undertaking linguistic interviews. By examining the first-hand sources, students will present their empirical findings in group discussions, reports, and a research paper. The major theme of the learning activities may vary in different academic years, and the field trip will be conducted either in or outside Hong Kong.
Assessment: 100% coursework.

CHIN2376. *Romance of the Three Kingdoms* and its global impact (6 credits)

This course on the *Romance of the Three Kingdoms* as a cultural relic will be taught in two parts. Part One provides a comprehensive exploration of the novel's composition history, tracing its evolution from historical events to oral tradition and culminating in the iconic Ming dynasty novel. Students will be challenged to contemplate how this masterpiece has become an important reflection of Chinese cultural identity. Part Two of the course will expand its focus beyond China, examining the global relevance of the novel in East Asia and beyond. Special emphasis will be placed on exploring how this literary work, through various re-writes, adaptations, and translations (both textual and non-textual), has facilitated cultural exchange and influenced narratives worldwide, across diverse media, shedding light on its universal appeal and enduring legacy in the realm of global literature.
Assessment: 100% coursework.

CHIN2377. Journey to the West: Translation, Transcreation, and Transmedia Storytelling (6 credits)

Through the lens of translation and adaptation, this course explores *Journey to the West*'s unabated socio-political, religious, philosophical and ecological significance across times and places, including but not limited to: Republican Shanghai, (post)colonial Hong Kong, (post)socialist China, imperial and post-war modern Japan, as well as Asian/America and contemporary China's new media landscape. Drawing from recent theoretical paradigms such as eco-criticism, affect theory, new materialism and world literature, the course will explore how *Journey to the West*'s literary form of premodern world-travelling continues to enchant and empower modern audiences as the novel becomes "translated" into picture books, films, graphic novels, manga, animation, videogames, memes, short videos or even theme parks. Through guided close-reading in conjunction with creative practice, students will learn how to use *Journey to the West* as an intellectual resource to navigate fraught issues between self and other, individual and the nation, East and West, global South and global North, as well as the China and the world.
Assessment: 100% coursework.

(D) Capstone experience course

CHIN4101. Topical research in Chinese language and literature (capstone experience) (6 credits)

This is a capstone course intended to be offered to the Chinese language and literature majors in their fourth year of studies. It focuses on an integration and application of knowledge and skills that students have acquired in their earlier years of studies. There is no formal lecture or tutorial but students are required to undertake and complete a topical research in the field of Chinese language and literature under the supervision of their advisers.
Assessment: 100% coursework.

CHINESE HISTORY AND CULTURE

Major (72 credits)
(A) Prerequisite course: (6 credits)
(B) Introductory courses: (18 credits)
(C) Advanced courses: (42 credits)
(D) Capstone experience course (6 credits): This is a graduation requirement applicable to majors which can be fulfilled by taking a course listed under "Capstone experience courses". It is designed to allow students to advance their analytical thinking by permitting the application of disciplinary knowledge and principles learned in their earlier years of studies.

Students majoring in Chinese History and Culture may take HIST2003, HIST2004 and HIST2018 to fulfill the credit requirements.

Minor (36 credits)
(A) Prerequisite course: (6 credits)
(B) Introductory courses: (12 credits)
(C) Advanced courses: (18 credits)
No Capstone experience course is required.

(A) Prerequisite course: any course with a prefix CHIN12XX.

(B) Introductory courses

CHIN1201. Topical studies of Chinese history (6 credits)

The course explores a set of interrelated topics on several major aspects in pre-modern Chinese history, including politics, society, thought, and religion. It provides students with comprehensive knowledge of the key institutions, events, and figures within a broader historical context. Through in-depth analysis and discussion, fundamental methods in reading and criticism of different types of historical sources will also be introduced. In addition, the course goes beyond the limits of mainstream historiography and leads students to examine some important non-Chinese factors that have contributed to the transformation of Chinese society over time.
Assessment: 100% coursework.

CHIN1202. Introduction to the study of Chinese history (6 credits)

This is a foundation course in the development of Chinese history and historiography.
Assessment: 100% coursework.

CHIN1203. Chinese history and culture in the twentieth century (6 credits)

The course gives a brief survey of the transformation and reformation of Chinese history and examines the major cultural changes since 1900.
Assessment: 100% coursework.

CHIN1205. Chinese history: a general survey (6 credits)

This course introduces Chinese political, social, and economic history from early times to the present century. Its purpose is to enlighten students about the development of autarchy by the imperial dynasties ruling China and to explore the methods of rule and the development of the education system that were to produce despotism in China.
Assessment: 100% coursework.

CHIN1206. Introduction to Chinese thought (6 credits)

This course provides a broad overview of traditional Chinese thought. The emphasis will be on the teachings of Confucianism, Daoism, and Buddhism, but other schools of thought such as Mohism and Legalism will also be taught. Students will be introduced to the foundations of Chinese thought and will critically analyze its essential features. The relevance of traditional Chinese thought to the modern world will also be discussed.
Assessment: 100% coursework.

CHIN1207. Traditional Chinese culture (6 credits)

This course introduces the general characteristics of traditional Chinese culture giving special emphasis to the theory that man, being an integral part of nature, is in harmony with nature. It also explores some important aspects of traditional Chinese culture including science and technology in ancient China, the leisure activities of Chinese intellectuals, and the influence of Buddhism and Christianity on Chinese culture.
Assessment: 100% coursework.

CHIN1211. Economic and social development in China (6 credits)

Agriculture is important to the economic and social development of Imperial China and a decline in agricultural growth and its land policies may be regarded detrimental to the social and economic stability in China. However, a number of other factors are closely related to these changes. Among them are the increase of domestic and international trading activities on silk, tea, keramic, and porcelain starting from the 5th century onwards. Besides, the rise of light industries, which is largely underestimated by historians, also contributed to the growth of economy in Imperial China. The purpose of this course is to study the various forces leading to the social and economic changes in China and the effects of these changes.
Assessment: 100% coursework.

CHIN1212. History of imperial China (6 credits)

This is an introductory course for students to have a fundamental knowledge in traditional Chinese history. The course will give a brief account of the rise and fall of Chinese dynasties and the political crises that are cataclysmic to the empires. It covers the period from ancient to late Imperial China. The main theme will focus on the characteristic portrayals of Chinese emperors as well as the political influences of eunuchs, empresses, and their family members, etc.
Assessment: 100% coursework.

CHIN1213. Folklore and modern Chinese culture (6 credits)

This course explores a set of prominent aspects in Chinese folklore, including myths, folktales, folk songs, folk performances and arts, folk architectures, folk rituals, and festivals, which have in many ways affected modern Chinese culture and social life. It introduces major theories in folklore, literature, and cultural criticism to help students reflect on the essential features of Chinese folk culture and its persistence through the eventful social and political transformations of China during the 20th century. Students will also take part in relevant experiential learning activities through site visits and field investigations.
This is an intensive summer course in two to three weeks, offered in collaboration with a partner institution in Mainland China or Taiwan. All course activities are conducted at the partner institution.
Assessment: 100% coursework.

CHIN1214. Chinese and western cultures: a comparative study (6 credits)

This course introduces a critical approach to the comparison of Chinese and Western traditional cultures in a wide variety of aspects, encompassing the ideas in relation to the origin of the universe, life and death, human nature, mythology, epistemology, politics, economic activities, ethics, social structure, relation of two sexes and law. The emphasis dwells on the system of values of the two distinct cultures, and to what extent environmental factors contribute to the psychological differences. A number of prominent issues raised by modern scholars will be addressed, including the absence of monotheism, scientific revolution and epic poetry in historical China. The course discusses in particular the heated and acrimonious debates on Chinese and Western civilizations in the New Culture Movement as well as during the 1960s in Taiwan. In view of the rapid globalization in the contemporary world, students are encouraged to reflect on concepts like multiculturalism and cultural relativism, and the possible forms of intercultural dialogues.
Assessment: 100% coursework.

CHIN1215. History of Religions in Imperial China (6 credits)

The aim of this course is to provide students with comprehensive knowledge on the historical development of indigenous and foreign religions in China during the imperial era. The sacred texts, doctrines and leading figures of the major religions concerned are introduced, and the relationships among religion, society and dynastic rule discussed. Emphasis is placed on training students in the reading of first-hand Chinese historical sources.
Assessment: 100% coursework.

CHIN1216. Manuscript Culture in Traditional China (6 credits)

This course offers an introduction to the manuscript culture in premodern China. Discovered manuscripts have always been the driving force behind historical research, especially since the great

archaeological discoveries in China over the 20th century. Given that caches found from places such as Guodian, Dunhuang, Juyan, Liye and Huizhou are now integral to the studies of social, intellectual, cultural history of China, it is pivotal to understand and analyse the contents, contexts, and materiality of such manuscripts in addition to transmitted sources. The course is divided into two parts. First, it will delve into several general issues in relation to Chinese manuscript culture. Second, it will introduce how different manuscript corpora contribute to historical studies.
Assessment: 100% coursework.

CHIN2231. Religious Daoism and popular religions in China (6 credits)

This course gives an overview of the historical development of religious Daoism and Chinese popular religions and examines the religious practice of Taoist worship and its cultural significance in China from the early medieval times to the present.
Assessment: 100% coursework.

CHIN2241. History of Chinese civilization (6 credits)

This course examines the development of the concept of Chinese culture in relation to the historical interactions between the Han ethnicity and its neighboring ethnic groups. Through the examination of such topics as food, game, clothing, philology, and literature, students will be asked to consider the influence of cultural exchange on China's changing political environment from dynasty to dynasty, as well as to address the question of whether such influences are unilateral (from China proper to its neighbors) or bilateral.
Assessment: 100% coursework.

(C) <u>Advanced courses</u>

CHIN2220. History of the Eastern Zhou period (6 credits)

This course provides an overview of China's Eastern Zhou period (ca. 770-221 BCE), which was marked by radical political reforms, rapid social transitions, and unprecedented cultural exchanges between the Zhou ecumene and other civilisations. During the time span, long-term political fragmentation and protracted warfare gave rise to increased social mobility, new political institutions, and diverse material cultures across the regions that later formed "China". The course aims to examine these crucial developments and introduce students to the new archaeological discoveries and excavated textual sources.
Assessment: 100% coursework.

CHIN2221. History of the Qin and Han periods (6 credits)

This course explores important issues reflecting the most significant changes in different aspects (political, institutional, social, and intellectual, etc.) during the Qin and Han periods. Students are encouraged to think critically on prevailing views over these issues and are challenged to develop their own observations and judgments by consulting relevant primary sources.
Assessment: 100% coursework.

CHIN2222. History of the Wei, Jin and the Northern-and-Southern periods (6 credits)

The Wei, Jin, and the Northern-and-Southern Dynasties are often considered a period of disorder and fragmentation. However, cultural pluralism is a prevailing characteristic of this period. This course aims to explore the social, political, intellectual, and institutional organizations of the time and to trace the fluctuating dynamics of these complex and often puzzling interrelationships.
Assessment: 100% coursework.

CHIN2223. History of the Sui and Tang periods (6 credits)

This course aims at investigating the shifting political environment and changes in cultural ideologies during the Sui and the Tang Dynasty.
Assessment: 100% coursework.

CHIN2224. History of the Song and Yuan periods (6 credits)

This course deals with the dynastic histories of China from the tenth century to the fourteenth century.
Assessment: 100% coursework.

CHIN2225. History of the Ming period (6 credits)

This course explores important issues reflecting the most significant changes in different aspects (political, institutional, social, and intellectual, etc.) during the Ming period. Students are encouraged to think critically on prevailing views over these issues and are challenged to develop their own observations and judgments by consulting relevant sources in Ming history.
Assessment: 100% coursework.

CHIN2226. History of the Qing period (6 credits)

This course deals with the dynastic history of China from the seventeenth century to the twentieth century.
Assessment: 100% coursework.

CHIN2233. History of the Chinese legal system (6 credits)

This course examines the main features and development of the legal systems from ancient time to the present in China.
Assessment: 100% coursework.

CHIN2234. History of Chinese political institutions (6 credits)

This course examines the main features and the development of political institutions from ancient time to the present in China.
Assessment: 100% coursework.

CHIN2235. Sources and methodology (6 credits)

This course intends to provide a thorough training in research methodology related to the study of Chinese history. The ideas of noted ancient and contemporary Chinese historians will be drawn on. Particular emphasis is placed on the use of reference works and information search through internet.
Assessment: 100% coursework.

CHIN2243. History of Chinese science and civilization (6 credits)

This course examines the formation of Chinese science since the pre-Qin period, focusing on numerical and medical sciences. It will also address theoretical, methodological, and historiographical issues, such as Kuhn's theory of "paradigm" and the Needham Question.
Assessment: 100% coursework.

CHIN2245. Examination systems in Chinese history (6 credits)

This course examines the theories and means of selecting men of talent, as well as the development of the examination systems in China.
Assessment: 100% coursework.

CHIN2246. Historical writings: texts and styles (6 credits)

This course aims to lead students to develop an in-depth understanding of some of the most fundamentally important texts in traditional Chinese historical writings. One or more of the following will be selected for close study in each semester:
(i) *Shiji*
(ii) *Hanshu*
(iii) *Hou Hanshu*
(iv) *Sanguozhi*
(v) *Shitong*
Assessment: 100% coursework.

CHIN2251. Chinese philosophy I: Confucianism (6 credits)

This course examines the major philosophical texts of the Confucian tradition, particularly those of the pre-Qin period like the *Analects*, the *Mengzi,* and the *Xunzi*. The key questions and ideas of Confucianism will be discussed and analyzed so that students can appreciate not only the common concerns and shared ideas of Confucianism but also different responses to similar questions. Students will also be encouraged to reflect critically on the validity and significance of Confucian thought.
Assessment: 100% coursework.

CHIN2252. Chinese philosophy II: Daoism (6 credits)

This course studies the major philosophical texts of the Daoist tradition, with a focus on the *Dao De Jing* and the *Zhuangzi*. Through a detailed exploration of the original texts, students will be led to appreciate and evaluate the metaphysical, ethical, social, and political ideas of Laozi and Zhuangzi. Students will also be encouraged to reflect critically on the contemporary relevance of the Daoist thought.
Assessment: 100% coursework.

CHIN2253. Chinese philosophy III: Buddhism (6 credits)

This course examines the main streams of Indian Buddhist thought and their development in China. Students will be introduced to the basic tenets of Buddhism, especially those of the original Buddhism. The major schools of Mahayana Buddhism and their influence on Chinese Buddhism will be examined. The three major schools of Chinese Buddhism, Tiantai, Huayan, and Chan, will be studied in more details to help students gain a firm understanding of Chinese Buddhist philosophy.
Assessment: 100% coursework.

CHIN2254. Christianity and Chinese culture (6 credits)

The course presents a historical survey on the spread of Christianity in China from the seventh century to the present day. It analyzes the multi-faceted impacts of Christianity and Western culture on Chinese society. Special attention will be paid to the diversified evangelical strategies adopted by missionaries in China, as well as layers of reactions from native (or indigenized) religions. By looking at the complex role of Christianity in both global and Chinese contexts, the course offers students a refreshing angle to better understand the dynamics of Chinese religious and cultural life over time.
Assessment: 100% coursework.

CHIN2255. Chinese intellectual history (Part I) (6 credits)

This course examines topics of major intellectual development within early to medieval imperial China.
Assessment: 100% coursework.

CHIN2256. Chinese intellectual history (Part II) (6 credits)

This course deals with the main intellectual trends in China from the Song period to the Qing period.
Assessment: 100% coursework.

CHIN2259. History of Chinese historiography (6 credits)

This course explores some important issues of historical writing and historiography in traditional China with reference to the development of historical writing, the organization of historiography institutes, and the influence of emperors on historiography.
Assessment: 100% coursework.

CHIN2264. Chinese eroticism (6 credits)

This course examines the rise of eroticism in traditional China. It aims to account for the rapid growth of eroticism in China. Through an analysis of classic texts and drawings, arts and culture in different periods, students can gain insights into the development of sexual inequality and the change of female status in traditional China.
Assessment: 100% coursework.

CHIN2266. History education and Chinese culture (6 credits)

This course examines the main features and development of history education and its relationship with Chinese culture from ancient time to the present in China. Special emphasis will be on its relationship and interrelationship with the development of Chinese culture.
Assessment: 100% coursework.

CHIN2268. History of China-West cultural exchanges (6 credits)

This course explores China's encounters with the West from the seventh century to the early twentieth century. It presents a series of case studies on Sino-Western exchanges in the cultural domain. Major topics will be discussed through an interdisciplinary approach to bring together several fields in religion, philosophy, ethics, arts, and sciences. The course also offers a cross-cultural perspective that goes beyond the limitations of traditional Euro-centric and/or China-centered views.
Assessment: 100% coursework.

CHIN2269. History of the Ming-Qing transition (6 credits)

This course will give an in-depth discussion on the historical arena relating to the development of traditional Chinese culture during the period of the Ming-Qing transition. It deals with the history of the Ming-Qing dynastic change in seventeenth-century China, focusing on the political, socio-economic, and cultural changes as well as the impact these had on the mentality of the Ming-Qing literati and on Chinese thought more generally.
Assessment: 100% coursework.

CHIN2272. School education in Chinese history (6 credits)

This course examines the main features and development of school education from ancient time to the present in China. Special emphasis will be on its role for nurturing men of talent in Chinese history.
Assessment: 100% coursework.

CHIN2273. Socio-economic history of China (6 credits)

Agriculture played a more predominant role than mercantile activities in ancient China especially in times of war and famine. Merchants used to be important supporters for government in economic declines but they were at the lowest rank of the traditional caste system and neglected by intellectuals who largely occupied the upper and the ruling class. Through an investigation of the social and economic developments of imperial and modern China, this course helps to explore the dynamics of socio-economic factors in shaping the transformation of the country.
Assessment: 100% coursework.

CHIN2274. History of material culture (6 credits)

This course is a study of human evolution and cultural history from ancient to modern China. It covers topics which vary from a general introduction of archaeology and social anthropology to an orientation of cultural geography that gives rise to a variety of cultural differences in the appreciation of food, clothing, and architecture. Through an intensive study of the basic necessities of traditional living and narration on folklore, it examines the interchange of material culture between various ethnic groups in China and between East and West.

Assessment: 100% coursework.

CHIN2275. The culture of flower in China (6 credits)

This course provides an overview of flower culture in China. The characteristics of flowers in various cultural aspects will be examined.
Assessment: 100% coursework.

CHIN2276. Religions on the Silk Road in ancient times (6 credits)

This course examines the major features and developments of the prominent religions on the Silk Road from remote antiquity down to the Tang Dynasty, including nature worship, shamanism, Zoroastrianism, Buddhism, Nestorian Christianity and Manichaeism. The Silk Road connected most of the important civilizations of Eurasia and constituted essentially the intersection point of the religions from different areas. What attracts our attention in particular is that most of these religions were indigenized and changed into new forms in this region. Needless to say, the cultural legacy of the religions on the Silk Road is incredibly immense and can be seen in the luxurious and splendid Dunhuang treasures, which comprise a wide variety of grottos, statues, murals, manuscripts, and so on. This prompted the emergence of the flourishing Dunhuang research throughout the twentieth century. The study of the religions on the Silk Road not only concerns a deeper understanding of the doctrines of varied religions worthy of comparison, but also opens the door to us of the crowning spectacle of the cultural exchange especially among China, India, Central Asia and Western Asia in ancient times.
Assessment: 100% coursework.

CHIN2277. Islam and Chinese culture (6 credits)

This course presents a historical survey on the dissemination of Islam in China from the Tang Dynasty down to the present day, and explores in detail the interaction of Islam and Chinese culture. An enhanced emphasis will rest on a group of the Chinese Muslim scholars (or *huiru* 回儒) who rose to prominence during the Ming-Qing Dynasties. Chinese Muslim scholars resembled Christians or Jesuits in China in the sense that they also demonstrated a continuous effort to harmonize Islamic and Confucian cultures, writing a substantial number of works on Islam and translating Arabic *Qur'an* into Chinese. But what makes a striking difference between the two is that Muslims in China did not actively promulgate their religion to the Han Chinese, and neither did they seek to attack Neo-Confucianism or Buddhism for the purpose of justifying the supremacy of their beliefs. The Rites Controversy in Catholicism, therefore, finds no parallel among the Muslims in China. To summarize, it is widely recognized that the Muslims have in fact exercised considerable influence in the overall context of Chinese history in terms of religious culture, economic activities and scientific accomplishments.
Assessment: 100% coursework.

CHIN2278. Travel and economic development in Chinese history (6 credits)

Travel is an important living activity of human beings. It is closely related to the development of the economy. This course examines the main features of travel and economic development in Chinese history. It aims to provide students an in-depth understanding on the relationship between living culture and economic changes in Chinese history.
Assessment: 100% coursework.

CHIN2279. Neo-Confucianism in Song-Ming periods and contemporary religions and ethics (6 credits)

This course provides an overview of the development of Neo-Confucianism in Song and Ming dynasties, and concurrently encourages students to reflect on and compare the teachings of Neo-Confucianists concerning metaphysics and morality in conjunction with the prevalent forms of religions and ethics in the present day. The emphasis is therefore particularly placed on the analysis of the religious as well as ethical values of Neo-Confucianism in modern perspective, and the discussions of some Western academics and contemporary Neo-Confucianists will be incorporated accordingly. The course also discusses the reasons why Neo-Confucianism was able to have reigned in the Chinese intellectual scene for a prolonged period of some 700 years, and explains how it is pivotal in shaping the thoughts of Chinese scholars for centuries.
Assessment: 100% coursework.

CHIN2280. Publishing and culture in Chinese History (6 credits)

This course is a study of publishing culture from ancient to modern China. It enables students to understand how knowledge was disseminated and its impact to Chinese people's thinking. As publishing activities have close relationships with politics, economy and cultural development, it is worth value to have a clear picture of its development in Chinese history.
Assessment: 100% coursework.

CHIN2281. Regional development and local societies in South China in the Ming-Qing period (6 credits)

The aim of this course is to provide students with solid background knowledge on, and the ability to explore, regionality and locality in the Jiangnan, Lingnan and southwest regions of South China, as well as a new understanding of Ming-Qing history from the geographical perspective. The course emphasizes training in the reading of first-hand Chinese historical sources.
Assessment: 100% coursework.

CHIN2282. History of early China: Xia, Shang, and Western Zhou periods in transmitted, palaeographical, and archaeological sources (6 credits)

Through an examination of transmitted texts, unearthed palaeographical materials (oracle-bone, bronze and bamboo-strip texts) and archaeological sources, this course introduces the history of Early China, with the focus on Xia, Shang and Western Zhou periods. The course provides a gist of the formation and development of early Chinese states and explores social structures and levels of development of both spiritual and material culture in the period of Early China, one of the Four Great Ancient Civilisations.
Assessment: 100% coursework.

CHIN2283. Imperial China and the world (6 credits)

The aim of this course is to provide students with a comprehensive understanding of the history of exchanges between the Chinese and various peoples throughout the world within and outside the territory of China during the imperial era. Topics covered include the Chinese people's worldview, official and non-governmental contacts between China and foreign countries, and the history of the development of the Chinese-character cultural sphere and the Silk Roads. Students are encouraged to

reflect on the characteristics of Chinese history and its relation to global history. Emphasis is placed on training students to read primary historical sources in Chinese.
Assessment: 100% coursework.

CHIN2284. Speaking of Hong Kong: Global voices (6 credits)

We explore the key international and local scholarship and commentary on Hong Kong from before its transition to a colony, through to the present. The course provides students with insights into the significance of the diverse range of voices speaking about Hong Kong.
The purpose of the course is to facilitate in students a sophisticated appreciation of the importance of perspective when analyzing materials. At the completion of this course students will be able to explain how the 'speaking position' of either an individual or an institution alters the significance of a given text and alters according to historical moment and genre. The materials below comprise a corpus of global voices that speak of Hong Kong in relation to its position in the Empire, as a Colony, and in the People's Republic: Travelers' records, missionary letters, administrators' diaries, and reminiscences of war-time internees. These materials will be examined alongside documents such as cartographic records, gazetteers, policy statements, planning documents, photographs, census documents, and posters.
Assessment: 100% coursework.
Non-permissible combination: HKGS2001.

CHIN2285. Law, history and culture (6 credits)

This course will enable students to research and examine the history of law and its connection with social, political and economic development of Hong Kong and China in the 19th and 20th centuries through students' first-hand exploration of archival documents and images stored in libraries and the Public Records Office. Students, through a close reading of archival materials, will be asked to reflect critically on their conventional basic ideas about the legal system, social customs and culture of Hong Kong and China. These ideas include, among others: 'Imperial China lacks the rule of law'; 'Hong Kong's rule of law is a British colonial legacy'; and 'Chinese traditionally preferred settling disputes through mediation than resorting to the law'. Adopting an interdisciplinary approach, this course will explore how the notion of law functions as a site of discourse in the expression of identity as well as the articulation of ethnic, cultural and socio-economic differences.
Assessment: 100% coursework.
Non-permissible combination: HKGS2013.

CHIN2286. Special topics in the society and culture of traditional China (6 credits)

The course explores the characteristics and development of traditional Chinese society, focusing on the interactive relationship between society and culture through discussions on various topics.
Assessment: 100% coursework.

CHIN2287. Special topics on statecraft in traditional China (6 credits)

This course studies traditional China's politics and statecraft, emphasizing various aspects of Chinese history, including the ideas of governance, systems and organizations of governance, encounters and interactions between ethnicities, changes in the bureaucratic system, and local governments' maintenance of law and order. It will also cover the interdependent relationship between state and society, measures taken by the state to govern and educate its people, specific policies regarding ethnic minorities, and the effects of political systems and political thought.
Assessment: 100% coursework.

CHIN2291. Document collation, historical studies and knowledge sharing (6 credits)

In collaboration with the HKU Libraries, this course is offered as an elective to year 3 or year 4 students who major or minor in Chinese History and Culture. It aims at extending the range of students' interdisciplinary knowledge and promoting their interest and competence in exploring historical and cultural issues by giving them the opportunity to collate items in the Libraries' special collection of Chinese historical documents. The regular course includes five lectures, two tutorials and one field trip, and there is also a 14-hour internship project for students. Students will apply what they learned in class to the task of collating historical documents. Besides, under the guidance of the course teacher(s) and the Libraries' instructor(s), each student has to carry out a research study whose main theme is a specific set of documents, and he/she finally has to submit an abstract (of not more than 2,000 Chinese characters) describing the collated document(s) and an essay/research report (of not more than 6,000 Chinese characters) on the internship project.
Assessment: 100% coursework.

CHIN2292. Guided Reading in Chinese Philosophy (6 credits)

This is a reading course that guides students in close reading and discussion of a single major philosophical text from the Chinese tradition. Texts chosen may vary from year to year. Examples include *Mozi* 墨子, *Mengzi* 孟子, *Zhuangzi* 莊子, *Xunzi* 荀子, *Hanfeizi* 韓非子, *Huainanzi* 淮南子, Guo Xiang's *Zhuangzi Zhu* 郭象莊子注, *Zhuzi Yulei* 朱子語類, *Chuanxi Lu* 傳習錄, *Mingyi Daifang Lu* 明夷待訪錄, and *Mengzi Ziyi Shuzheng* 孟子字義疏證. Class meetings will focus on interpretation and discussion of passages from the selected text. Students will take turns leading discussion.
Assessment: 100% coursework.

CHIN2293. Seminar in Chinese Philosophy (6 credits)

This is a seminar-style course that examines a broad selection of secondary literature on a selected topic in Chinese philosophy. The topic may vary from year to year. Topics that may be covered include issues in ethics, moral psychology, action theory, political philosophy, epistemology, and metaphysics, along with interpretive controversies concerning major thinkers and texts from different periods in the history of Chinese thought. Course readings focus on recent work in the Chinese- and English-language research literature addressing the course topic. More than half of the class time will be devoted to student-led discussion of research articles. Each student will take turns leading discussion.
Assessment: 100% coursework.

CHIN2294. Topics in Chinese Philosophy (6 credits)

This is a lecture and discussion course that explores selected topics in Chinese philosophy, varying in topic from year to year. Topics that may be covered include the debate over people's nature (*xìng* 性) in pre-Qin thought; conceptions of moral agency; normative ethics; metaethics; the significance of *wú wéi* 無為 (non-action); knowledge and scepticism; and conceptions of *dào* 道. Course readings will focus on primary sources addressing the selected topic (most readings will be available in both the original Chinese and English translation). Class time will be divided roughly evenly between lecture and discussion. Students may be asked to take turns leading discussion.
Assessment: 100% coursework.

CHIN2295. Reading in Traditional Chinese Political Philosophy (6 credits)

The course guides students in reading, interpreting, and evaluating primary sources in traditional Chinese political thought from the classical, medieval, and late imperial periods. It devotes special attention to the distinctive character of central issues in Chinese political thought, such as debates over the role of formal standards versus that of character, of education versus legal coercion, and of central versus local administration. Texts and thinkers covered include the 'Shào Announcement 召誥', Guǎnzǐ 管子, Mòzǐ 墨子, Analects 論語, Mèngzǐ 孟子, Xúnzǐ 荀子, Dàodéjīng 道德經, Zhuāngzǐ 莊子, Hánfēizǐ 韓非子, Yán Tiě Lùn 鹽鐵論, Guō Xiàng 郭象, Bào Jìng Yán 鮑敬言, Oūyáng Xiū 歐陽修, Chéng Yí 程頤, Wáng Ānshí 王安石, Chéng Hào 程顥, Zhāng Zǎi 張載, Hú Hóng 胡宏, Chén Liàng 陳亮, Fāng Xiào Rú 方孝孺, Gù Yánwǔ 顧炎武, and Huáng Zōngxī 黃宗羲.
Assessment: 100% coursework.
Non-permissible combination: PHIL2435

(D) <u>Capstone experience course</u>

CHIN3221. Thematic study in Chinese history and culture (capstone experience) (6 credits)

This is a capstone course intended for students majoring in Chinese history and culture programme. The purpose of the course is to provide students with an opportunity to conduct advanced research, typically investigating a major theme in Chinese history and culture. It is open only to students in their third or final year of studies, who are expected to have prior knowledge in the subject they wish to research in. There is no formal lecture but students who undertake this course are expected to meet regularly with their tutor.
Assessment: 100% coursework.

HONG KONG STUDIES

Hong Kong Studies is an interdisciplinary programme aimed at giving students a broad-based education on Hong Kong—its society, culture, creative industries, economy, politics, history and environment. The Programme combines the perspectives and curricular strengths of a variety of disciplines, including literature, art history, history, sociology, politics, economics, journalism and communications.

The goal for Hong Kong Studies is to adopt a "problem-based" approach where students engage with core issues in Hong Kong's evolution such as the interaction between citizens/subjects and rulers (imperial, colonial, communist); the importance of symbols in creating Hong Kong identity within colonial and communist eras; Hong Kong's global influence as a cultural and financial hub; the role of Chinese tradition in creating new meanings for modern Hong Kong; the role of Hong Kong as a transition zone for ideas, capital and people. Graduates will be prepared to enter a wide range of careers in the public and private sectors in which a comprehensive and sophisticated understanding of Hong Kong is essential to success.

A major in Hong Kong Studies consists of a prerequisite course **HKGS1001**, plus 12 introductory credits from any other Arts programme, and 54 credits taken in the subsequent years. These 54 credits consist of 18 credits of core courses (two courses from **HKGS2001**, **HKGS2002** and **HKGS2015**, plus **HKGS3001**) and a further 36 credits of elective courses listed below. **HKGS3001** is the capstone course designed to allow students to advance their analytical thinking by permitting the application of disciplinary knowledge and principle.

A minor in Hong Kong Studies consists of the 6-credit prerequisite course (**HKGS1001**), 12 credits of core courses (two courses from **HKGS2001, HKGS2002 and HKGS2015**) and a further 18 credits of elective courses as listed below totaling 36 credits.

Major (72 credits)

A major in Hong Kong Studies consists of 72 credits with the following components:

- **Prerequisite course (6 credits):**
  HKGS1001. Hong Kong's long twentieth century (6 credits)
  This course will be offered to undergraduates in Year 1 or 2 only.

- **Other introductory courses to be taken from any Arts programmes (12 credits)**

- **Core courses (12 credits):**
  Select two courses from the list below.
  HKGS2001. Speaking of Hong Kong: Global voices (6 credits)
  HKGS2002. Hong Kong identities in local, national and global contexts (6 credits)
  HKGS2015. Understanding Hong Kong through Mass Media (6 credits)

- **Interdisciplinary elective courses (36 credits):**
  Elective courses totaling 36 credits as listed below

- **Capstone experience course (6 credits):**
  HKGS3001. Hong Kong Studies research project (capstone experience) (6 credits)
  This course will be offered to undergraduates in their third and fourth years.

  NB 1: The capstone course is designed to allow students to advance their analytical thinking by permitting the application of disciplinary knowledge and principles learned in the earlier years.
  NB 2: Students may take Introductory Level courses at any point in their degree.
  NB3: Students are strongly advised to take "CLIT1009. Introduction to postcolonialism and culture", "HIST1017. Modern Hong Kong" and "HKGS1002. Introduction to contemporary Chinese literature" in their first or second year.

Minor (36 credits)

A minor in Hong Kong Studies consists of 36 credits with the following components:

- **Prerequisite course (6 credits):**
  HKGS1001. Hong Kong's long twentieth century (6 credits)
  This course will be offered to undergraduates in Year 1 or 2 only.

- **Core courses (12 credits):**
  Select two courses from the list below.
  HKGS2001. Speaking of Hong Kong: Global voices (6 credits)
  HKGS2002. Hong Kong identities in local, national and global contexts (6 credits)
  HKGS2015. Understanding Hong Kong through Mass Media (6 credits)

- **Interdisciplinary elective courses (18 credits):**
  Elective courses totaling 18 credits from the list below.

Core Courses

HKGS1001. Hong Kong's long twentieth century (6 credits)

This is a topical course that adopts multi-disciplinary perspectives to examine significant and complex issues in Hong Kong's modern century. It serves as a gateway course that introduces students to the interdisciplinary approach to Hong Kong studies.
We examine both popular and scholarly materials that deal with the historical, political, social, and artistic aspects of Hong Kong and phenomenon in order to understand modern Hong Kong at its politico-cultural core, in its relations with Britain and the People's Republic of China, and its symbolic function in the new global order.
The purpose of this course is to give students a good grounding in the key symbolic sites of Hong Kong in a global context. It provides you with the analytical tools for thinking more deeply about the way such sites are infused with diverse, competing and evolving political and cultural meanings.
Topics to be covered include the following sites and discussion revolves around their symbolic significance and their meanings to Hong Kong's evolving identity: Peninsula Hotel, Kowloon Walled City, Public Housing Estates, Statue Square, Historic Mansions, Country Parks and Sitting Out Areas, MTR & Peak Tram, the Old Star Ferry terminal and Victoria Harbour, and Street Stalls and Markets.
Prerequisite: Nil
Assessment: 100% coursework

HKGS2001. Speaking of Hong Kong: Global voices (6 credits)

We explore the key international and local scholarship and commentary on Hong Kong from before its transition to a colony, through to the present. The course provides students with insights into the significance of the diverse range of voices speaking about Hong Kong.
The purpose of the course is to facilitate in students a sophisticated appreciation of the importance of perspective when analyzing materials. At the completion of this course students will be able to explain how the 'speaking position' of either an individual or an institution alters the significance of a given text and alters according to historical moment and genre. The materials below comprise a corpus of global voices that speak of Hong Kong in relation to its position in the Empire, as a Colony, and in the People's Republic: Travelers' records, missionary letters, administrators' diaries, and reminiscences of war-time internees. These materials will be examined alongside documents such as cartographic records, gazetteers, policy statements, planning documents, photographs, census documents, and posters.
Assessment: 100% coursework
Non-permissible combination: CHIN2284

HKGS2002. Hong Kong identities in local, national and global contexts (6 credits)

HKGS2002 explores the creation of a uniquely Hong Kong identity and the contested notions of this identity from inside and outside of Hong Kong. Core aspects of local identity markers are examined.
The course aims to instill in students a deep appreciation of the evolution and transformation of Hong Kong's identity in a global and national context. At the end of this course students will have developed foundational knowledge in the politics of identity formation in the context of changing political milieus.
Assessment: 100% coursework

HKGS2015. Understanding Hong Kong through mass media (6 credits)

This course introduces students to the historical and cultural development of Hong Kong in modern times through mass media, with a particular emphasis on printed media and discussion surrounding the interrelationship between Hong Kong and China. Selected printed media texts will be closely examined

with reference to the role Hong Kong played in, for instance, the public sphere in the late-Qing dynasty; the cultural development of the May-Fourth Movement; the spread and reception of Modernism and Communism in the Cold War period; and the narration of the Chinese nation in the British colonial days. This course further introduces students to how Hong Kong can be seen as a liminal space for literary communication and cultural production at critical times. It also leads students to discuss the various cultural issues surrounding Hong Kong mass media, such as identity formation, gender issues and censorship.
Assessment: 100% coursework
Non-permissible combination: CHIN2184

Capstone Experience Course

HKGS3001. Hong Kong Studies research project (capstone experience) (6 credits)

This course is required of all students intending to major in Hong Kong Studies. Students in this course pursue independent research and produce a research paper under the supervision of a teacher in Hong Kong Studies. This course is designed to provide students with the opportunity to conduct in-depth research on a topic of interest to them. Students have to synthesize their understanding of the discipline in a critical research paper on the topic. It can either adopt a single disciplinary methodology or a multidisciplinary problem-oriented perspective, demonstrates all that has been learned in his or her major, undertaking the course will negotiate the topic in conjunction with the Programme Coordinator to determine its feasibility and ensure academic rigor.
Prerequisite: **HKGS2001**
Assessment: 100% coursework

Introductory Course

HKGS1002. Introduction to contemporary Chinese literature (6 credits)

This course introduces students to the overall development of contemporary Chinese literature since the 1950s, including Hong Kong, Taiwanese and Malaysian Chinese literature, through representative writers and their works in various forms. The selected works will be critically discussed through 20th century literary and critical theories, as well as closely examined with regard to the social, cultural and historical issues and literary movements/schools in contemporary China.
Assessment: 100% coursework
Requirement: a Level 5 or above in Chinese Language in the Hong Kong Diploma of Secondary Education (HKDSE) Examination, or an equivalent standard in another public examination
Non-permissible combination: CHIN1121

Interdisciplinary Elective Courses

Majors must select courses totaling 36 credits from the following list of electives.
Minors must select courses totaling 18 credits from the following list of electives.

{Note:
Not all courses are offered in a given semester; students should check with individual units on course availability; students should also check on course prerequisites and other enrollment restrictions.}

HKGS2004. Hong Kong's economic growth: A modernisation and internationalisation miracle (6 credits)

This course explores the dramatic transformations in Hong Kong's political economy as it evolved from an Opium trading port to a global financial hub. It addresses core questions about the relationship between economic transformations and social, cultural and political change. The course does not require expertise in economic theory but it will introduce students to such common economic concepts as students would expect to encounter on news and current affairs media. Topics to be discussed include codification and transformation of trading regulations, negotiations between colonial and Chinese elites on business matters, the origins and impact of the Independent Commission Against Corruption on the political economy and cultural life of Hong Kong, the transformation in the legal and regulatory systems and their role in propelling Hong Kong to international financial centre status, labour rights and workers benefits, banking and stock-market cultures as experienced by ordinary people and financiers, the impact of industrialisation and de-industrialisation on the employment profile and livelihoods of Hong Kong people, the effects of China's 'opening up and reform' on Hong Kong's economy.
Assessment: 100% coursework

HKGS2005. An anthropology of Hong Kong's belief systems and religious practices (6 credits)

Hong Kong's population has a rich array of religious practices and beliefs systems. Some of these arrived with the migration of diverse peoples from around the world and others emerged locally as residents interacted with their environment and the life challenges it presented. Many Hong Kong people experience their spiritual life in an eclectic fashion – visiting Daoist temples as frequently as Christian churches. Others remain singular in their adherence to one faith such as Buddhism or Islam. In contrast to the secularization that has marked western societies with economic development Hong Kong sustains a vibrant religious culture. The course adopts an anthropological approach to the study of how Hong Kong people find meaning in their lives through religion, how spirituality informs their social support system and the myriad ways it creates their sense of cultural identity. Apart from providing an overview of the diverse religions manifest in Hong Kong, specific topics explored in the course include the role of folk religions in Hong Kong family life, the interaction between religious beliefs and notions of essential Chinese cultural preferences, the experience of Overseas Domestic Workers in Hong Kong's religious life, the significance of overseas religious in Hong Kong's cultural and ethical life (e.g. Vietnamese nuns, Irish Priests, Taiwanese Monks), religion or non-religion as a marker of class status or cultural capital, the role of religious organizations in social welfare and international outreach. The course will also introduce students to the core concepts operating in the anthropology of religion.
Assessment: 100% coursework

HKGS2006. Engendering Hong Kong: Sociological and demographic perspectives (6 credits)

Hong Kong is currently unique among the world's Chinese communities for the preponderance of females relative to males in the population. It is also remarkable for its low birth rate and growing proportion of unmarried adults. How did this remarkable situation emerge and what are its implications for the way Hong Kong people perceive of their identities in gendered terms? Using sociological and demographic approaches this course explores key issues in the transformation of Hong Kong's gender norms. Topics include: increases in international marriages, changing attitudes to sexual morality, tensions in work-family balance, competition-aversion as contraception, changing expectations of marital partner relationships, the prohibition on concubinage but continued prevalence 'second wives', the significance of patriarchal gender norms as inhibitors to marriage, understanding Hong Kong's divorce patterns, changing ideals of parenthood, transformations in expectations of childhood and the impact of China's opening and reform on marriage choices through such phenomenon as 'mainland mothers'.

Assessment: 100% coursework

HKGS2007. Geographic challenges: The 'space premium' and Hong Kong society (6 credits)

Hong Kong is the most densely populated area on earth—space is at a premium. As pedestrians jostle for space on pavements, residents contemplate rising apartment prices, and leisure seekers struggle to find space to relax Hong Kong's leaders face challenges that no other government around the world experience. This course explores the challenges that Hong Kong's geography has posed for its leaders (indigenous, colonial and SAR), its residents and its wildlife. The course uses approaches from geography and urban planning but does not require specialist expertise—rather, it will introduce students to such common geographic and planning concepts as students would expect to encounter on news and current affairs media. The course explores key issues in the management of space in Hong Kong. Topics include: changing concerns of key planning bodies (e.g. influx of refugees from China in the 1950s), changing demands from residents as their expectations of 'a decent life' evolve (e.g. access to recreational space and country-parks), public debates about the impact of facilities related to death and waste disposal (e.g. real estate values, fengshui), environmental deterioration (e.g. public health concerns, economic damage, loss of habitat).
Assessment: 100% coursework

HKGS2008. Introduction to Hong Kong Cantopop lyrics (6 credits)

Since the mid-1970s, Hong Kong popular music has been very much identified with Cantopop, a distinctive genre with lyrics written in standard modern Chinese as well as Cantonese. Cantopop lyrics have exerted a profound impact on Hong Kong people over the past forty years. The course will be divided into two parts. The first half will introduce renowned Hong Kong Cantopop lyricists and examine their typical styles. The second half will discuss Cantopop lyrics from cultural perspectives. The course will enhance students' understanding of Cantopop through close textual readings. The medium of instruction will be Chinese.
Assessment: 100% coursework
Non-permissible combination: CHIN2183

HKGS2009. We are what we eat: Hong Kong food and foodways (6 credits)

In every gulp we are allowing a bit of the external world, in the form of food, to gain access to our bodily, cultural and social existence and change us in ways we do not always know. The feelings, emotions and memory we involuntarily but actively produced are being inscribed, in return, onto the individual and collective foodscape of the city through our everyday food choices and continuous habits and practices. This course examines the food experiences and practices and their ideological effects that shape diners and their city. It also traces the crystallization of a conscious distinction of Hong Kong food and their influences among the residents of the city and overseas. In this course we will explore how the exercise of the right to the city follows not only our hearts' but also our stomachs' desire, and the food for the stomach is always and simultaneously the food for thought.
Assessment: 100% coursework

HKGS2011. Hong Kong: Whose city is it? (6 credits)

This course will discuss various ways of conceptualizing the city. Drawing on different aspects of humanities and related disciplines, it begins with an overview of key developments in recent studies of the city. Students will explore the influence of forces shaping contemporary cities and tactics to deal with them. They will also examine related theories and their relation to contemporary Chinese cities as

centers of modernization as well as conflicts. It will then focus on the shaping forces of global capitalism and examine "Hong Kong" as a marketable brand – "Asia's world city" – in the global context. Case studies will be used to shed light on the transformation of Hong Kong cityscape.
Assessment: 100% coursework

HKGS2012. Shop till you drop: the symbols of consumer culture in Hong Kong (6 credits)

Economic prosperity in Hong Kong allows its residents a vast array of consumption choices. These choices, though made by individuals, come under the heavy influence of debates on ethnicity and modernity, as well as comparisons with other developing communities. Our discussion will focus on the development of certain department stores in Hong Kong. Unlike individual retail establishments with defined areas of specialty, department stores present shoppers with entire packages of lifestyle choices that encompass products in such areas as fashion, household goods, food items, as well as health and beauty merchandise. Some of these department stores owed their origin to British merchants or overseas Chinese entrepreneurs while others were established as extensions of Japanese chains or outlets for merchandise from mainland China. We will explore these issues of material culture by examining print and television advertisements, company brochures, corporate documents, as well as records of consumer experience.
Assessment: 100% coursework

HKGS2013. Law, history and culture (6 credits)

This course will enable students to research and examine the history of law and its connection with social, political and economic development of Hong Kong and China in the 19th and 20th centuries through students' first-hand exploration of archival documents and images stored in libraries and the Public Records Office. Students, through a close reading of archival materials, will be asked to reflect critically on their conventional basic ideas about the legal system, social customs and culture of Hong Kong and China. These ideas include, among others: 'Imperial China lacks the rule of law'; 'Hong Kong's rule of law is a British colonial legacy'; and 'Chinese traditionally preferred settling disputes through mediation than resorting to the law'. Adopting an interdisciplinary approach, this course will explore how the notion of law functions as a site of discourse in the expression of identity as well as the articulation of ethnic, cultural and socio-economic differences.
Assessment: 100% coursework
Non-permissible combination: CHIN2285

HKGS2014. Hong Kong literature (6 credits)

This course introduces students to the development of Hong Kong Literature from the 1920s through representative writers and their works in various genres. The selected works will be closely examined in relation to their cultural and historical contexts. The cultural production and literary connections between Hong Kong, Mainland China and the world will also be highlighted to increase the student's awareness of Hong Kong's unique cultural fluidity and hybridity. The medium of instruction will be Chinese.
Assessment: 50% coursework, 50% examination.
Non-permissible combination: CHIN2172

HKGS2016. Ghostly Hong Kong: Otherworldly configurations (6 credits)

From the colonial to the post-handover periods, Hong Kong has long been haunted by ghosts and supernatural existences. Beyond the questions of veracity, these otherworldly visitors interrogate the

very basis of Hong Kong imaginaries and political intricacies. From literature, history, urban legends to popular cultural productions, ghosts unfold Hong Kong's deep-seated fear, prejudices and uncertainties about coloniality, nationality and transnationality. This course provides students with insights into the significance of the diverse range of otherworldly voices speaking from and on behalf of Hong Kong, with examples drawn from literature, history, film, media and theoretical texts. Reading them closely students are able to excavate dark, hidden and alternative sources for understanding the transforming Hong Kong identities and imaginations.
Assessment: 100% coursework
Non-permissible combination: CHIN2185

HKGS2017. Postcolonial Studies: the case of Hong Kong (6 credits)

Considered as an "anomaly" in postcoloniality, Hong Kong makes the perfect case for the study of major theories and concerns in Postcolonial Studies for their critical capacity and limitations. This course engages canonical theorists and texts in Postcolonial Studies in dialogue with local voices of critique across fields and disciplines to reexamine (post)colonial experiences of Hong Kong and their legacy and imprints expressed in cultural, literary, cinematic, historical texts. By unpacking the anomality of the case of Hong Kong and organizing local critical scholarship on cultural production, this course also seeks to "reconfigure postcolonial discourse as a critical mode of imagination in a world altered now by global capitalism".
Assessment: 100% coursework

HKGS2018. Modern Chinese literature (1917-1949): fiction (6 credits)

This course is a study of modern Chinese fiction from 1917 to 1949. The historical development of modern Chinese fiction will be introduced and the impacts of western literary trends or thoughts on fiction writers will also be explored. In addition, representative short stories and novels of different schools will be appreciated and studied in depth.
Assessment: 50% coursework, 50% examination
Non-permissible combination: CHIN2130

HKGS2019. Sinophone literature and film (6 credits)

As a result of Chinese diaspora and increasing global cultural interactions, scholars have proposed various analytical frameworks to remap the current field of Chinese-language literature and film. The concept of "sinophone" is such an attempt which celebrates the diverse expressions of "chineseness" and underscores the local particularities in which each Chinese-language or film is produced. This course offers students an opportunity to study selected sinophone literary works (by writers residing primarily in Hong Kong, Taiwan, and the west) and films, and to explore and challenge existing notions of nationalism, cultural identity, and linguistic authenticity.
Assessment: 100% coursework
Non-permissible combination: CHIN2153

HKGS2020. Cantonese linguistics (6 credits)

This course provides students with a fundamental understanding of the phonological, morphological and syntactic structures of Cantonese. The linguistic differences between Cantonese and Modern Standard Chinese will be examined. Students are expected to utilize relevant reference books and materials for further independent study.
Assessment: 100% coursework

Non-permissible combination: CHIN2162

HKGS2021. Translation in Hong Kong society (6 credits)

Translators' work demands specialised knowledge of the ways translation functions in specific social contexts. The principal concern of this course is the practical information about the various circumstances in which translation serves its purpose as a communicative activity, either in the Government or in the private sector. This course will be assessed on the basis of a written seminar paper presented orally and participation in discussion.
Assessment: 100% coursework
Non-permissible combination: CHIN2332

List of electives from other Faculties/Schools

I. Faculty of Arts

School of English
- ENGL2097. Writing Hong Kong (6 credits)
- ENGL2119. English in Hong Kong (6 credits)

School of Humanities
- ARTH3013. Hong Kong art workshop (6 credits)
- CLIT2064. Hong Kong Culture: Popular arts and everyday life (6 credits)
- CLIT2065. Hong Kong Culture: Representations of identity in literature and film (6 credits)
- CLIT2075. Modern Poetry: Hong Kong and beyond (6 credits)
- CLIT2085. Hong Kong: Culture in global context (6 credits)
- HIST2034. A history of education in Hong Kong (6 credits)
- HIST4024. Writing Hong Kong history (capstone experience) (6 credits)
- MUSI2015. Popular music (6 credits)

School of Modern Languages and Cultures
- JAPN2050. Creative industries in East Asia (Hong Kong, Taiwan, Korea and Japan) (6 credits)
- JAPN2058. Understanding popular culture in Japan (6 credits)
- JAPN3039. Japanese popular music and Hong Kong society (6 credits)
- SINO2002. China in the world: critical paradigms (6 credits)
- SINO2004. Research skills for China Studies (6 credits)
- SINO2007. Creative industries in China in a global context (6 credits)
- SINO2008. World heritage in Asia (6 credits)

Global Creative Industries
- GCIN2007. Film and media: Cultural and organizational dynamics (6 credits)
- GCIN2009. Art worlds: Aesthetics, money, and markets (6 credits)
- GCIN2010. Fairs, festivals and competitive events (6 credits)
- GCIN2011. Understanding Hong Kong TV industry (6 credits)
- GCIN2016. Financing for creative industries (6 credits)
- GCIN2017. Luxury markets in East Asia (6 credits)
- GCIN2018. Publishing industry in digital age (6 credits)
- GCIN2019. The arts entrepreneurship in Hong Kong (6 credits)

II. Faculty of Architecture
CONS2004. History of urban Hong Kong and its built heritage (6 credits)
RECO2028. Planning and development (6 credits)

III. Faculty of Social Sciences
GEOG2138. Hong Kong's environment: issues and policies (6 credits)
GEOG3424. Urban development and planning: the Hong Kong experience (6 credits)
POLI3019. Hong Kong and the world (6 credits)
POLI3020. Hong Kong politics (6 credits)
POLI3035. Public administration in Hong Kong (6 credits)
POLI3118. Special topics in NGO studies (6 credits)
SOCI2015. Hong Kong popular culture (6 credits)
SOCI2016. Hong Kong society (6 credits)
SOCI2075. Hong Kong: community and cultural policy in the global context (6 credits)

TRANSLATION

The following are the course components required for the major and the minor:

Major (72 credits)
(A) Prerequisite course: **CHIN1311. Introduction to translation** (6 credits)
(B) Introductory courses including **List 1 courses: CHIN2336 and/or CHIN2375, CHIN2361, CHIN2362** (30 credits)
(C) Advanced courses including all **List 1 courses** (30 credits)
(D) Capstone experience course: "**CHIN2320. Long translation (capstone experience)" or "CHIN2321. Research in translation studies (capstone experience)"** (6 credits)

Minor (36 credits)
(A) Prerequisite course: **CHIN1311. Introduction to translation** (6 credits)
(B) Introductory courses in **List 1 or 2** (12 credits)
(C) Advanced courses in **List 1 or 2** (18 credits)
No capstone experience course is required.

(A) Prerequisite course

This prerequisite course, intended primarily for Translation majors and minors, accepts only applicants with a Level 5 or above in both Chinese and English in the Hong Kong Diploma of Secondary Education (HKDSE). Applicants with a Level 5** in HKDSE English but a Level 4 in HKDSE Chinese, or vice versa, as well as those holding other qualifications, will be considered for admission on a case-by-case basis. Non-JUPAS applicants must submit a copy of their equivalent qualifications (such as IB Diploma, AD/HD or Gaokao transcripts) to the course instructor for consideration. Students intending to major in Translation must attain a grade of C or above in this course, and a PASS grade or higher is required for Translation minors.

CHIN1311. Introduction to translation (6 credits)

This is an introduction to the skills and theoretical issues of translation, with guided practice in translating material of daily usage. Coursework assessment will be based on written assignments.
Assessment: 100% coursework.

(B) Introductory courses

List 1 introductory courses

CHIN2336. Interpretation workshop I (6 credits)
[Translation majors can take this course and/or CHIN2375 to fulfill the core course requirement.]

This course introduces students to the basic skills required for the three modes of interpreting (consecutive, simultaneous, and sight translation). It enables students to acquire and develop note-taking skills for consecutive interpreting and learn about interpreters' professional ethics. This course also provides students with a brief history of interpreting and an overview of different interpretation settings. Training will focus on sight translation and consecutive interpreting between English and Chinese. This is a workshop-based course supplemented by lectures.
Assessment: 100% coursework.

CHIN2361. Translation workshop E-C (6 credits)

This seminar course is designed to develop students' competency in conveying ideas in both Chinese and English through the studies of translation. Students will not only be taught to analyze the linguistic, stylistic, and cultural features of the source text, but also challenged to present innovative solutions for a variety of translation problems. The acquisition of and familiarization with various idiomatic expressions in both Chinese and English will be emphasized, with particular attention in English-Chinese translation.
Assessment: 100% coursework.

CHIN2362. Translation workshop C-E (6 credits)

This seminar course is designed to develop students' competency in conveying ideas in both Chinese and English through the studies of translation. Students will not only be taught to analyze the linguistic, stylistic, and cultural features of the source text, but also challenged to present innovative solutions for a variety of translation problems. The acquisition of and familiarization with various idiomatic expressions in both Chinese and English will be emphasized, with particular attention in Chinese-English translation.
Assessment: 100% coursework.

CHIN2375. Interpretation Workshop (English and Putonghua) (6 credits)
[Translation majors can take this course and/or CHIN2336 to fulfill the core course requirement.]

This course offers an engaging introduction to the essential skills needed for professional language interpreting between English and Chinese (Putonghua). Students will have the opportunity to develop note-taking techniques for consecutive interpreting and gain experience with simultaneous interpreting through simulated conference activities. They will be introduced to the current landscape of the language service industry and trained to interpret in both in-person and remote modalities (i.e. telephone and video interpreting). Through interactive, workshop-based training in the language lab, students will build the skills and confidence necessary to handle a variety of interpreting scenarios as effective transcultural communicators.
Assessment: 100% coursework.

List 2 introductory courses

CHIN2333. Culture and translation (6 credits)

This course focuses on the cross-cultural dimension of translation. It examines the most complex cultural barriers faced by the translator – such as differences in the expression of emotions (for instance - love, anger, fear), codes of behavior (for instance intimacy, privacy, politeness), values and world views, notions of gender, aesthetic taste, humour, and forms of symbolism and metaphor. These issues arising from translation practice will be discussed in light of current theories on culture and translation from multiple disciplines.
Assessment: 100% coursework.

CHIN2352. Language contrast and translation I (6 credits)

This course will examine and compare the basic linguistic structures of Chinese and English, including phonology, morphology and syntax, and will apply such knowledge to the practice of translation.
Assessment: 100% coursework.

CHIN2364. Bilingualism and law: Perspectives from translation (6 credits)

This course focuses on the relation between language and law from the perspective of bilingualism. It looks specifically at the Hong Kong situation, where both English and Chinese are working languages in the judiciary and where legislation is enacted and published simultaneously in the two languages. Through close reading of relevant court cases, students will identify the tension between English and Chinese versions of Hong Kong statutes and the Basic Law, and appreciate how interlingual issues interact with operations of the law in bilingual and multilingual jurisdictions. Students will acquire skills that allow them to interpret pieces of legislation from the perspective of linguistics and translation. The course also offers opportunities for students to try their hand at translating various sorts of legal documents.
Assessment: 100% coursework.

CHIN2368. Translation and social media (6 credits)

This course focuses on the role of translation in social media communication. It contemplates how wide-ranging multilingual digital contents are circulated on social media via translation, how genres, user experiences, visual styles, business models and technologies harnessed by digital enterprises and platforms are impacting on legacy media and traditional means of mediated communication, and where the diverse user-generated content continue to innovate and transform social media communication. The students will access new pathways to future understandings of the innovations and value co-creations in the rapid evolving new media ecology.
Assessment: 100% coursework.

CHIN2369. Subtitling: concepts, methods, and technology (6 credits)

This course will provide a general introduction to the twin fields of subtitling: subtitling for all and subtitling for fun. The first refers to the professional practice in the media and creative industries, while subtitling for fun represents the user-generated, transformative forces in media globalisation. This course will focus on the distinctive codes of conduct maintained in these two fields and their technological innovations. The students will also learn to work with cutting-edge subtitling technologies

facilitated by world-leading audiovisual translation and localisation service providers such as WinCaps Q4, OOONA (https://ooona.net/ooona-tools/) and Yi Shi Jie (https://www.1sj.tv/).
Assessment: 100% coursework.

CHIN2370. Principles of translation (6 credits)

This is an elementary translation course which introduces the general principles of translation. Theories are introduced to substantiate learners' knowledge relevant to translation as an academic discipline. In particular, the course concerns translation as a communicative act involving English and Chinese as the working languages. Through in-class discussions of the philosophical issues about the nature of translation and working on translation exercises, students are guided to consider and understand the nature, standard, and difficulties of translation so that they are better prepared for more advanced courses on translation theories and applying their translation skills critically when working on translations.
Assessment: 100% coursework.

CHIN2371. Translation as a Hong Kong phenomenon (6 credits)

This course is about translation as a 'Hong Kong phenomenon'. It covers topics including the colloquialism revealed in the translation of Hong Kong movie titles and subtitling, Chinese translation of street names and proper names, reciprocal lexical borrowing between English and the Cantonese dialect, linguistic hybridization in advertisement translation, recontextualization of news elements in mass media translation in the Hong Kong society, the role of translation in Hong Kong literature, and adaptation of western dramas on the Hong Kong stage. The topics of the course are cohered by the theme of how a distinct identity is shaped, represented and articulated through translation in Hong Kong. Permeating these topics are common themes in translation studies: billinguialism, faithfulness, domestication and foreignization, translanguaging, and transadaptation - all will be considered and discussed in the light of Hong Kong translation examples. The exploration of these topics will also reveal how examples of Hong Kong translation challenge the traditional standards of fidelity and equivalence.
Assessment: 100% coursework.

CHIN2374. Textual analysis and translation (6 credits)

This course explores the language features of various text types in Chinese and English. By the end of the course, students will be equipped with the skills necessary to analyze texts from different linguistic and stylistic perspectives. These skills are indispensable to rendering accurate and idiomatic translations.
Assessment: 100% coursework.

(C) <u>Advanced courses</u>

<u>List 1 advanced courses</u>

CHIN2351. Translation criticism (6 credits)

Selected translations will be analyzed in terms of specific problems arising from the process of translation. This course is more concerned with understanding how translated texts work rather than value judgements, and seeks to define the translator's method and purpose.
Assessment: 100% coursework.

CHIN2365. Applied translation studies (6 credits)

This course aims to introduce students to classic applied translation theories, including the Equivalence paradigm, the Functionalist paradigm, and the Discourse paradigm, as well as the recent development of metrolingualism as a practical theory of language in the city. Students will have opportunities to conduct fieldwork in the city of Hong Kong, either virtually or physically, to gain a practical understanding of the nature of translation and translanguaging as linguistic and communicative phenomena. Through a series of workshops, students will collaboratively analyse, evaluate, and create translations that contribute to the diversity and equity of the city space.
Assessment: 100% coursework.

List 2 advanced courses

CHIN2331. Choice of words in translation (6 credits)

This course takes a new semantic approach to the analysis of different types of word meaning in a text. It addresses some key issues of a functional grammar pertaining to translation studies in Hong Kong and it is specially planned for students who aspire to carve out for themselves a career in administration, publishing, advertising and journalism.
Assessment: 100% coursework.

CHIN2332. Translation in Hong Kong society (6 credits)

Translators' work demands specialised knowledge of the ways translation functions in specific social contexts. The principal concern of this course is the practical information about the various circumstances in which translation serves its purpose as a communicative activity, either in the Government or in the private sector. This course will be assessed on the basis of a written seminar paper presented orally and participation in discussion.
Assessment: 100% coursework.
Non-permissible combination: HKGS2021

CHIN2339. Translation for administration and business (6 credits)

This course examines the role of translation in Hong Kong's public administration procedures and business activities and how it is used for local and international communication. Students will practise translating papers related to negotiation, administration and the law arising from such contexts, and explore suitable translation techniques in the process.
Assessment: 100% coursework.

CHIN2340. Film and TV translation (6 credits)

Film-making and TV production are becoming increasingly international, rendering translation almost indispensable to the industry. Translating films and TV shows for dubbing and subtitling requires specialised skills distinct from those used in other fields. This course focuses on such skills, with an emphasis on audio-visual awareness and cinematic elements such as drama, dialogue, vernacular, and pacing. Critical theories on media and on cultural production and consumption will be introduced. Students learn through hands-on translation of feature films and TV programmes, as well as critiques of film and TV translations.
Assessment: 100% coursework.

CHIN2341. Translating writings on art (6 credits)

This course introduces students to the skills of translating within the field of Chinese and western art history, art appreciation and art criticism. Chinese and English writings on art will be studied, and textual analysis and translation strategies concentrating on semantic and communicative aspects will be discussed. Through the viewing of artworks and practice in sight translation and written translation, students will acquire bilingual vocabulary and linguistic expressions for describing a range of artworks and art genres in specific socio-historical, cultural and aesthetic contexts.
Assessment: 100% coursework.

CHIN2342. Interpretation workshop II (6 credits)

This course prepares students for the pursuit of a career in interpreting. Students will be provided with intensive training in interpreting on a variety of topics and taught the improvisation skills in interpreting. This course also provides training in the essential skills and techniques for simultaneous interpreting, including shadowing, rephrasing, abstraction and the cultivation of split attention. This is a workshop-based course supplemented with lectures.
Assessment: 100% coursework.

CHIN2343. Legal interpreting (6 credits)

This course provides an overview of the legal system of Hong Kong and familiarises students with trial procedures, characteristics of legal English, common terms pertaining to trial proceedings, as well as principles and protocols associated with interpreting in the judicial system. Students will practise sight-translating of legal texts and other court-related documents, and interpreting—consecutively or simultaneously as appropriate—courtroom speeches, including witness testimony, submissions by counsel, jury instructions and court judgments. This is a workshop-based course supplemented with lectures, a mock trial and a court visit to observe court interpreters at work.
Assessment: 100% coursework.

CHIN2344. Short stories: East and West (6 credits)

This course aims to introduce students to the fundamentals of short story composition and the techniques that are involved in their translation. It also aims to encourage them to pay close attention to the unique narrative techniques involved in the composition of short stories in both Chinese and English, and to encourage them to explore ways of re-creating such expositions in their translations.
Assessment: 100% coursework.

CHIN2345. Syntax-based translation (6 credits)

This is an interdisciplinary, Linguistics-Translation crossover course offered to third year students majoring in Translation, Linguistics, and Law. As its course title suggests, it aims to help students acquire two types of skills: (i) to analyze highly complex sentence structures in English and Chinese; (ii) to translate legal documents from English into Chinese, and *vice versa*.
Assessment: 100% coursework.

CHIN2346. From page to stage: A workshop on drama adaptation and translation (6 credits)

The adaptation of literary classics into staged productions can be an extremely rewarding pedagogic exercise. They not only demand from students an in-depth reading of the original text, but also writing and analytical skills, an understanding of the basics of drama performance, as well as familiarity with the principles of translation. Throughout this course, students will not only be trained in the above areas, but by collaborating with Eduarts Classic Theatre, they will be given the valuable opportunity to become involved in an actual production of a literary classic.
Assessment: 100% coursework.

CHIN2347. World literature and translation (6 credits)

What is world literature? How does it relate to Chinese literature? How have literary texts responded to the questions of world literature, or integrated these questions into themselves? And how does translation fit into the discussion, either in understanding the role translation plays in the development of world literature, or in figuring out how we should translate with world literature in mind? Through a series of primary readings of poetry and fiction written in Chinese and other languages, this course will aim both to expose students to a broad range of significant works of world literature and to deepen students' understanding of literature in global circulation. Readings (in Chinese and English) may include Bei Dao, Zhai Yongming, Xi Chuan, Yu Xiang, Anna Akhmatova, Jorge Luis Borges, Ezra Pound, Franz Kafka, Johann Wolfgang von Goethe, Karl Marx, Wang Wei, Du Fu, Wu Cheng'en, William Faulkner, Gabriel Gabriel García Márquez, Toni Morrison, Mo Yan, Italo Calvino, Dung Kai-cheung, Xi Xi (Sai Sai), and others.
Assessment: 100% coursework.

CHIN2348. Bilingual studies in media and popular culture (6 credits)

The course introduces mass media and popular culture in the context of bilingualism and seeks to deepen students' understanding of translation as a cross-cultural dialogue. Discussions will focus on a wide range of popular genres, including film, television, advertisement, magazines, pop music and internet culture, in the Chinese-speaking world. Through critical readings of the bilingual texts, cultural issues such as national and gender identities, ideology, globalization and the global circulation of images and imaginary, and the dynamics between cultural production, media technology, and political discourses will also be explored.
Assessment: 100% coursework.

CHIN2356. Language contrast and translation II (6 credits)

This course includes a contrastive study of the Chinese and English languages, and examines their language styles for special purposes, the emphasis being on the study of rhetoric both as a problem of translation and as a part of the language skills essential to translators.
Assessment: 100% coursework.

CHIN2357. Bilingual communication in translation (6 credits)

This course introduces students to functional approaches to written translation, with special emphasis on text-type theory. It trains students to systematically identify the type and function of written texts across various genres, and to develop translation strategies in line with the communicative intent of these texts. Through seminar discussions, students will develop a critical awareness of the dynamic

relation between linguistic choices in translation and textual communication across languages and cultures.
Assessment: 100% coursework.

CHIN2358. Journeys to the East: Translation and China in the literary imagination of the West (6 credits)

Translation not only represents the meaning of the statement translated, but represents as well the culture of the language in which the statement originated. How, then, have translations interacted with the representation of China on display in other works of Western literature? By reading literary translations from Chinese into English alongside the tradition of literary imagination of China (sometimes known as "Orientalism"), this class will examine how translation has engaged with, confirmed, altered, and shaped the notion of China as understood in the West. Readings are likely to include Marco Polo, Leibniz, Judith Gautier, James Legge, Ezra Pound, Pearl Buck, Julia Kristeva, Gary Snyder, and others.
Assessment: 100% coursework.

CHIN2363. Advanced translation workshop C – E (6 credits)

Designed for students who intend to translate into English for the Final Year Project, this course will further develop students' expertise in conveying in English ideas first expressed in Chinese. Through close study, students will not only be further taught to analyze the linguistic, stylistic, and cultural features of the source text, but also challenged to present innovative solutions for a variety of translation problems. The course will feature classroom visits and video-conferences with practicing translators of Chinese poetry and prose. The final project will require team-translating contemporary Chinese prose fiction into English.
Assessment: 100% coursework.

CHIN2366. Advanced theories of translation (6 credits)

This advanced-level course introduces students to conceptual translation theories, and is suitable for theoretically inclined students who are interested to learn about the development of translation studies beyond the applied domain. Students will learn about the cultural and sociological turns in translation studies; the relationship between translation and philosophy; as well as other new trends in the field.
Assessment: 100% coursework.

CHIN2367. Advanced translation workshop E-C (6 credits)

This course prepares students for their final year English-Chinese translation projects. Students will be trained to analyze the source and target texts from the linguistic, cultural and theoretical perspectives, with a view to honing their translation skills. They will also be encouraged to learn from different writers and translators.
Assessment: 100% coursework.

CHIN2372. Southeast Asian Chinese literature in translation (6 credits)

This course will examine Chinese-language literature and other forms of writing produced in Southeast Asia from the late nineteenth century until the contemporary period, with a focus on works from present-day Malaysia, Singapore, Indonesia, and Thailand. Students will read recent and older English

translations of novels, short stories, essays, poems, and etc. alongside their Chinese originals, to analyze how, why, and for whom these works were written, translated, and disseminated.
Assessment: 100% coursework.

CHIN2373. Translation technologies (6 credits)

This course aims to equip students with theoretical knowledge and practical skills to work effectively with trending translation technologies. It introduces students to computer assisted translation (translation memory, terminology management), machine translation, AI translation, as well as text pre-processing and post-editing practices. No prior knowledge on programming is required. Through practical activities and exposure to state-of-the-art research evidence, students will be able to engage with different translation scenarios and critically assess the role of technology and automation in intercultural communication and professional translation practice.
Assessment: 100% coursework.

CHIN2376. *Romance of the Three Kingdoms* and its global impact (6 credits)

This course on the *Romance of the Three Kingdoms* as a cultural relic will be taught in two parts. Part One provides a comprehensive exploration of the novel's composition history, tracing its evolution from historical events to oral tradition and culminating in the iconic Ming dynasty novel. Students will be challenged to contemplate how this masterpiece has become an important reflection of Chinese cultural identity. Part Two of the course will expand its focus beyond China, examining the global relevance of the novel in East Asia and beyond. Special emphasis will be placed on exploring how this literary work, through various re-writes, adaptations, and translations (both textual and non-textual), has facilitated cultural exchange and influenced narratives worldwide, across diverse media, shedding light on its universal appeal and enduring legacy in the realm of global literature.
Assessment: 100% coursework.

CHIN2377. Journey to the West: Translation, Transcreation, and Transmedia Storytelling (6 credits)

Through the lens of translation and adaptation, this course explores *Journey to the West*'s unabated socio-political, religious, philosophical and ecological significance across times and places, including but not limited to: Republican Shanghai, (post)colonial Hong Kong, (post)socialist China, imperial and post-war modern Japan, as well as Asian/America and contemporary China's new media landscape. Drawing from recent theoretical paradigms such as eco-criticism, affect theory, new materialism and world literature, the course will explore how *Journey to the West*'s literary form of premodern world-travelling continues to enchant and empower modern audiences as the novel becomes "translated" into picture books, films, graphic novels, manga, animation, videogames, memes, short videos or even theme parks. Through guided close-reading in conjunction with creative practice, students will learn how to use *Journey to the West* as an intellectual resource to navigate fraught issues between self and other, individual and the nation, East and West, global South and global North, as well as the China and the world.
Assessment: 100% coursework.

CHIN3311. Translation and the study of Chinese literature (6 credits)

What is translation, what is the study of Chinese literature and culture, and how have these concepts overlapped, conflicted, and defined each other? Constituting a critical introduction to both Translation Studies and the academic study of Chinese Literature in English, this course will expect students to

comparatively examine arguments about Chinese language and literature vis-à-vis translation, and arguments about translation vis-à-vis Chinese language and literature. Further, this course will engage with the ways sinology as an academic field has revealed certain moments of translation within Chinese history and culture itself, opening discussion into whether such revelations have any implication on prescriptions for translating Chinese into English. Taught in English supplemented with Chinese, this course aims to satisfy students' intellectual curiosity in the field as well as engage them at a higher level of academic research. As such, the course will be particularly suitable for research-degree students and advanced undergraduates.
Assessment: 100% coursework.

CHIN3312. Travel writing, literature, and translation (6 credits)

This course is developed by the School of Chinese in collaboration with the Center of Translation Studies, Zhejiang University. Its purpose is to make use of the facilities and expertises at Zhejiang University, a top-ten Chinese university and a leading research institute in the relationship between tourism and translation studies. By making use of the HKU-China 1000 programme, it hopes to provide our students with the opportunity to interact with mainland scholars and students with similar interest and understand the latest development in this field. The course will be co-taught by faculties from both institutes, and for two whole weeks, students will be required to attend lectures in the morning followed by a relevant afternoon field trip to complement the materials covered in the lecture. Contact hours are roughly 20 hours of lecture plus more than 40 hours of field trip and other learning activities. The intended starting date is the summer of 2018.
Assessment: 100% coursework.

(D) <u>Capstone experience course</u>

[Capstone experience courses are offered to Translation major only.]

CHIN2320. Long translation (capstone experience) (6 credits)

The Long Translation project is an important part of the Translation degree. Its commencement is as early as the summer vacation between Years Three and Four when students are expected to find and decide on the texts for their translation. Close study of the chosen texts on the part of the students should occur in the vacation. From the beginning of the Forth Year to about the end of March of the graduation year, the actual translation will be done by the student under the supervision of a teacher, in each case assigned by the teachers of Translation. The length of the translation should be about twenty pages; the nature of the writing, as literary or practical as the individual student prefers.
Assessment: 100% coursework.
Non-permissible combination: CHIN2321

CHIN2321. Research in translation studies (capstone experience) (6 credits)

The purpose of this course is to provide students with an opportunity to conduct advanced research in topics related to translation, to be taken in lieu of CHIN2320 Long translation for the fulfillment of the capstone experience. It is open only to translation majors in their final year of studies, and approval from potential supervisors must be sought as early as the summer vacation between Years Three and Four. There will be no formal lectures, but students are expected to meet regularly with their supervisor and to submit a thesis at the end of the course.
Assessment: 100% coursework.
Non-permissible combination: CHIN2320

COURSES FOR INTERNATIONAL AND NON-CHINESE SPEAKERS

Notes: The following courses are intended primarily for full-time undergraduate students, which include:
(a) HKU full-time students who are exempted from taking a Practical Chinese language course offered by the Chinese Language Enhancement Programme (CLEP);
(b) exchange/visiting students whose native language is not Mandarin, taking CHIN9501-08; and
(c) exchange/visiting students whose native language is not Cantonese, taking CHIN9511-12.

Medium of instruction and assessment

The medium of instruction of CHIN9501-02 and CHIN9511-12 is mixed English and Chinese, CHIN9503-08 is Putonghua, while the medium of instruction of the culture courses, CHIN9521-22 is English.

The assessment of all courses is 100% coursework, including regular assignments, short essays, in-class quizzes, dictation, recording, class participation, short oral presentations, reading tests, speaking tests, and writing tests.

Minor in Chinese Language and Culture (for International Students and Non-Chinese Speaking Local Students)

The objective of the minor in Chinese Language and Culture (for International Students and Non-Chinese Speaking Local Students) is to offer a practical option to our students that will allow them broaden their avenues to academic and professional excellence and deepen their skill set for critical intellectual inquiry and lifelong learning. Focusing on the acquisition of language communication skills through content, the minor will contribute to fostering graduates who are communicative and innovative, ethically and culturally aware, and capable of tackling the unfamiliar with confidence.

Programme Structure

To complete a minor in Chinese Language and Culture (for International Students and Non-Chinese Speaking Local Students), students must complete 36 credits of the courses.

Students **with** prior qualifications in the Chinese language refers to students who already have a foundation in the Chinese language (Mandarin, Cantonese, or any one of the dialects of China). These prior qualifications could include Chinese language background, previous study or coursework in the Chinese language, such as speaking Chinese at home, completing a certain number of Chinese language courses (more than 80 contact hours), or passing a language proficiency test such as Chinese Proficiency Test (HSK), IB, AP, GCSE, etc. Additionally, students with prior knowledge of the Chinese language should take a placement test arranged by the Chinese Language Centre of the School of Chinese to determine which core course to start with. The test is usually held during the first lesson of the class.

Target students	Prerequisite courses (12 credits)	Core courses (24 credits)	Elective courses (12 credits)	Total credits
Students with NO prior qualifications in the Chinese language	CHIN9501 CHIN9502	CHIN9503 CHIN9504 CHIN9505 CHIN9506	N/A	36

Target students	Prerequisite courses (12 credits)	Core courses (24 credits)	Elective courses (12 credits)	Total credits
Students <u>WITH</u> prior qualifications in the Chinese language	N/A	CHIN9503 CHIN9504 CHIN9505 CHIN9506	Any two elective courses from Lists A, B and C, with List A courses being the recommended electives <u>List A (Advanced Mandarin)</u> CHIN9507 CHIN9508 <u>List B (Cantonese)</u> CHIN9511 CHIN9512 <u>List C (Culture)</u> CHIN9521 CHIN9522	36

<u>Prerequisite Courses</u> <u>(for students with NO prior qualifications in the Chinese language)</u>

<u>Introductory courses</u>

CHIN9501. Chinese as a foreign language I (6 credits)

This course is for international and non-Chinese speakers who DO NOT have previous knowledge of Chinese. It covers five main areas: speaking, listening, reading, writing, and typing which will require Chinese word processing skills and knowledge of Chinese characters. Typing skill is emphasized for this course because it enables students to break the restrictions on the number of characters they can actually write and allows them to communicate in Chinese sooner.
Assessment: 100% coursework.

CHIN9502. Chinese as a foreign language II (6 credits)

This intensive course is intended for international and non-Chinese speakers who have completed CHIN9501 or who can demonstrate equivalent competence in the placement test. A greater emphasis will be placed on oral drills and listening comprehension. Upon the completion of the course, students should be able to distinguish sounds and tones of basic Mandarin vocabularies and understand short sentences, and be able to speak accurate, clear, and fluent sentences, then conduct a short speech on given topics, what's more, students should also be able to write short essays starting off 100 characters and gradually increasing to 200 characters.
Prerequisite: "**CHIN9501 Chinese as a foreign language I**" or equivalent
Assessment: 100% coursework.

Core Courses (Advanced courses)

CHIN9503. Chinese as a foreign language III (6 credits)

This intensive course is intended for international and non-Chinese speakers who have completed CHIN9502 or have attained an equivalent level of competency. It aims to increase students' communicative and linguistic competence in listening, speaking, reading, writing and translating. It also provides in-depth study of Chinese culture and modern Chinese society. So CHIN9503 give students a solid foundation of communication ability to go to higher levels in Chinese studying. Students will learn these techniques through analyzing short passages and presentations for features of successful communication and practicing these through a variety of activities, including in-class discussions, presentations, role playing, peer and teacher feedback on both speaking practice and written assignments.
Prerequisite: "**CHIN9502 Chinese as a foreign language II**" or equivalent
Assessment: 100% coursework.

CHIN9504. Chinese as a foreign language IV (6 credits)

This intensive course is intended for international and non-Chinese speakers who have completed CHIN9503 or have attained an equivalent level of competency. It aims to increase students' communicative and linguistic competence in listening, speaking, reading, writing and translating. It also provides in-depth study of Chinese culture, geography of China, Chinese history and modern Chinese society. So CHIN9504 give students a solid foundation of communication ability to go to higher levels in Chinese studying. Students will learn these techniques through analyzing short passages and presentations for features of successful communication and practicing these through a variety of activities, including in-class discussions, presentations, role playing, peer and teacher feedback on both speaking practice and written assignments.
Prerequisite: "**CHIN9503 Chinese as a foreign language III**" or equivalent
Assessment: 100% coursework.

CHIN9505. Chinese as a foreign language V (6 credits)

This intensive course is intended for international and non-Chinese speakers who have completed CHIN9504 or have attained equivalent competence to Chinese Proficiency Test (New HSK) Level 3. It aims to increase students' communicative and linguistic competence in listening, speaking, reading, writing, and translating. It also provides in-depth study of Chinese culture and society. It familiarizes students with 150 core sentences, 450 new words, and 200 most frequently used Chinese characters in addition to 1400 Chinese characters acquired from previous levels.
Prerequisite: "**CHIN9504 Chinese as a foreign language IV**" or equivalent
Assessment: 100% coursework.

CHIN9506. Chinese as a foreign language VI (6 credits)

This intensive course is intended for international and non-Chinese speakers who have completed CHIN9505 or have attained an equivalent level of competency. It aims to increase students' communicative and linguistic competence in listening, speaking, reading, writing, and translating. It also provides in-depth study of Chinese culture and society. Students will learn these through a variety of activities including in-class discussions and conversations, completion of tasks and assignments, peer and teacher feedback on both speaking practice and written assignments.
Prerequisite: "**CHIN9505 Chinese as a foreign language V**" or equivalent
Assessment: 100% coursework.

Elective Courses (for students WITH prior qualifications in the Chinese language)

Group A (Advanced courses)

CHIN9507. Chinese as a foreign language VII (6 credits)

This intensive course is intended for international undergraduate students, exchange and visiting students who have attained equivalent competence to HSK level 6 or New HSK level 4. It aims at enhancing students' communicative competence, specifically targeting at speaking, reading and writing. Students will be exposed to Chinese society and culture through a greater variety of topical discussions and different audiovisual media include films (movies), television, and Vlog. Students are required to write essays of 800 or more Chinese characters, and use short phrases/words/sentence structures learnt in class to further strengthen their knowledge of the Chinese language and culture. This course will help advanced language learners enhance their lexical and syntactic knowledge, as well as improve their writing and presentation skills through live practice and feedback through training.
Prerequisite: "**CHIN9506 Chinese as a foreign language VI**" or equivalent
Assessment: 100% coursework.

CHIN9508. Chinese as a foreign language VIII (6 credits)

This intensive course is for international and non-Chinese speakers who have completed CHIN9507 or have attained equivalent competence to the Chinese Proficiency Test (New HSK) level 5. It aims to enhance students' communicative competence, specifically targeting speaking, reading, and writing. Students will be exposed to Chinese society and culture through a greater variety of topical presentations and discussions. Students are required to write compositions of 800 or more characters.
Prerequisite: "**CHIN9507 Chinese as a foreign language VII**" or equivalent
Assessment: 100% coursework.

Group B (Introductory courses)

CHIN9511. Cantonese as a foreign language I (6 credits)

This intensive course is intended for international and non-Chinese speakers, including Mainland and Taiwan, who have no prior knowledge of Cantonese. The course introduces students to present-day Cantonese, with an emphasis on learning correct pronunciation through the Jyutping phonetic romanization transcription system and basic structure. It aims to develop fundamental oral communication skills through a variety of situational conversations in a highly interactive classroom.
Assessment: 100% coursework.

CHIN9512. Cantonese as a foreign language II (6 credits)

This intensive course is designed for international undergraduate students, exchange students and visiting students (non-heritage learners) who have completed CHIN9511 or who can demonstrate equivalent competence through the placement test. It aims at strengthening students' mastery of the phonetic romanization transcription, the *Jyutping* system, and at enhancing their competence in expressing themselves both orally in Cantonese and in writing short messages or speeches in *Jyutping*. The course will emphasise growth in oral communication and listening comprehension abilities through a wide variety of communication-based assignments such as show-and-tell sessions, journal

presentations and phone calls. Practical sentence patterns and useful words and expressions for everyday life will also be introduced.
Prerequisite: "**CHIN9511 Cantonese as a foreign language I**" or equivalent
Assessment: 100% coursework.

Group C (Introductory courses)

CHIN9521. The fundamentals of Chinese characters (6 credits)

This intensive course is intended for international and non-Chinese speakers whose mother tongue is not Chinese. It is designed to introduce the origins and evolution of Chinese characters. The formation and the structure of Chinese characters will be emphasized to help students to break the puzzles of Chinese written form. This course also familiarizes students with the distinctive features of the Chinese characters as a means to introduce them to the unique characteristics of the Chinese language and culture. Students will be equipped with the writing skills to copy any Chinese characters in correct stroke-order and will be familiar with the commonly used components of combined characters after this course. The course will teach up to 220 Chinese characters and about 350 compound words. Students are taught how to use Chinese dictionaries in order to continue learning Chinese characters by themselves.
Assessment: 100% coursework.

CHIN9522. Exploration of major cultural themes across Chinese history (6 credits)

A history and culture course that familiarizes students with China and its past, approached from non-traditional perspectives. The course introduces international and non-Chinese speakers to Chinese history, schools of thoughts, cultural themes and achievements in Chinese civilization; highlights differences and similarities between Chinese and other cultures; stimulates students' interest in deeper understanding of China, its people, its history and its culture in the global context. Students are required to make presentations on assigned topics.
Assessment: 100% coursework.

SCHOOL OF ENGLISH

INTRODUCTION

The School of English offers teaching and conducts research in literary and cultural studies, English linguistics and language and communication. The School offers an **English Studies** major and minor. The School also contributes to the teaching of the BA&BEd in Language Education (English) double degree programme and the BA&LLB double degree programme.

Admission to the School is strictly on the basis of academic record including a minimum Level 5 in English Language in the Hong Kong Diploma of Secondary Education (HKDSE) examination, or an equivalent score in another recognized English proficiency test. Students intending to declare a major or a minor in the School must pass at least one introductory course from List A in the first year. A major consists of five introductory courses (including the first-year prerequisite) and eight advanced courses (including a capstone experience). A minor consists of three introductory courses (including the first-year prerequisite) and three advanced courses. Students intending to enroll in advanced courses must normally have completed three introductory courses (with at least one course from both List A and List B).

Choice of courses and options is subject to the School's approval. Students should consult the School web page about the actual course offerings and must ensure that their choice of courses conforms to any prerequisites laid down by the School. Majors in English Studies are given priority entry into advanced courses in their major.

Prescribed reading, specifications for each course, recommended course combinations, and information about prerequisites are available at the website http://www.english.hku.hk. Regular attendance at tutorials and other classes and the punctual completion of work prescribed by the student's tutor or supervisor are expected.

ENGLISH STUDIES

English Studies is the scholarly investigation of the English language and its many uses in social and historical contexts. It prominently includes the study of literature(s) written in English, as well as creative writing. Both the language and the literatures are studied from multiple perspectives, linguistic ones and literary ones, and also including critical and cultural theory. Our English Studies programme has a strong cross-cultural orientation, recognizing English as a language of global communication and world literature, a language which people make their own, creatively and habitually, all over the world. It offers students both a solid foundation and a wide range of choices in various concentrations. Introductory courses emphasize the practice of critical reading, analysis and writing, as well as the development of historical and theoretical knowledge. Advanced courses focus on English language and literature as representations of culture and society in diverse historical contexts, on the production of meaning in different discursive contexts, genres and media, and on the place of English in relation to histories of colonization and globalization with special reference to Hong Kong and the region. A range of capstone courses, including research seminars, internships and senior colloquia, offer students opportunities to integrate and deploy their learning in the major while considering their options upon graduation.

On successful completion of the major or minor in English Studies, students should be able to:

- identify and analyze issues and topics in the study of English literature and linguistics through various approaches;
- formulate critical questions and investigate topics through research, analysis and writing;
- identify and express their own perspectives regarding disciplinary issues and compare them to those of others;
- demonstrate an appreciation of the global dimensions and cultural diversity within English

language and literature;
- recognize and make use of various rhetorical and discursive features in the presentation, organization and discussion of ideas, observations, and arguments; and
- understand and articulate the relevance of English Studies in providing insight into the role of language and literature in culture and society.

The courses of the English Studies programme incorporate a variety of teaching and learning methods, including formal lectures, seminars, small group tutorials, workshops, and online learning. They are mostly assessed by coursework, including oral presentations, in-class tests and quizzes, essays and research projects and portfolios. They are designed to provide students with skills of accurate and historically sensitive analysis, critical reading and thinking, and clear and coherent argument in both writing and speaking.

First-year Prerequisite

Students intending to declare a major or minor in English Studies in the second year must pass at least one introductory ENGL course from List A "Historical and Theoretical Foundations" (6 credits) in the first year.

Admission to all introductory courses is on the basis of academic record including a minimum Level 5 in English Language in the Hong Kong Diploma of Secondary Education (HKDSE) examination, or an equivalent score in another recognized English proficiency test.

Major in English Studies (78 credits)
To complete the requirements of the major, students must take:

1. 30 credits of introductory courses (including the first-year prerequisite), normally taken in the first two years of study, which consist of:
   (a) 12 credits from List A "Historical and Theoretical Foundations" (including the first-year prerequisite);
   (b) 12 credits from List B "Critical Reading, Analysis and Writing";
   (c) 6 credits from either List A or List B; and

2. 48 credits of advanced courses, which must include a capstone course to be taken preferably in the final year.

Minor in English Studies (36 credits)
To complete the requirements of the minor, students must take:

1. 18 credits of introductory courses, which consist of:
   (a) 6 credits of the first-year prerequisite from List A "Historical and Theoretical Foundations";
   (b) 6 credits from List B "Critical Reading, Analysis and Writing";
   (c) 6 credits from either List A or List B; and

2. 18 credits of advanced courses.

Introductory Courses

List A: Historical and Theoretical Foundations
The courses in this list will introduce students to the history and organization of diverse areas of literary and linguistic scholarship. Students will acquire a general overview of selected areas and issues, culminating in their application by the students to texts or linguistic data, including major theoretical distinctions or classifications and their historical development over time.

ENGL1011. Introduction to the study of meaning (6 credits)

ENGL1015. Introduction to English linguistics (6 credits)
ENGL1017. Introduction to sociolinguistics (6 credits)
ENGL1022. Introduction to poetry (6 credits)
ENGL1025. Introduction to narratives (6 credits)
ENGL1031. English grammar(s) (6 credits)
ENGL1042. World Englishes (6 credits)
ENGL1047. The English lexicon (6 credits)
ENGL1051. English sounds (6 credits)
ENGL1056/ LCOM1001.* Introduction to language and communication (6 credits)
ENGL1058/ LCOM1003.* Theorizing communication (6 credits)
ENGL1059/ LCOM1004.* Introduction to pragmatics (6 credits)
ENGL1062. Reading and writing about literature (6 credits)
ENGL1063. Introduction to literary history (6 credits)

*Note: Students admitted in 2020-21 or before may choose either the ENGL/ LCOM course codes according to their study plans. Students admitted in 2021-22 and thereafter may only choose the ENGL course codes.

List B: Critical Reading, Analysis and Writing
The courses in this list will introduce students to the practice and methods of critical reading, analysis and writing, focusing on different areas of literary and linguistic study. Students will acquire a basic grasp of analytical distinctions and terminology, and learn to ask questions and construct critical arguments.

ENGL1013. Introduction to 20th-century literature (6 credits)
ENGL1014. Space and place in literature (6 credits)
ENGL1018. Language and gender (6 credits)
ENGL1020. Introduction to 19th-century literature (6 credits)
ENGL1024. Introduction to world literature (6 credits)
ENGL1026. Film adaptation (6 credits)
ENGL1027. Analyzing discourse (6 credits)
ENGL1028. Women's writing (6 credits)
ENGL1030. Renaissance literature (6 credits)
ENGL1033. Intercultural communication (6 credits)
ENGL1034. Language and prejudice (6 credits)
ENGL1035. Language crimes (6 credits)
ENGL1036. Meaning and metaphor (6 credits)
ENGL1040. Literary rewritings (6 credits)
ENGL1041. Introduction to literary modernism (6 credits)
ENGL1043. Introduction to 20th-century poetry (6 credits)
ENGL1044. Introduction to literary theory (6 credits)
ENGL1045. "Community" in sociolinguistics (6 credits)
ENGL1048. Crime stories (6 credits)
ENGL1049. Early modern sonnets (6 credits)
ENGL1050. Research methods in sociolinguistics (6 credits)
ENGL1055. Language myths and realities (6 credits)
ENGL1060. Introduction to performance and theatre studies (6 credits)
ENGL1061. Psycholinguistics and language acquisition (6 credits)
ENGL1064. Language, communication and media (6 credits)
ENGL1065. Introduction to postcolonialism (6 credits)
ENGL1066. Introduction to modern drama (6 credits)

Advanced Courses
In order to enroll in any advanced course in English Studies, students must normally have completed 18 credits of introductory courses, with at least 6 credits from both List A and List B.

ENGL2002. Language in society (6 credits)
ENGL2004. English syntax (6 credits)
ENGL2007. Literary linguistics (6 credits)
ENGL2012. Advanced literary theory (6 credits)
ENGL2030. New Englishes (6 credits)
ENGL2035. Reading poetry and poetics (6 credits)
ENGL2039. Gender, sexuality and discourse (6 credits)
ENGL2045. Travel writing (6 credits)
ENGL2048. Language and jargon (6 credits)
ENGL2050. English corpus linguistics (6 credits)
ENGL2055. The Gothic (6 credits)
ENGL2074. Postcolonial literature and theory (6 credits)
ENGL2075. The idea of China in literature (6 credits)
ENGL2076. Romanticism (6 credits)
ENGL2079. Shakespeare (6 credits)
ENGL2080. Women's writing and feminist theory (6 credits)
ENGL2085. Creative writing (6 credits)
ENGL2097. Writing Hong Kong (6 credits)
ENGL2103. Language and social media (6 credits)
ENGL2104. Language in the USA (6 credits)
ENGL2112. History of English (6 credits)
ENGL2115. Theories of language acquisition (6 credits)
ENGL2117. English phonology and morphology (6 credits)
ENGL2118. Law and literature (6 credits)
ENGL2119. English in Hong Kong (6 credits)
ENGL2120. Science fiction (6 credits)
ENGL2122. Global Victorians (6 credits)
ENGL2126. Law, meaning, and interpretation (6 credits)
ENGL2127. Language and the law (6 credits)
ENGL2128. Special topics in modernism (6 credits)
ENGL2129. English as a language of science (6 credits)
ENGL2130. Signs, language and meaning (6 credits)
ENGL2134. World literature and theory (6 credits)
ENGL2136. Cross-cultural discourses (6 credits)
ENGL2137. Early modern drama (6 credits)
ENGL2138. Language and globalization (6 credits)
ENGL2139. American literature (6 credits)
ENGL2141. Doing discourse analysis (6 credits)
ENGL2142. Milton (6 credits)
ENGL2144. Forms of contemporary literature (6 credits)
ENGL2145. Contemporary drama (6 credits)
ENGL2146. Cognitive semantics (6 credits)
ENGL2147. Joyce's voices (6 credits)
ENGL2149. The American dream in literature (6 credits)
ENGL2150. The city and literature (6 credits)
ENGL2152. History of the novel (6 credits)
ENGL2156. 18th-century literature (6 credits)
ENGL2158. Language processing and learning (6 credits)
ENGL2159. 21st-century poetry (6 credits)
ENGL2160. Sovereignty in law, theory and culture (6 credits)
ENGL2161. Language rights and linguistic justice (6 credits)
ENGL2162. Children's and young adult literature (6 credits)
ENGL2163. Comics, graphic novels and theory (6 credits)
ENGL2164. The beginnings of English law and literature (6 credits)

ENGL2165. Legal fictions: United States citizenship and the right to write in America (6 credits)
ENGL2166. English phonetics (6 credits)
ENGL2167. World drama (6 credits)
ENGL2168. The law of signs: Interpretative controversies in legal semiotics (6 credits)
ENGL2169. Writing and violence (6 credits)
ENGL2173. Medieval English literature (6 credits)
ENGL2174. Shakespeare and the law (6 credits)
ENGL2175. Bad identities (6 credits)
ENGL2176. Writing Asian diasporas (6 credits)
ENGL2177. Reading and rereading Jane Austen (6 credits)
ENGL2178. Language and art (6 credits)
ENGL2179/ LCOM2001.* Theories of language and communication (6 credits)
ENGL2180/ LCOM2002.* Language in the workplace (6 credits)
ENGL2181/ LCOM2003.* Language and politeness (6 credits)
ENGL2184/ LCOM2007.* Visual communication (6 credits)
ENGL2185/ LCOM2008.* Health communication, 'healthy' communication (6 credits)
ENGL2186/ LCOM2009.* Language and religion (6 credits)
ENGL2187/ LCOM2011.* Language and news media (6 credits)
ENGL2188. Language and food (6 credits)
ENGL2189. 18th-century drama (6 credits)
ENGL2190. Special topics in 19th-century literature (6 credits)
ENGL2191. Special topics in contemporary literature (6 credits)
ENGL2192. Postmodern literature (6 credits)
ENGL2193. Special topics in aesthetics and literature (6 credits)
ENGL2194. Language and advertising (6 credits)
ENGL2195. Staging Asia (6 credits)
ENGL2196. Literature and the mind (6 credits)

*Note: Students admitted in 2020-21 or before may choose either the ENGL/ LCOM course codes according to their study plans. Students admitted in 2021-22 and thereafter may only choose the ENGL course codes.

Capstone Courses
Where possible, students should enroll in ENGL3041 and ENGL3042 according to their specialization stream i.e. Literature or Language and Communication.

ENGL3040. Internship in English studies (capstone experience) (6 credits)
ENGL3041. Senior colloquium in English studies (capstone experience) (6 credits)
ENGL3042. Extended essay in English studies (capstone experience) (6 credits)

Study Options and Academic Advice

Major students who have successfully passed at least seven courses (three introductory courses and four advanced courses) with a literature OR language and communication focus, respectively, will be given a School of English certification, upon request, which attests to this specialization in the "Literature Stream" or "Language and Communication Stream." If applicable, a dual recognition in both the "Literature Stream" and "Language and Communication Stream" is possible.

Please note that the declaration and certification of specialization stream(s) is optional and students can graduate with a major in English Studies without declaring any specialization stream(s).

Notes:
1. Courses affiliated to specialization streams are listed on the School's website.
2. Neither the transcript nor the graduation certificate will show the specialization stream(s). If

applicable, students may approach the School for certification of their specialization stream(s).

Students are encouraged to discuss their study plans and course selections with the UG Coordinator, their Academic Advisers, or any teachers in the English Studies programme.

Academic Advice on "Literature Stream"
In the Literature Stream the School allows for flexibility and choice, therefore it is recommended that you discuss your literature pathways with your Academic Adviser or any teachers of our School.

Here is a possible pathway for English Studies students who aspire to pursue research postgraduate (RPG) studies in literary studies. In addition to fulfilling the basic requirements of the major, you may wish:

1. To take courses dedicated to the study of literary theory at the advanced level, such as, but not limited to, the following: ENGL2012. Advanced literary theory

2. To take a research-based capstone course such as:
   ENGL3041. Senior colloquium in English studies (capstone experience)
   ENGL3042. Extended essay in English studies (capstone experience)

3. To prepare for your RPG application: meet with your advisor; explore different programs and RPG options; attend any workshops or presentations on RPG studies offered by the School; request letters of recommendation well in advance of the application deadline; prepare multiple drafts of your thesis proposal/application materials.

Academic Advice on "Language and Communication Stream"
In the Language and Communication Stream the School allows for flexibility and choice, therefore it is recommended that you discuss your Language and Communication pathways with your Academic Adviser or any teachers of our School.

Below are two possible pathways of suggestive nature only. Students may choose courses without following the pathways.

Theorizing Language Pathway
List A
ENGL1011. Introduction to the study of meaning (6 credits)
ENGL1015. Introduction to English linguistics (6 credits)
ENGL1031. English grammar(s) (6 credits)
ENGL1042. World Englishes (6 credits)
ENGL1047. The English lexicon (6 credits)
ENGL1051. English sounds (6 credits)
ENGL1058. Theorizing communication (6 credits)

List B
ENGL1035. Language crimes (6 credits)
ENGL1036. Meaning and metaphor (6 credits)
ENGL1055. Language myths and realities (6 credits)
ENGL1061. Psycholinguistics and language acquisition (6 credits)

Advanced
ENGL2004. English syntax (6 credits)
ENGL2112. History of English (6 credits)
ENGL2115. Theories of language acquisition (6 credits)
ENGL2117. English phonology and morphology (6 credits)
ENGL2126. Law, meaning, and interpretation (6 credits)

ENGL2130. Signs, language and meaning (6 credits)
ENGL2146. Cognitive semantics (6 credits)
ENGL2158. Language processing and learning (6 credits)
ENGL2160. Sovereignty in law, theory and culture (6 credits)
ENGL2166. English phonetics (6 credits)
ENGL2168. The law of signs: Interpretative controversies in legal semiotics (6 credits)
ENGL2179. Theories of language and communication (6 credits)

Language Use in Society Pathway
List A
ENGL1011. Introduction to the study of meaning (6 credits)
ENGL1015. Introduction to English linguistics (6 credits)
ENGL1017. Introduction to sociolinguistics (6 credits)
ENGL1042. World Englishes (6 credits)
ENGL1056. Introduction to language and communication (6 credits)
ENGL1059. Introduction to pragmatics (6 credits)

List B
ENGL1018. Language and gender (6 credits)
ENGL1027. Analyzing discourse (6 credits)
ENGL1033. Intercultural communication (6 credits)
ENGL1034. Language and prejudice (6 credits)
ENGL1035. Language crimes (6 credits)
ENGL1036. Meaning and metaphor (6 credits)
ENGL1045. "Community" in sociolinguistics (6 credits)
ENGL1050. Research methods in sociolinguistics (6 credits)
ENGL1055. Language myths and realities (6 credits)
ENGL1064. Language, communication and media (6 credits)

Advanced
ENGL2002. Language in society (6 credits)
ENGL2007. Literary linguistics (6 credits)
ENGL2030. New Englishes (6 credits)
ENGL2039. Gender, sexuality and discourse (6 credits)
ENGL2048. Language and jargon (6 credits)
ENGL2050. English corpus linguistics (6 credits)
ENGL2103. Language and social media (6 credits)
ENGL2104. Language in the USA (6 credits)
ENGL2112. History of English (6 credits)
ENGL2119. English in Hong Kong (6 credits)
ENGL2126. Law, meaning, and interpretation (6 credits)
ENGL2127. Language and the law (6 credits)
ENGL2129. English as a language of science (6 credits)
ENGL2136. Cross-cultural discourses (6 credits)
ENGL2138. Language and globalization (6 credits)
ENGL2141. Doing discourse analysis (6 credits)
ENGL2161. Language rights and linguistic justice (6 credits)
ENGL2175. Bad identities (6 credits)
ENGL2178. Language and art (6 credits)
ENGL2180. Language in the workplace (6 credits)
ENGL2181. Language and politeness (6 credits)
ENGL2184. Visual communication (6 credits)
ENGL2185. Health communication, 'healthy' communication (6 credits)
ENGL2186. Language and religion (6 credits)
ENGL2187. Language and news media (6 credits)

ENGL2188. Language and food (6 credits)
ENGL2194. Language and advertising (6 credits)

Introductory Courses

ENGL1011. Introduction to the study of meaning (6 credits)

This course introduces the study of meaning in the English language. We will examine semantic meanings - meanings encoded in the language system itself - and also pragmatic meanings - meanings inferred from the communicative context of language use. Students will also be introduced to various theories of meaning and cognitive semantics.
Assessment: 100% coursework.

ENGL1013. Introduction to 20th-century literature (6 credits)

This course will explore the 20th century as a site of modernity. We will look at a range of texts to explore what the modern might mean and how writers have addressed issues of modernity and its impact on society and human relations. Some of the topics to be covered will include representations of the city, the changing roles of men and women, the rise of modern transportation and the impact of the First World War.
Assessment: 100% coursework.

ENGL1014. Space and place in literature (6 credits)

Through studying a wide range of landscape descriptions in poetry, travel writing, drama and the novel, students will learn about landscape description from aesthetic, historical, geo-humanist and geo-political perspectives. Students will learn to identify particular movements and styles, such as the picturesque, romanticism, modernism and environmentalism in selected descriptions of places. They will also learn how place description functions in literary texts to provide not only a realistic visual setting, but through metaphor, the thoughts and feelings of characters, and the cultural and ideological outlook of the writer. The course has a practical component in which students produce place descriptions of their own and discuss these within their groups.
Assessment: 100% coursework.

ENGL1015. Introduction to English linguistics (6 credits)

This survey course offers a comprehensive first introduction to the linguistic study of English, covering the various levels of analysis (and the core branches of linguistics that study them): sounds (phonetics and phonology), words (morphology and lexicology), meanings (semantics and pragmatics), grammar (syntax), text and discourse (discourse analysis). It will also offer a first introduction to a number of key aspects of language use (and the linguistic disciplines dealing with them): language acquisition and processing (psycholinguistics), language change (historical linguistics), regional and social variation (sociolinguistics), [literary] style (stylistics). Finally, the course will introduce a number of methodological and theoretical approaches one can take in the academic study of a language, and consequently also in English language research.
Assessment: 100% coursework.

ENGL1017. Introduction to sociolinguistics (6 credits)

This course introduces students to the field of sociolinguistics—a cross-disciplinary study of the relationship between language and society with insights from linguistics, sociology, psychology and linguistic anthropology. For decades, sociolinguists have looked for ways to understand human social behaviors and organization by studying what people do with language and why. This course provides a basic foundation for students who are interested in the scholarly research of language in social contexts, as well as for those who want an alternate perspective of their own social world.
Assessment: 100% coursework.

ENGL1018. Language and gender (6 credits)

In this course, we explore how gender ideologies influence and are influenced by language use, in language about men and women, and in language use by men and women. We will discuss different approaches to and historical perspectives on the study of language and gender, reviewing both qualitative and quantitative studies in the early development of the field. We will consider gender as one of many social categories that interact with other social categories such as age, race, class, ethnicity, profession, sexuality, and others. Stereotypes and biases about the sexes, standard and vernacular norms, and power and authority will also be examined in the course. The course will survey the history of the field and identify major strands in the development of knowledge in the discipline. It also traces the historical progression of the field, with reference to key historical texts and debates.
Assessment: 100% coursework.

ENGL1020. Introduction to 19th-century literature (6 credits)

This course offers a survey of the literature and culture of 'the long 19th century', that is the period between the French Revolution (1789) and the beginning of the First World War (1914). We will be looking at the historical, social and political changes Great Britain underwent in this period: wars abroad and tumults at home, the industrial revolution, the scientific revolution, religious debate, empire, class and gender concerns. With such background and context, we will then look at the various writings (across all genres) that were produced under these circumstances: the realist novel, Romantic poetry, sensation and silver-fork fiction, aestheticist and fin-de-siècle writing, the bestselling romance, detective fiction, high and late Victorian drama, to name just some.
Assessment: 100% coursework.

ENGL1022. Introduction to poetry (6 credits)

This course introduces students who have little experience of poetry to two of the most popular generic forms in English poetry – the sonnet and the lyric. Selected examples will be from the seventeenth to twentieth centuries and will include poems by British, American, and anglophone writers. A specific theme will be chosen as the focus for poems from different historical moments.
Assessment: 100% coursework.

ENGL1024. Introduction to world literature (6 credits)

This course introduces students to the concept and practice of world literature. It seeks to understand world literature not as a collection of national literary canons created in different linguistic and cultural locations, but as a field of knowledge about literature as a cross-cultural and translingual system of production and circulation. We'll read a selection of seminal statements on world literature and discuss the historical formation of world literature: its methodology and scope, its politics and limitations, in

close relation to historical forms and forces of globalization.
Assessment: 100% coursework.

ENGL1025. Introduction to narratives (6 credits)

This is a course about how stories work, and how to read them effectively and critically. We encounter narratives every day, in gossip and jokes, news reports, in books and films and on the internet. Everyone is experienced in understanding and interpreting stories. This course gives you the chance to articulate, understand, and develop your skills as a consumer (and creator) of stories, through describing and analyzing the various elements of a narrative – such as narration, character, structure, genre, and point of view – in a number of different examples in English. The course will develop a critical vocabulary which students working in small groups can use, with increasing confidence, to discuss, analyze and report on written narrative texts of various length and complexity. Besides the target stories, there will be critical readings, with plenty of examples, in textual studies and in narratology (the poetics of stories). At the end of the course, all students should have the skills and confidence to give a productive and well-informed reading of any narrative, literary or non-literary, and some sense of the part that narrative plays in our understanding of the world we live in.
Assessment: 100% coursework.

ENGL1026. Film adaptation (6 credits)

In this course, students will be introduced to literary and cinematic technique by studying recent film adaptations of English literature alongside the original text. We will take one period text, such as Jane Eyre, Pride and Prejudice, Bleak House or Mrs. Dalloway, and one contemporary text, such as Atonement, Cloud Atlas or Never Let Me Go. Students will confront the problems and possibilities of adaptation, the demands of fidelity to the original text, and the need to find contemporary resonances. As well as developing an awareness of the practical issues of moving from a textual to a predominantly visual medium, students will learn to identity aesthetic, cultural and political influences in the adaptation of literature. This course also allows students to think creatively about storyboards and visual techniques, by sketching alternative scenarios.
Assessment: 100% coursework.

ENGL1027. Analyzing discourse (6 credits)

This course provides an introduction to the field of discourse, focusing on the analysis of spoken and written English. In this course, we will focus on exploring different approaches to the study of discourse, developing tools for analyzing particular texts, and understanding the relationship between discourse contexts and functions. Emphasis will be placed on data analysis in the course, which will give students the opportunity to apply concepts from the lectures to workshop discussions and assignments. Some units to be covered in the course include: narrative structure, rhetorical analysis, spoken versus written discourse, data collection and transcription, conversation analysis, and discourse in professional contexts.
Assessment: 100% coursework.

ENGL1028. Women's writing (6 credits)

This course will focus on close reading of passages from a selection of prose and poetry authored by women. As we read these texts, we will explore a few of the key issues that have concerned women writers. We will examine questions of the difference of the female point of view, the suppression of female subjectivity and autonomy as well as the renderings of an alternative worldview and culture.

Assessment: 100% coursework.

ENGL1030. Renaissance literature (6 credits)

In this course we will read great plays of the English Renaissance in tandem with their non-dramatic sources (history, romance, chapbook, story cycle). In a couple of instances, the plays themselves will be considered as sources for contemporary representations (*Hamlet* for Stoppard's spinoff, *Rosencrantz and Guildenstern are Dead*, and *Macbeth* for Kurosawa's film, *Throne of Blood*). For Renaissance speakers the word 'version' principally meant a 'translation' from one language into another. We will observe and evaluate, therefore, what happens when a well-known or 'true' story gets 'translated' into the conventions and genres of the theater. We compare notable variations in the telling of the tales, with attention to the following questions: How does the alteration of a plot element change a story's significance? How does the manner of presentation — the enactment of drama (*mimesis*) or the narration of prose (*diegesis*) — affect the way we understand characters?
Assessment: 100% coursework.

ENGL1031. English grammar(s) (6 credits)

This course is an elementary and practical introduction to the analytical and terminological distinctions that are relevant to the study of the structure of English words and sentences. It will pay due attention to variation in the way they are covered and distinguished in different grammar books. Topics include: Word structure and word-formation, lexical and phrasal categories, grammatical functions and semantic roles, coordination and subordination, clause types, tense and aspect, mood, information structure. All classes will involve practical analysis of linguistic material. A key part of the course will be an individual assignment in which students critically compare two grammar books with the prescribed course text.
Assessment: 100% coursework.

ENGL1033. Intercultural communication (6 credits)

Intercultural communication can be defined as the study of cultural identity, difference and similarity as constructed through discourse, i.e. different ways of speaking, doing and being. In the ever-changing world defined by restructuring of economic, social and cultural relations, transnational migration, tourism, overseas study, and global media, more and more people from different backgrounds come into contact with one another. Their communication faces many challenges which include the linguistic challenges of language learning, the discursive challenges of stereotyping and the social challenges of equal work opportunities, inclusion and justice. This course provides a critical understanding of intercultural communication from discourse analytic and sociolinguistic perspectives and demonstrates how people in different situations of intercultural contact position themselves linguistically and discursively, and how the linguistic codes and varieties they speak and write give them access (or not) to different resources such as mobility, education opportunities, jobs, and so on. We examine the notions of 'sameness', 'difference', ethno-cultural stereotyping, discrimination, exclusion and exploitation, and the underlying language ideologies (i.e. assumptions and beliefs about language) that normalize and naturalize the views we hold of ourselves and other people. We ask to what extent we can assume culture to be synonymous with language and nation, and how acts of intercultural communication are performed or represented in different contexts such as international business, marketing, and interpersonal relations.
Assessment: 100% coursework.

ENGL1034. Language and prejudice (6 credits)

Prejudice is defined as "dislike, hostility, or unjust behaviour deriving from preconceived and unfounded opinions" (OED). Social prejudice and discrimination often manifest through language use, and/or attitudes and practice towards language users (who are considered as members of certain social/ethnic/gender/age categories), this course examines sociolinguistic case studies of language discrimination both locally and internationally.
Assessment: 100% coursework.

ENGL1035. Language crimes (6 credits)

This course introduces the study of texts through utterances taken from criminal cases. Students will learn how to apply concepts such as types of meaning and speech acts to analyse the utterances in context, and formulate critical arguments about their observations.
Assessment: 100% coursework.

ENGL1036. Meaning and metaphor (6 credits)

The course looks at different definitions of metaphor and reviews various theories that have been applied to figurative language. It presents the identification and analysis of metaphor as a tool in the study of texts of all kinds, and introduces approaches which see the study of metaphor as a key to understanding human cognition and experience. It shows how questions about metaphor are at the heart of debates about meaning and interpretation across the humanities and social sciences, and illustrates the role of metaphor in fundamental ideological discussions. Topics include: Definitions of metaphor; Literal vs. metaphorical meaning; Metaphor and metonymy; Nonlinguistic realizations of conceptual metaphors; The scope of metaphor; Metaphor, politics, and ideology; Metaphor in literature; Metaphor in education; Metaphor in music.
Assessment: 100% coursework.

ENGL1040. Literary rewritings (6 credits)

In this introductory course, we will study and explore the ways in which literary creativity and the practice of writing are motivated and shaped by the reading of other texts. With close attention to texts from different times and places, we will identify some of the major acts of rewriting by which authors have sought to distinguish themselves by re-imagining and 'writing back' to the source text. Distinguishing between different modes of rewriting such as allusion, translation, parody, and pastiche, we will examine the question of 'originality' in the writing process and examine a variety of ways in which authors seek to connect with their predecessors, yet 'swerve' to create an entirely new body of work to reflect changing social, political and cultural realities.
Assessment: 100% coursework.

ENGL1041. Introduction to literary modernism (6 credits)

Literary Modernism has often been characterized as an inward turn: as a growing preoccupation with the workings of consciousness; the nature of subjective experience; and the constitution, and definition, of the subjective self. In this introductory course we will examine depictions of subjectivity in modernist literature, discussing topics such as the unconscious and psychic conflict, impersonality, sexual and racial difference, the role of the body in consciousness, and the dynamics of fantasy and memory. We will contextualize our close readings in contemporary psychological and scientific research, the rise of urbanism and cosmopolitanism, colonialism and post-colonialism, technological advancements and the

World Wars. Through response papers, presentations, and class discussions, students will learn to analyze textual details and techniques and organize their observations within cogent arguments.
Assessment: 100% coursework.

ENGL1042. World Englishes (6 credits)

This course introduces students to a study of varieties of English world-wide, surveying the development and classification of English varieties in both historical and contemporary eras. It explores both structural and sociolinguistic aspects of World Englishes, with particular attention to New Englishes. Through the critical reading of introductory texts and research papers in the field, this course examines some of the fundamental issues and debates in World/ New Englishes, involving concepts of 'mother tongue', 'nativeness' and ownership, issues of ideology, attitudes and identity, and challenges of creative expression, pedagogy and planning. Students will be expected to reflect critically on the readings and issues, and produce a written paper that engages with one of these issues in the field of World Englishes.
Assessment: 100% coursework.

ENGL1043. Introduction to 20th-century poetry (6 credits)

This course will introduce poems by such major 20th-century poets as T.S. Eliot, W.H. Auden, Dylan Thomas, Philip Larkin, Ted Hughes and Seamus Heaney as well as work by other English poets. The poems have been chosen not just for their intrinsic merits, but also to illustrate the patterns of sound, syntax, tone and figurative language poets use to achieve their effects. The classes will not be lectures on poetry but close readings and discussion of individual poems.
Assessment: 100% coursework.

ENGL1044. Introduction to literary theory (6 credits)

This course offers you an overview of the study of literature by looking at the development of literature as a subject of teaching and learning. We will begin by tracing the formation of related concepts in Western history leading up to the establishment of literature as an academic discipline. The course will then survey influential theoretical approaches to literature and will examine their accounts of what literature is and what its place and role are (or should be) in culture and society. Mapping important debates carried on in these accounts, we will ask how they define and explain basic activities, roles and effects that form part of literature, such as the activities of reading and writing, the roles of writers and readers, the network of publication, and the products of writing (work, text, script) and their meaning. A range of selected literary texts will allow us to critically explore the insights and interests of different approaches. At the end of the course, students will be able to orient themselves within the field of literature with the help of a basic vocabulary of critical terminology and to situate their own interests in relation to relevant theoretical concerns.
Assessment: 100% coursework.

ENGL1045. "Community" in sociolinguistics (6 credits)

The concept of "community" has been key to the study of language in society since the inception of sociolinguistics in the 1960s. In the course of the past half a century, various notions of community have been proposed and applied to the study of linguistic data. These include "speech community", "discourse community", "community of practice", "imagined community", "virtual community" and most recently "transnational community". In this course, we will explore how these various concepts have been applied and we will address salient similarities and differences between them. In doing so,

we will discuss the various understandings of language, and the various understandings of the relationship between language and society which lie at the heart of these different types of community. Finally, we will question the validity of the concept of community today against the backdrop of globalisation, and the rising importance of migration and mobility.
Assessment: 100% coursework.

ENGL1047. The English lexicon (6 credits)

The term *lexicon* can refer to a wordlist or dictionary. It is also a synonym of *vocabulary*, which refers to all the words of a language, or, as in "one's vocabulary", all the words a particular speaker of a language knows, sometimes referred to as "the mental lexicon". But what counts as a word in English? Is *driver's liability insurance* three words in English while the Dutch equivalent *bestuurdersaansprakelijkheidsverzekering* is one word? Are forms that can be bound by spaces, like *driver's*, *liability* and *insurance*, indivisible themselves, or can we identify constituent parts? Have these forms always been part of the English language or did they come about at different historical moments and in different ways? How do words, or so-called "entries" in the lexicon, relate to others meaningwise? Are all words of the same kind, or can we arrange them in categories? When it comes to constructing sentences, words are often conceived as building blocks which are combined in accordance with the rules of grammar, but should lexicon and grammar really be seen as completely separate, or could their relationship also be conceptualized differently? How much grammar is there, or should there be, in a dictionary? How do speakers access their mental lexicon when they talk? These are some of the questions that will be addressed in this course on words in English which will approach its topic from a variety of perspectives: synchronic theoretical linguistics, diachronic linguistics, psycholinguistics and lexicography.
Assessment: 100% coursework.

ENGL1048. Crime stories (6 credits)

In *The Picture of Dorian Gray*, Oscar Wilde famously compares criminal acts to art: "I should fancy that crime was to them [the lower classes] what art is to us, simply a method of procuring extraordinary sensations." Wilde asks us to think about the relationship between art and crime, and the role crime plays in the growing gap between popular culture and high literature. This course introduces students to the study of narrative through crime stories, and it will survey the origins of detective and crime fiction and its development into the twenty-first century. Students will examine how this self-reflexive genre uses narrative to reflect on acts of storytelling and interpretation. Course materials will include eighteenth-century broadsheets about famous criminals, nineteenth-century "penny dreadfuls," sensation fiction, and detective novels. Readings will include Edgar Allan Poe, Arthur Conan Doyle, Raymond Chandler, and others. The course will conclude with the growth of the detective genre in contemporary Hong Kong.
Assessment: 100% coursework.

ENGL1049. Early modern sonnets (6 credits)

The course provides an introduction to the study of the sonnet, an enduring lyric genre that began in 13th century Italy and became popular in England nearly three centuries later, when poets such as Wyatt and Surrey translated selected *Canzoniere* of Francesco Petrarca. Very often the expression of a suffering lover, a sonnet contains 14 lines that proceed according to a rhyme scheme — the typical Renaissance pattern is structured ABABCDCDEFEFGG. Beginning with Philip Sidney's Astrophil and Stella (composed between 1580 and 1584), sonnets in English sometimes were composed as a sequence, a collection of poems that features recurrent voices (speaker and addressee), develops thematically, and tempts the discovery of a narrative trajectory. In addition to the authors mentioned above, we read

carefully some of the major sonnets of the English Renaissance from Spenser, Shakespeare, Donne, Milton, and others.
Assessment: 100% coursework.

ENGL1050. Research methods in sociolinguistics (6 credits)

As access to the Internet has grown, it has become increasingly common for people to interact via different channels when going about their day-to-day affairs. For people who have access to the Internet, this can mean that they interact both online and offline alternatingly or even simultaneously. As a result it is sometimes difficult to separate online and offline spaces. This has implications for sociolinguistic research. Taking this as its starting point, this course introduces students to a core set of research methodologies used in sociolinguistic research on both online and offline spaces. These include discourse analysis, interviews and ethnography. In doing so, the course also highlights the interplay between research questions, data and methodology, thereby offering students a more general introduction into core components of the sociolinguistic research process (ethics, research questions, theoretical literature, data sampling, data analysis). To introduce these methods as part of the more general process of conducting sociolinguistic research, the course draws on theoretical material and empirical research, while offering numerous possibilities in the form of activities in class to discuss and apply these methods to data samples.
Assessment: 100% coursework.

ENGL1051. English sounds (6 credits)

This course offers an introduction to the study of speech sounds in the English language. We will examine how speech sounds can be studied in a scientific way (phonetics) and how English sounds are organised and represented (phonology). Students will be introduced to the International Phonetic Alphabet (IPA), an essential tool for the description of speech sounds. While this course will focus on Southern British English (sometimes known as Received Pronunciation or BBC English), accent variation in English and contemporary sound changes will also be discussed.
Assessment: 100% coursework.

ENGL1055. Language myths and realities (6 credits)

This course explores popular beliefs and misconceptions about language that are of broad interest, and discusses the extent to which they are consistent with empirical linguistic evidence.
Topics may vary in each offering of the course, and may address some of the following topics in sociolinguistics and psycholinguistics:

Is English declining or simply evolving?
Can we speak English without an accent?
Do people code-mix because they cannot speak either language well?
To what extent do men and women use language differently?
Does the language we speak determine the way we think?
Can children learn two or more languages well at the same time? Is this harmful to them?
Do bilinguals have a better brain than monolinguals?
Is our writing/voice unique?

The goal of the course is to equip students with the linguistic knowledge and skills for debunking common languages myths and unravelling the underlying ideologies held by non-linguists.
Assessment: 100% coursework.

ENGL1056/ LCOM1001.* Introduction to language and communication (6 credits)

This course introduces a range of theories, approaches and applications pertinent to the study of language and communication. In doing so, it aims to provide students with core knowledge needed to critically reflect upon the role of language as a social practice; and to apply this when reading texts and working with data. This entails familiarising students with theories and approaches (including the polysemy of core concepts like "language" and "communication", and the shift from structuralist to social constructionist approaches); methodologies (including ethics, ethnography, interviews and discourse analysis); and applications (including examples from scholarship and brief presentations by invited speakers highlighting different ways of doing language and communication). While the course will highlight the importance of interdisciplinary approaches to language and communication, it will strongly draw on themes and research from within the field of sociolinguistics. Structurally, the course will consist of a mix of frontal input, workshops, tutorials, and contributions by invited speakers. During the semester, students will thus be expected to be active listeners as well as participants in workshops and tutorials. The latter will entail students taking first steps in collecting and analysing small segments of data, with guidance, and using the theoretical and methodological knowledge provided.
Assessment: 100% coursework.

ENGL1058/ LCOM1003.* Theorizing communication (6 credits)

This course offers an overview of the major currents in linguistic theory of how the 'fact' of (human) communication is explained, what its prerequisites are, and how they align with everyday personal experience. Students will be introduced to the major theoretical schools and asked to engage and interact with each one of them by drawing on their critical reflection, their lay experience, and analyses of their personal communicational biographies.
Assessment: 100% coursework.

ENGL1059/ LCOM1004.* Introduction to pragmatics (6 credits)

People do not always say what they mean. So, how do we manage to understand each other if speakers regularly mean something other than what they say? Why don't people just say what they mean? We shall answer these and many other questions in this introductory course to Pragmatics. Some of the topics we shall be concerned with in this course include different levels of meaning, speaker's intention, interpretation and understanding of utterances; the role of context in utterance interpretations; speech acts; conversational implicature; presupposition and politeness.
Assessment: 100% coursework.

ENGL1060. Introduction to performance and theatre studies (6 credits)

What does it mean 'to perform'? What do theatre and performance in everyday life have in common? This course introduces students to the world of performance on and offstage—from theatre to rituals, everyday practices, festivals, sporting events, judicial proceedings and celebrations—that is, all forms of cultural expression and enacted behaviour. Combining an interdisciplinary range of approaches, we will engage with significant concepts and approaches in the field of Performance Studies. Simultaneously, we will study performers in a variety of different contexts and theatrical and extra-theatrical practices spanning historical periods and geographic divides to consider how performance influences our view of the world.
Assessment: 100% coursework.

ENGL1061. Psycholinguistics and language acquisition (6 credits)

This course explores key issues related to the psychology of language: how humans process, produce and acquire different aspects of language. Major psychological processes and factors involved in language perception and production will be discussed. We will also critically examine the range of methods used in psycholinguistic and language acquisition research. This course lays the foundation for advanced courses psycholinguistics and language acquisition (e.g., ENGL2115 Theories of language acquisition and ENGL2158 Language processing and learning).
Assessment: 100% coursework.

ENGL1062. Reading and writing about literature (6 credits)

How is reading and writing as an English major different from other kinds of reading and writing? This course will familiarize students with the standards and conventions of inquiry and textual analysis and focus on how to argue for their own interpretation of a literary text. We will be reading from a variety of genres from different historical periods so we can see how writers use literary forms to make sense of the world around them. Students will build a "tool kit" of skills to demonstrate how they arrived at a text-based interpretation, how to build on that analysis, and how to persuade other readers through discussion and writing of their own reading. Students will learn the principles of literary research and how to situate their own readings alongside appropriate secondary sources. This course will prepare English majors and minors with the critical reading and writing skills that they will need to succeed in upper-level literature classes.
Assessment: 100% coursework.

ENGL1063. Introduction to literary history (6 credits)

This course provides an introduction to the major periods in English literary history, from the rise of Modern Vernacular Literary traditions in the sixteenth century to the present. In addition to reading a series of influential and canonical texts from the 1600s up to the late twenty-first century, students will learn how literary forms evolve over time; how literary canons are produced and contested; and how "periodization" remains a useful way to organize literary history even as they reveal ideological and formal divisions across time.
Assessment: 100% coursework.

ENGL1064. Language, communication and media (6 credits)
[Non-permissible combination: ENGL2182/ LCOM2004. Language, communication and the media

Note to students admitted in 2023-24 and before: Students who have successfully completed "ENGL2182/LCOM2004. Language, communication and the media" are not allowed to study this course. But for those who have not completed ENGL2182/LCOM2004, they can take ENGL1064 as an introductory course (List B) in the academic year 2024-25 and thereafter.]

This course introduces students to the study of mass media discourse in today's society. The 'mass media' phenomenon deserves particular attention because, as sociologists and sociolinguists point out, it has a deep impact on our knowledge of and on how we communicate about the world. The course considers cross-cultural issues of mediated discourse and looks how eastern and western ideologies amalgamate to form new local ideological discourses, with particular attention to Hong Kong. The course will take as its foundation the field of (social) semiotics, and will look more closely at how this field's theoretical premises match with our personal experiences as communicating members of society. The course also introduces students to philosophical-semiotic questions about epistemology and ontology.

Assessment: 100% coursework.

ENGL1065. Introduction to postcolonialism (6 credits)

This course introduces students to the field of postcolonial literature and theory. Students will explore literary texts produced by formerly colonised and diasporic writers as well as writing used by various imperial agents. The course also examines critical readings that cover the major debates within postcolonial studies and that chart the history of postcolonial responses to forms of colonisation.
Assessment: 100% coursework.

ENGL1066. Introduction to modern drama (6 credits)

The course introduces students to key characteristics of modern drama spanning from the late 19th century to contemporary times. Using a diverse range of modern plays and productions, students will develop skills in analysing, critiquing, and enacting dramatic texts. Students will learn about modern drama's conventions, theories, movements and contexts – from traditional dramas and Naturalism to contemporary physical theatre and site-specific performances – deepening their understanding of the representative plays as well as its practical implementation in performance settings.
Assessment: 100% coursework.

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*Note: Students admitted in 2020-21 or before may choose either the ENGL/ LCOM course codes according to their study plans. Students admitted in 2021-22 and thereafter may only choose the ENGL course codes.

Advanced Courses

ENGL2002. Language in society (6 credits)

This course will provide an introduction to the study of 'sociolinguistics', which deals with the relationship between language and society. Topics will vary, but may include the following: multilingualism, language varieties, language planning, language change, English in contact with other languages.
Assessment: 100% coursework.

ENGL2004. English syntax (6 credits)

This course introduces the structure of English by investigating approaches to grammar, models of grammatical analysis, and the grammar of contemporary English. It is interested in the relationship between morphology and syntax, and grammar and linguistics.
Assessment: 100% coursework.

ENGL2007. Literary linguistics (6 credits)

Why does a headline capture our attention? An advert slogan stay long in our mind? A speech sway our opinion? A song carry our emotions away? A joke make us laugh? And a school text leave us blank? Essentially, it is because of the intricate workings of language; often, it is not so much what is said as how it is said that impresses us most. And this applies also to the language of literature. Rhyme and metaphor are not the exclusive property of poetry; while a poet can use the same words as an army

officer or a salesperson. Literature shares many of the features of everyday language, and this course will take us through the language that is used in a spectrum of texts of differing degrees of literariness, including poems, plays, stories, songs, jokes, advertisements, political and religious communications, regulations, textbooks and technical manuals. We will examine how linguistic forms and literary devices are related to aesthetic effects and ideological functions. We will analyse how the choice and the patterning of words, sounds and images help convey and elicit feelings and thoughts, and views and values. Topics include: Towards characterizing stylistic analysis; Collocation, deviation and word play; Prosody, parallelism and performance; Discourse into discourse; Narration and representation of speech and thought; Reader positioning and response.
Assessment: 100% coursework.

ENGL2012. Advanced literary theory (6 credits)

In the late 20th century, developments in critical thought had a major impact on literature and criticism. Relations between literary production and language, politics and history were radically re-examined by and through what has become known as 'theory'. As a body of thought, theory includes such diverse and conflicting schools and movements as Marxism, poststructuralism, feminism and gender theory, new historicism, postcolonialism and postmodernism. As well as exploring the institution of theory in the academy, students will put theory into practice in readings of selected literary texts.
Assessment: 100% coursework.

ENGL2030. New Englishes (6 credits)

This course explores both structural and sociolinguistic aspects of World Englishes, with particular attention to New Englishes, especially postcolonial Englishes of Asia. We will examine how the structural features found in these Englishes are not a consequence of a lack of ability to learn English perfectly, or pronounce it correctly, or express it clearly. Rather, such features are completely appropriate to the multilingual and multicultural ecologies in which the Englishes have evolved, ecologies in which numerous other languages of diverse typologies abound. We will also critically consider issues and debates in World/ New Englishes, involving concepts of 'mother tongue', 'nativeness' and ownership, issues of ideology, attitudes and identity, and challenges of creative expression, pedagogy and planning.
Assessment: 100% coursework.

ENGL2035. Reading poetry and poetics (6 credits)

This course demonstrates how poems can be used for self-exploration and self-expression, telling a story, and social comment. A conventional, received idea of poetry is that it is unmediated self-expression. This course discusses and historicizes this idea with reference to selected texts from the 17th to 20th centuries. It also critiques this idea by attending to how the self in poetry is also a social self, formed in dialogue with external events and others.
Assessment: 100% coursework.

ENGL2039. Gender, sexuality and discourse (6 credits)

This course offers an introduction to ways that language usage trends across society can be sensitive to social categories of sexuality and gender along with how speakers use language to project gender and sexuality. The course includes an historical view while bringing in cutting edge research, in this way highlighting emerging trends while keeping persistent themes in view. Project work will focus on discourse analysis of authentic data.

Assessment: 100% coursework.

ENGL2045. Travel writing (6 credits)

This is a survey of European travel writing as a literary genre from the medieval period to the present day. The writings of travelers and explorers such as Marco Polo, Christopher Columbus and James Cook are examined, as well as those of modern travel writers such as Freya Stark, Graham Greene, D.H. Lawrence, Paul Theroux and Jan Morris. European travel writing is explored formally and thematically with the aim of introducing students to its many strategies and subtexts, and especially its historical role in articulating 'otherness' for the European imagination.
Assessment: 100% coursework.

ENGL2048. Language and jargon (6 credits)

This course focuses on specialized sub-group languages or jargons, and uses texts from a range of historical period to examine the socio-cultural dynamics behind the creation, maintenance and disappearance of such jargons. Particular attention will be paid to the history of criminal jargon, prison jargon and other speech varieties associated with other marginal or criminalized sub-groups (e.g. drug addicts, 'tramps', etc.), as well as to the history of the study of such jargons and the inclusion of jargon and slang items in mainstream dictionaries. Students will read texts from different periods in the history of English, as well as considering the role of jargons in modern societies such as the United States, Britain and Hong Kong, as well as in 'cyber-space'.
Assessment: 100% coursework.

ENGL2050. English corpus linguistics (6 credits)

Corpus linguistics is a rapidly-developing methodology in the study of language. It exploits the power of modern computer technology to manipulate and analyse large collections of naturally-occurring language ('corpora'). This course will introduce students to the use of computers and computerized corpora as tools for exploring the English language.
Assessment: 100% coursework.

ENGL2055. The Gothic (6 credits)

This course introduces students to the generic conventions of Gothic fiction as we reflect on its enduring popularity and currency in contemporary cultural production. We will trace the origins of the Gothic genre in the late 18th century, and consider its relation to the various social, cultural, and political contexts underpinning its emergence. We will also chart the ways in which the Gothic genre is reworked in subsequent periods and cultural contexts. We will pay particular attention to the ways in which the Gothic responds to shifting ideas of political authority; the aesthetics of horror and terror and the way these contribute to understandings of knowledge; and the idea of the monstrous in relation to contemporary discourses of science and race. We may also consider the pleasures afforded by the Gothic in contemporary Asia, and the ways in which the genre responds to the traumas of colonialism and postcolonial nationalism, the dehumanising forces of finance capital, forced migration, as well as environmental degradation.
Assessment: 100% coursework.

ENGL2074. Postcolonial literature and theory (6 credits)

This course examines important works of literature in English from perspectives opened up by recent debates on 'nation', 'narration', and 'hybridity'.
Assessment: 100% coursework.

ENGL2075. The idea of China in literature (6 credits)

This course examines English representations and interpretations of China in a selection of writings from the 18th century to the early 20th century.
Assessment: 100% coursework.

ENGL2076. Romanticism (6 credits)

The course studies the Romantic era, and traces its history through a selection of its main texts.
Assessment**:** 100% coursework.

ENGL2079. Shakespeare (6 credits)

This course will explore some of the themes and form of Shakespeare's drama, and will consider how his work has been interpreted in modern times.
Assessment: 100% coursework.

ENGL2080. Women's writing and feminist theory (6 credits)

This course will explore the often difficult relationship between women and what has been traditionally known as the 'feminine sphere'. Women have commonly been associated with the feminine sphere of love, marriage and family and this course will consider how modernity and feminism have challenged and disrupted this assumption.
Assessment: 100% coursework.

ENGL2085. Creative writing (6 credits)

This seminar offers an introduction to creative writing. Writers in the class will focus especially on telling and writing stories through workshops, readings, research, and individual coaching. Students will also practice the art of holding an audience page by page. Each writer in the class will develop a body of work specific to individual taste and discovery. No previous experience is necessary. Workshops and materials will be introduced to sharpen the writer's plot, characters, dialogue, with an emphasis on the writer's ear and eye for shaping stories across drafts.
Assessment: 100% coursework.

ENGL2097. Writing Hong Kong (6 credits)

In this course, students will read selections of fiction, poetry, essays, and journalism from earlier moments in the twentieth century to post-1997. Questions of modernity, urbanization and the urban subject, and cross-cultural identities will be discussed from perspectives opened up by postcolonial theories, and with reference to historical change both locally and in Hong Kong's geopolitical situation in the last fifty years.

Assessment: 100% coursework.

ENGL2103. Language and social media (6 credits)

Using discourse analysis, this course explores a wide range of discourses in social media. We will examine language use and discursive phenomena in social media such as instant messages, LinkedIn, email, Instagram, TikTok, Twitter, online discussion boards, livestreaming, personal blogging and vlogging, and HCI (Human-Computer Interaction). Reading and discussing sociolinguistic studies on digital discourse, students will deepen their understanding of theoretical and methodological issues relevant to the discourse of social media. Students will conduct small-scale research projects by gathering and analyzing naturally-occurring discourse in one or more of social media.
Assessment: 100% coursework.

ENGL2104. Language in the USA (6 credits)

This course addresses the problems (theoretical and practical) inherent in defining a variety of English as 'American'. Issues treated include the history of American English; dialectology; sociolinguistics; Black English; and the politics of American English.
Assessment: 100% coursework.

ENGL2112. History of English (6 credits)

This seminar will acquaint students with the main historical periods of the English language (Old English, Middle English, Early Modern English) and theoretical and methodological problems and approaches in studying these varieties. Students will also learn about language-internal and language-external explanations of linguistic change and apply them to historical varieties of English. We will also examine topics in the history of linguistics, with particular reference to linguistic schools and approaches that have been crucial to the development of historical linguistics as a discipline. Through the use of various media apart from academic literature (video, audio presentations, online sources, computer corpora), the seminar will offer students various modes of learning about the history of English, language change, and linguistic theory.
Assessment: 100% coursework.

ENGL2115. Theories of language acquisition (6 credits)
[*Non-permissible combination: LING2036. Child language*]

This course offers an introduction to the central themes in language acquisition, covering first language acquisition, second/foreign language acquisition and bilingualism. Students are expected to gain from the course a broad understanding of how children acquire their first language, how second language learners learn a new language, and the potential differences in processing and outcome.
Assessment: 100% coursework.

ENGL2117. English phonology and morphology (6 credits)

This course provides a comprehensive study of the sounds (phonemes) and building blocks (morphemes) of English words. Students will examine the phonemes of English as they occur separately and in context, and the processes involved in producing those sounds. The course involves problems that Cantonese speakers might have in mastering English phonemes (and why) and ways in which those problems can be overcome. Students will also develop an understanding of the foundation of English

words. In learning the various ways in which English words are formed, each student will be able to increase his/her own lexicon and develop an understanding of how and why words are constantly being added to or deleted from the English language, and who is generally responsible for those changes.
Assessment: 100% coursework.

ENGL2118. Law and literature (6 credits)

This course explores the complex interactions between literature and the law. Even though the two disciplines may seem distinct, both law and literature are products of language and have overlapped in significant and interesting ways in history. Why do legal themes recur in fiction, and what kinds of literary structures underpin legal argumentation? How do novelists and playwrights imagine the law, and how do lawyers and judges interpret literary works? Could literature have legal subtexts, and could legal documents be re-interpreted as literary texts? We will think through these questions by juxtaposing novels, plays, court cases, and critical theory.
Pre-requisite: a previous course in legal and/or literary subject.
Assessment: 100% coursework.

ENGL2119. English in Hong Kong (6 credits)

This course examines English as a cultural phenomenon in Hong Kong. Students investigate the ways in which Hong Kong English (HKE) differs from British English, and from Englishes in other ex-colonies of the Pacific region, particularly other Asian countries; you will have an opportunity to focus on a particular type of HKE discourse, including (but not limited to) everyday social interactions, business, the law, the media, and literature. You will be asked, specifically, to think about Hong Kong English as a language full of richness, distinguishable from other Englishes, and no less worthy of recognition than, say, American English.
Assessment: 100% coursework.

ENGL2120. Science fiction (6 credits)

As the world is becoming increasingly "science fictional", the genre of Science Fiction may itself appear to be boldly entering the mainstream of literature and at last confront the bureaucratic powers of academic criticism. We therefore do well to remember that Science Fiction is chiefly concerned with the lure and fear of frontiers and the unknown: a fascination with the future that yet often gives way to nostalgia, a reaching out to otherness that always risks reaffirming sameness, and a bracing disregard for literary conventions that nevertheless remains prone to revere tradition. In this course, we will study contemporary Science Fiction against the background of the genre's history. We will acknowledge its prehistory in early modern fictional writing about science and its kinship with related genres such as utopia (and dystopia), the fantastic, and the gothic. We will pay our respects to the evolution of the genre from its emergence in the late nineteenth century, through its Golden Age in pulp and its late ascendancy in novels, TV and films. But we will reserve most of our time to an exploration of contemporary Science Fiction and its relevance to the pushing of technological frontiers, the looming ecological tipping points, and the shifting ideological paradigms in our world.
Assessment: 100% coursework.

ENGL2122. Global Victorians (6 credits)

This course will examine Victorian literature and culture through a global lens with an emphasis on questions of empire and race.
Assessment: 100% coursework.

ENGL2126. Law, meaning, and interpretation (6 credits)

This course is concerned with meaning in verbal discourse. What makes the course distinctive, however, is that its interest in interpretation will be comparative, not between different languages but as regards how verbal discourse is interpreted in settings that bring different interpretive norms to bear on linguistic data: e.g. in literary and film interpretation, in religious interpretation, and in legal interpretation. The course begins with an introductory review of topics and approaches in semantics and pragmatics, then traces how meanings are ascribed differently in a selection of disciplinary and institutional settings. A final stage of the course is concerned with how approaches to interpretation engage with one another and the controversies and debates that arise when they do. No specialized knowledge of linguistics, law, or religious interpretation is needed; the course will provide a multidisciplinary introduction to the fields under discussion. In doing so, it will draw extensively on contributions made by students who are taking or have taken relevant courses in linguistics, literary criticism, and other cognate fields.
Assessment: 100% coursework.

ENGL2127. Language and the law (6 credits)

Language plays an essential role both in creating law (e.g. in how specific laws are drafted) as well as in the implementation of law (e.g. in how language is deployed but also contested - in court). This course examines how language plays these important social roles, and addresses topics, including: different linguistic registers and genres which shape our concept of what legal language is; communicative strategies, adopted in the courtroom by speakers occupying different roles (judge, barrister, defendant, witness, etc.); how language is used and understood in in legal drafting and interpretation; submission of language data as evidence in some court cases; and linguistic and legal issues that arise in bilingual and multilingual jurisdictions (i.e. in systems that formulate and apply their law in two or more different languages). Together, such aspects of language use form the subject matter of an increasingly researched and studied interdisciplinary field, known as ‘language and law’ or ‘forensic linguistics’, to which this course provides an accessible introduction.
Assessment: 100% coursework.

ENGL2128. Special topics in modernism (6 credits)

This course focuses on selected writers, genres, and/or topics related to Modernist literature and culture. The course will provide an in-depth study of some of the major themes and issues that shaped and challenged modernity and Modernism in the twentieth century. Secondary readings will cover a range of critical perspective such as such as empire and nation, the nature of the artist, the bourgeois experience, the city, and changing understandings of gender, race, sexuality and the Other. To allow for in-depth treatment, the course is designed to rotate its emphasis each time the course is offered.
Assessment: 100% coursework.

ENGL2129. English as a language of science (6 credits)

English is sometimes called ‘the’ language of science. This could be more myth than reality, but there is no question that a great deal of academic communication takes place in English. Well-established notions like ‘scientific English’ or ‘academic English’ suggest that this is a special kind of English which has features that differ from ‘general’ English. This course will provide a context for reflection on the present role of English in a globalized academic world and the history of that role, as well as on the nature of English-language discourse in various academic disciplines. It is not an academic writing course, but an analytical course dealing, on the one hand, with the sociology and history of the language

of science, and, on the other, with the textual and linguistic characteristics of the discourse produced in natural-scientific, social-scientific and humanities disciplines.
Assessment: 100% coursework.

ENGL2130. Signs, language and meaning (6 credits)

This course introduces students to the basic tenets of integrational linguistics and integrationism. Integrational linguistics takes as its point of departure a theory of the sign which emphasizes the temporal, contextual and experiential dimensions of language and communication. Language users are also seen as language makers, in that they constantly create meaning and integrate and adapt their linguistic experience to novel situations. The course aims to provide insight into a wide range of topics, including the nature of memory, experience, consciousness, and other psychological and philosophical questions.
Assessment: 100% coursework.

ENGL2134. World literature and theory (6 credits)

This course seeks to understand world literature not as a collection of national literary canons created in different linguistic and cultural locations, but as a field of knowledge about literature as a cross-cultural and translingual system of production. Reading a selection of texts, both fictional and non-fictional, we will discuss the concept and practice of world literature: its genealogy and methodology, its scope and purpose, its politics and limitations, in close relation to historical forms and forces of globalization.
Assessment: 100% coursework.

ENGL2136. Cross-cultural discourses (6 credits)

This course is a seminar and lecture series for advanced students in which teachers introduce and discuss a variety of topics and critical issues in cross-cultural studies. Topics will vary from year to year but will always revolve around one coherent thematic cluster, which might be, for example, China-West, travel writing, cross-cultural theory and methodology, world literature, literary crossings in British history, globalism, colonialism, Hong Kong. Students will thus engage with a specific cross-cultural subject matter in-depth, and from a variety of critical perspectives. They will also learn specifically about academic research in cross-cultural studies.
Assessment: 100% coursework (written essay or project).

ENGL2137. Early modern drama (6 credits)

In this course we examine the emergence of writing for the theater as a profession — commercial as well as artistic — during the English Renaissance. An intersection of literary history and textual analysis, the course begins with a brief look at popular medieval plays as foils in style, production, and authorship. Subsequent readings include dramatic works (comedy, tragedy, masque), journals from key historical figures, acts of government, literary criticism, and material histories of the theater. Our inquiry comprises both the promotion and suppression of drama within the culture of early modern England. We pay special attention, therefore, to theories of dramatic value (what do authors profess to be doing?) and various legal regulations of drama (what do authorities find dangerous?).
Assessment: 100% coursework.

ENGL2138. Language and globalization (6 credits)
[*Non-permissible combination: ENGL2183/LCOM2005. Language, communication and globalization]*

Globalization has been defined in a number of ways, for example as the increased interconnectedness of individuals, organizations and countries; intense flows of goods, services, capital, information, images, and people; a new 'world order' with privileged centres and disadvantaged peripheries; or a geography of unequal development. Whichever of these definitions is adopted, an understanding of how language is used as part of these networks, flows, and inequalities, or indeed to facilitate them, is crucial in theorizing language and communication in the contemporary world. Therefore, this course examines language through the metaphors of transition, flux, mobility and displacement. In a world where people's lives and identities are no longer so neatly bounded or easily located, with positions of power and authority no longer clearly defined, we ask questions about the role of language in shaping contemporary 'globalized' identities, relationships and communities. Some of the key areas of globalization that are considered from the perspective of language and communication are the new globalized economy; print, broadcast and new media; popular culture; tourism; and second language education.
Assessment: 100% coursework.

ENGL2139. American literature (6 credits)

This course will examine a wide spectrum of American issues in a range of literary forms. Depending on the instructor, students may expect the course to cover major authors and writing by and about the earliest European arrivals in the Americas through the Civil War to the present-day United states. Secondary readings will examine diverse approaches to American cultural history and literature.
Assessment: 100% coursework.

ENGL2141. Doing discourse analysis (6 credits)

In the last fifty years or so, 'discourse' and 'discourse analysis' (DA) have firmly established themselves as key notions in many academic disciplines, including linguistics, literary studies, communication studies, and social sciences, to name a few. As a consequence, there currently exist at least 40 'tribes and sub-tribes' of discourse analysis, with new approaches still appearing and older approaches being re-conceptualized. This course aims at, first, providing the students with an accessible introduction to the theoretical underpinnings of discourse analysis, and, second, taking them through a step-by step process of doing discourse analysis. The particular focus of the course is on introducing the students to the analysis of context-specific use of language in written, spoken and multimodal communication. Examples for the course will be drawn from different authentic discourses, such as everyday conversations, media, politics, business and healthcare encounters, with some of the examples coming from the sociocultural context of Hong Kong.
Assessment: 100% coursework.

ENGL2142. Milton (6 credits)

We read selected poems from Milton's oeuvre, with a focus on the epic *Paradise Lost*. As we read the texts, we focus on questions of genre, interpretative puzzles, and place Milton in the larger literary culture and religious milieu of early modern England.
Assessment: 100% coursework.

ENGL2144. Forms of contemporary literature (6 credits)

This advanced course will focus on representative texts of late 20th and early 21st century Anglophone literature. Topics will include memory, history, and the representation of trauma; the writing of transnational and trans-lingual experience; the ethics of narration and reading; the formation and dynamics of the non-nuclear family. We will study formal practices and innovations; allegory and intertextuality; the poetics of perspective and unreliable narration; the impact of translation on Anglophone literature.
Assessment: 100% coursework.

ENGL2145. Contemporary drama (6 credits)

This advanced course will introduce a number of plays by major playwrights such as Arthur Miller, Tennessee Williams, Samuel Beckett, Tom Stoppard, Caryl Churchill and Brian Friel. The course will be broadly chronological and the plays discussed will be situated in their socio-political contexts. The classes will comprise close readings and discussion of the plays rather than lectures on drama.
Assessment: 100% coursework.

ENGL2146. Cognitive semantics (6 credits)

Imagination gives us the ability to invent new concepts so we can develop arts, science, religion, culture, sophisticated tools, and language. In this course, we focus on how the human mind operates largely behind the scenes to create new meaning. Almost invisibly to consciousness, we create meaning every day. As opposed to the general view that meaning is given or prepackaged in linguistic expressions, meaning construction should be understood as something that we actively participate in as a product of interaction with others in specific contexts. We perform it with lightning speed. More often than not, we do not find it difficult at all to produce and understand language we have not heard before when we communicate with others. The construction of meaning is also crucial to the understanding of our own culture. Cultural models are not only ideas that reside in our minds. They are often embodied in a wide array of material artefacts. This course will look at examples of thinking strategies that involve the interaction of mental structure and material structure.
Assessment: 100% coursework.

ENGL2147. Joyce's voices (6 credits)

This course will explore James Joyce's major work(s). "If I can get to the heart of Dublin, I can get to the heart of all cities in the world. In the particular is contained the universal" (Joyce).
There is a sense in which Joyce wrote only one book. All the characters in his books, early and late, belong to the same Dublin world. A study of the key texts will reveal the distinctive features of Joyce's art as well as the ways in which it can be viewed as a continuous progression. The stylistic brilliance of Joyce is generally acknowledged. He celebrates the richness, fertility and infinite possibilities of ordering the world that lie within language. He subverted narrative conventions and experimented with new forms to produce art that still has the power to startle.
Assessment: 100% coursework.

ENGL2149. The American dream in literature (6 credits)

This course will examine American literature from the middle to the end of the twentieth century. It will stand alone as a course offering but will also dovetail nicely with American Modern which covers American literature from the first half of the twentieth century. Specifically this course will interrogate

the myth of the American dream -- we will look at novels that explore what it promises, whom it fails. We will pursue why so often the American dream is a literary nightmare. In this pursuit, we will read a broad range of important American fiction and interpret what writers from various vantage points (historical, geographical, economical, ethnic, gender) have to say about the American Dream, an idea that sustains its potency even as we make our way into the twenty-first century.
Assessment: 100% coursework.

ENGL2150. The city and literature (6 credits)

This course will focus on urban literature in a broadly chronological manner to explore the emergence of the modern metropolis within European and American contexts. Beginning with London and Paris, we will look at how writers imagined, walked, and mapped the city in a new expression of urban modernity, from the 'City of Lights' to 'Modern Babylon'. American cities, in particular New York, will provide another mode of comparison for the ideas of alienation, consumption, crime and corruption so central to our contemporary conceptions of the city. Utilising primary and secondary sources each week, the course will be organised thematically, investigating movement, space, gender, and issues of class to locate the nineteenth century city as a dynamic place of shifting and often contradictory ideas.
Assessment: 100% coursework.

ENGL2152. History of the novel (6 credits)

The novel has been one of the most important cultural forms of the past two hundred years. Yet compared to poetry and drama, the essence of the novel has proven difficult to define. This course will survey the ways that theorists have sought to understand the novel's development and how it functions as a literary form. We will begin with critical accounts of the novel's rise in the eighteenth century. We will trace the growth of the novel as the most important modern literary genre by first looking at its scandalous origins in forms of criminal and pornographic writing, and then examine the ways in which it gradually acquired cultural and social respectability. We will consider the novel's central role in constructing modern discourses of gender, sexuality and sentiment through the mode of fictional realism. Social, cultural and economic constituents of the public sphere and print culture will be examined, as will the popular, sensational and pornographic components of the early reading market of fictional prose. Students who complete this subject will be familiar with current theories about the construction of subjectivity and sexuality in this genre, and will have developed their own critical readings of a range of influential and pioneering novelistic texts.
Assessment: 100% coursework.

ENGL2156. 18th-century literature (6 credits)

The eighteenth century saw the rise of the novel and, arguably, the emergence of a new modern self. It also ushered in enlightenment ideals that challenged existing social hierarchies. This course will survey the developments in British literature and culture during this tumultuous time. We will read poetry, journalism, and prose fiction in light of the period's key concepts, including the enlightenment, the self, and the public sphere. In particular, our discussions will focus on the emergence of new genres and forms, including the newspaper and the novel. Readings may include Daniel Defoe's Robinson Crusoe, Samuel Richardson's Pamela, and Fanny Burney's Evelina.
Assessment: 100% coursework.

ENGL2158. Language processing and learning (6 credits)

The course provides an overview of the cognitive approaches to first and second language processing

and learning. Students will gain a broad understanding of how different components of language (words, meaning and syntax) are processed and represented in the mind, how fundamental principles of learning and memory may be relevant to first and second language learning, and how language patterns may be learnt without intention and awareness.
Assessment: 100% coursework.

ENGL2159. 21st-century poetry (6 credits)

This course explores new and established voices in poetry written in English in the 21st century. The distinctive features of contemporary poetry such as the techniques and conventions of poetic forms will be examined. Poems will be contextualized by their dissemination across media forms and students will become familiar with the debates and the wider social environment in which poems are written, read, and performed.
Assessment: 100% coursework.

ENGL2160. Sovereignty in law, theory and culture (6 credits)

Sovereignty is a centrally important concept for both law and politics, to which recent debates in Hong Kong testify. In this course we will assess the meaning and significance of sovereignty by drawing on resources from across the arts, humanities and social sciences. We will read and discuss materials from law, political theory, philosophy, urban studies, literature and the visual arts in order to answer the following questions: What is sovereignty and how is it related to the history of the state? How is our understanding of sovereignty changing in the context of contemporary challenges like globalization, climate change and international terrorism? And what would law and politics looks like without sovereignty? The course takes a broad historical sweep, from early-modern conceptions to the present day. We will look at key theorists of sovereignty like (the authoritarian) Thomas Hobbes, (the Nazi-sympathizing) Carl Schmitt and (the anarchist philosopher) Giorgio Agamben as well as explore thinkers who are trying to imagine law and politics 'without' or 'beyond' sovereignty. Throughout the course, we supplement theoretical and legal debates with insights from literature and the visual arts. The plays of William Shakespeare; poetry written by inmates within the Guantanamo detention centers; 17th century emblems and images; and an early-twentieth century novel will all help us understand the meaning of sovereignty and explore possibilities for its critique.
The course will be of particular interest to students who have enjoyed classes in legal theory, law and literature, law and film, or constitutional law. But the course is open to all who are excited to explore the possibilities of interdisciplinary scholarship and want to find out more about the elusive but crucially important notion of sovereignty. This course hopes to broaden the scholarly horizons of students by bringing students together from different disciplinary backgrounds. The course will provide participants with valuable cross-disciplinary reading, rhetorical and evaluative skills.
Assessment: 100% coursework.

ENGL2161. Language rights and linguistic justice (6 credits)

The first part of the course offers a broad picture of linguistic diversity and cultural preservation, traces the evolution of language rights and explores the historical connections of such evolution with nation states, warfare, and globalization. The second part of the course surveys international and national legal regimes in the protection of language rights, covering both minority language rights and official language rights, and their manifestations as negative and positive rights. We will examine how some of these rights are realized in the domains of education, legal processes and public services across jurisdictions, as well as the limitations of their reach. The third part of the course focuses on the philosophical and moral basis of language rights, addresses sources of contention, and queries the concept of 'linguistic justice'. Such discussions provide a lens through which tensions between

liberalism and diversity may be probed.
Assessment: 100% coursework.

ENGL2162. Children's and young adult literature (6 credits)

This course offers a study of literature for children, including young adults. The course covers the major debates in children's and YA literature including marketing, genre distinctions, academic status, gender politics, and censorship. Readings drawn from a range of transcultural and global contexts will provide students with an understanding of the history, themes and chief characteristics of literature written for and read by children and young adults.
Assessment: 100% coursework.

ENGL2163. Comics, graphic novels and theory (6 credits)

The course introduces students to the graphic novels (book-length comics) as a relatively "new" genre of contemporary literature. The course consists of a survey of key texts and provides students with the necessary critical toolkit used to analyze visual literatures. Over the course of the semester, we will focus on the "form" of the graphic novel and how it creates arguments about gender, class, sexuality and race. This course will also be an introduction to the critical methods and theories used to interpret the unique relationship between text and image.
Assessment: 100% coursework.

ENGL2164. The beginnings of English law and literature (6 credits)

Students completing the course will have a strong sense of the history and development of English statute and common law, familiarity with many of the canonical literary texts and authors of the medieval and renaissance periods, and a critical understanding of the interactions of pre-modern law and literature, as well as the ability to undertake legal and literary research using primary texts and documentary artefacts from manuscript libraries and archives. The course focuses on developing students' skills in developing arguments about a range of canonical literary texts, but also on the ways in which literary approaches can be the basis for understanding text traditionally considered to be 'non-literary': legal and archival materials. An innovation of this course is its centralization of the material archive of books and documents. As part of its training in legal and literary history, the course introduces students to the history of the book as an academic discipline, and to the skills of pre-modern archival research – paleography, codicology, diplomatic, and textual scholarship, among others. In this way, the course (while reinforcing the general skills of legal and literary research and argument necessary for the successful completion of the LLB or BA) should also prepare students to take on postgraduate work in a new range of disciplines focusing on the pre-modern period, and thus open to them a greater number of career paths after their time at HKU.
Assessment: 100% coursework.

ENGL2165. Legal fictions: United States citizenship and the right to write in America (6 credits)

In 1776, the idea of self-evidence grounded the philosophical assertion that "all men are created equal." And yet, political, economic and social equality in the democratic republic of the United States has often proven less of a guarantee and more of a promise. Beginning with Thomas Jefferson's writing of the "Declaration of Independence," the recognition of a person as fully human in the United States has depended on assumptions regarding race, class and gender. The course examines the changing definition of United States citizenship by putting legal texts (the U.S. Constitution, federal and state laws, Executive Orders, Supreme Court decisions) in dialogue with literary writings and film. In this course

we will read stories by people whom federal and or state law barred from full citizenship. Through autobiographies, fiction, poetry and speeches, we will examine the cultural legacy of legal terms such as “domestic dependent nation,” “illegal alien” and “unlawful enemy combatant.” The course themes may include: property and democracy, slavery, westward expansion and Indian Removal, immigration (with particular focus on China and Asia), the right of women to vote, and the wartime powers of the Executive Office. Our goal will be to pay careful attention to the language and genres of the American legislative and judicial system, and conversely to contextualize literature in relation to the legal history through which the U.S. Constitution has been reinterpreted and amended to broaden its terms of equality. We will read writers who used words to protest against and revise the historical circumstances in which they had to fight for legal standing. We will also consider how different kinds of writing -- legal, scientific, autobiographical and fictional -- employ different rhetorical strategies to reach audiences, affect readers and influence the world.
Assessment: 100% coursework.

ENGL2166. English phonetics (6 credits)

This course introduces students to the theoretical advancements in the study of speech. In the first half of the course, we will look at the acoustic nature of different 'components' of speech: vowels, consonants, stress and accent, intonation, and voice quality. The second half of the course will focus on how the study of speech can be applied various areas of inquiry such as speech perception and production, the learning of new sounds, sociophonetics, and forensic phonetics. Students will get hands-on experience with Praat, a free computer software package for analysis of speech in phonetics. Prior knowledge of phonetics and/or phonology will be helpful but not obligatory. Students with little background on the study of speech are encouraged to read the recommended introductory textbooks before the course starts.
Assessment: 100% coursework.

ENGL2167. World drama (6 credits)

This course explores how theatre was produced and consumed globally during the nineteenth and twentieth centuries. Through a critical historical approach, students will analyze how proscenium theatre was disseminated, Asian performance traditions were mythologized and a transnational, commercial entertainment industry was instituted during the colonial and postcolonial ages. The course will therefore consider theatre and performance in relation to broader themes such as imperialism, postcolonialism, globalisation and neoliberalism.
Assessment: 100% coursework.

ENGL2168. The law of signs: Interpretative controversies in legal semiotics (6 credits)

This course investigates the way that law treats verbal and visual signs. The study of signs is termed semiotics. By sign is meant here the visual and verbal bearer of contentious meanings and/or of disputed cultural significance. Through the study of decided cases, the courses analyzes how verbal and visual signs encounter law's definitions, registration regimes, prohibition, censorship, or protection. Among the legal domains involved are: trademark and copyright law; employment and discrimination law; censorship, free speech and obscenity law; blasphemy; public order law; human rights law. The course will be divided into sections by topic (not all of which will be taught for each iteration): (i) names and marks (legal limits on the right to choose, registration regimes in relation to personal and corporate names, marks, titles, licence plates, domain names); (ii) art (art works and customs regulations, legal definitions of art; art works and forgery, e.g. artistic images of currency; art works and parody; art and taboo; song lyrics and taboo meanings); (iii) flags, insignia and symbols (laws against flag desecration; banned political symbols; triad society symbols; gang insignia); (iv) speech versus conduct (gestures; public order offences involving swearing, insulting language or behaviour; contempt of court; the

definition of speech under the First Amendment); (v) clothing and hair-styles (e.g. employment law; sumptuary laws; contempt of court); (vi) cultural appropriation and identity (the commercial use of indigenous linguistic materials and cultural symbols); (vii) language in public spaces (regulations on signage; noise and nuisance; the definition of public). The course focuses on the underlying legal, socio-political, and semiotic doctrines that are at play, but also the implicit or explicit theory of the sign, the understanding of how signs communicate, how the ownership of signs and images is understood, and how law assigns authorial and interpretative responsibility for meanings.
Assessment: 100% coursework.

ENGL2169. Writing and violence (6 credits)

"The pen is mightier than the sword." In this course, we will probe the complex relationship between writing and violence, metonymically hinted at in this popular saying, which reassuringly identifies writing as a more effective alternative to violence, but also – more troublingly – as a superior weapon. The complexity lurks in the word "might", which – also troublingly – rhymes with "right". What, then, does the relationship between writing and violence have to do with questions of power and potential, justice and what counts as normal? We will approach this question from three perspectives, considering writing about violence, writing on the side of violence, and writing against violence. We will try to trace the shadow of violence in the history of writing and to locate its function in the formation of classical genres and conventions of literature, in order to scrutinize their influence and transformation in contemporary writing, both fictional and non-fictional. Throughout, we will refer to different theoretical accounts of violence and test their value in understanding the potential of writing to serve or check, expose or veil, normalize or counteract, face or avert violence. Recognizing the capacity of writing to reflect on its own troubled relationship with violence, we may also ask how it can empower readers to respond critically to violence, in literature and in life.
Assessment: 100% coursework.

ENGL2173. Medieval English literature (6 credits)

This course offers an introductory survey of the literature produced in England between 700 and 1500. Moving from the earliest period of English literature to the advent of the age of print, this course examines the magic and marvels of medieval literature. We will explore the monstrous from *Beowulf*'s dragon to the mysterious Green Knight, the magical from the lais of Marie de France to *Sir Gawain and the Green Knight*, and the lives of women from the fair maidens of Arthurian romance to the bawdy Wife of *The Canterbury Tales*, and from Grendel's murderous mother to the wily thief's wife in *The Second Shepherds' Play*. From the elegies and epics of Old English poetry to the saints and sinners of the 'miracle plays', the course covers the major literary works of medieval England before the age of print. Taking readings from across a range of genres, this course will provide a sound introduction to the texts and themes of medieval English literature, while exploring the many faces of the marvellous and the monstrous.
Assessment: 100% coursework.

ENGL2174. Shakespeare and the law (6 credits)

Shakespeare made extensive use of legal terms, ideas, and procedures in his drama. In this course, we will examine the connections between Shakespeare and the law in two broad ways. First, we will look at how law, and legal reasoning, contributed to Shakespeare's construction of drama, including his famed creation of vivid, life-like characters. We will explore how legal notions of intention, suspicion, and inference informed the "inwardness" or "interiority" of Shakespeare's characters. Students will be asked to bring early modern legal cases (such as *Hales v Petit*) and land law (Domesday Book) to bear on their analysis of Hamlet's much discussed "delay". We will consider both how early modern legal

training – including forensic rhetoric and evidentiary reasoning – informed Shakespeare's dramatic technique, and how literary, narratological, and affective strategies informed the development of English law.
Second, the course will explore the interrelationships between language, law, and power. The relationship between the crown and the law (*rex* v *lex*) was much debated in early modern England and was a central focus of Shakespeare's history plays. We will examine the intersection of law and power politics in *2 Henry VI*, a play famous for the rebel cry: "The first thing we do, let's kill all the lawyers". The line speaks to deep social grievances concerning the role and nature of law, the place of the commons, and the nature of authority. Students will examine important texts in the early modern understanding of kingship and authority, including case law (*Calvin's Case*, *Case of the Duchy of Lancaster*, *Willion v Berkley*), legal theory (Edward Coke's foundational writings on the common law and Ernst Kantorowisz's *The King's Two Bodies*), and Elizabethan political theology (*Homily on Obedience*, *Homily Against Disobedience*). *2 Henry VI* also offers an opportunity to examine Shakespeare's treatment of the legal trial, the criteria for interpretation and judgement, and the connection between trial jury and theatre audience.
Pre-requisite: a previous course in legal and/or literary subject.
Assessment: 100% coursework.

ENGL2175. Bad identities (6 credits)

This course will discuss issues of privilege and vulnerability, notions of appropriation, theories of identity and identification, and the dynamics of identity politics through a focus on "bad identities"; that is, on individuals who identify themselves in ways that fall beyond or challenge the limits of what generally is deemed legible and legitimate. By focusing on individual cases, the course will seek to understand why bad identities are so problematic for, and generative of, so much contemporary thought and debate. We will focus on a number of bad identities, including examples of bad race, bad trans, bad imagination, bad homosexuals, bad fat and bad academics. Course literature consists of memoirs, novels, films, academic articles, and media depictions and debates.
Assessment: 100% coursework.

ENGL2176. Writing Asian diasporas (6 credits)

This course introduces students to literature from the Asian diaspora: the movement of people of Asian descent to places all over the world. Reading a range of historical to contemporary narratives and fiction produced by diasporic Asians across the globe, we will examine the conditions of physical and emotional dislocation, exile, return, alienation and loss but also, the pleasures of global mobility and privilege, intercultural contact, new identities and ways of being. Over the course of the semester, we will address the experiences of living and writing between Asia and the rest of the world. Depending on the course instructor and semester, different geographical routes and historical periods will be covered.
Assessment: 100% coursework.

ENGL2177. Reading and rereading Jane Austen (6 credits)

This course will examine the works of one of the most adapted and reworked author in the English literary canon: Jane Austen. In this course we will try and account for Austen's enduring popularity and appeal to global audiences. We will start by situating her novels in the context of late 18th and early 19th century Britain, in the wake of the French Revolution and the contested ideas surrounding Enlightenment and Cosmopolitanism. We will read her fiction historically, paying close attention to how Austen responds innovatively to issues surrounding norms underpininning gender and sexuality, social contract theory, and the value of the literary arts. We will then consider how the cultural debates

enacted by her fiction continue to resound today by analysing a range of adaptations, from Hollywood to Bollywood. We will pay particular attention to the place she occupies within the British heritage industry and the forms of politicised nostalgia it circulates, and we will also examine contemporary adaptations of her work in the context of conflicts around forms of neocolonialism, heteronormativity, and classism that her novels continue to provoke.
Assessment: 100% coursework.

ENGL2178. Language and art (6 credits)

This course investigates the social, political and aesthetic contexts and consequences of language (text) as a medium in contemporary art. A range of sociolinguistic and social semiotic approaches and analytic concepts will be introduced to understand and explain the meaning potentials of displayed language.
Assessment: 100% coursework.

ENGL2179/ LCOM2001.* Theories of language and communication (6 credits)

This course examines theoretical discussions of language and communication, with special reference to underlying assumptions about language (i.e. their metatheory) and the respective philosophies of language they are based on, their merits and shortcomings, as well as possible points of contact between them. These assumptions will also be critically discussed on the basis of exemplary linguistic studies presented in class. We shall hence consider the various traditions contributing to language and communication theory, among which are the semiotic, the phenomenological, and the sociocultural traditions. Particular emphasis will be placed on how sociolinguistic theory has dealt with the phenomena of language and communication.
Assessment: 100% coursework.

ENGL2180/ LCOM2002.* Language in the workplace (6 credits)

People spend a considerable amount of time at work. The workplace thus provides a useful site for investigating various aspects of language and communication. This course will discuss a range of features of workplace discourse and illustrate the impact social factors may have on the ways in which language is used in this context. We will also discuss and compare different methodological approaches and a variety of theoretical frameworks used for an analysis of workplace discourse. These tools will then be used by the students to analyse naturalistic data.
Assessment: 100% coursework.

ENGL2181/ LCOM2003.* Language and politeness (6 credits)

This course will discuss various approaches to linguistic politeness. Students will be introduced to a number of theoretical frameworks that have been developed in order to capture and assess this complex concept. A particular focus will be on the question of universality and culturally influenced perceptions of politeness. Moreover, the impact of various social factors (including power, gender and ethnicity) on the performance and perception of linguistic politeness is discussed, and the topic of impoliteness is covered.
Assessment:100% coursework.

ENGL2184/ LCOM2007.* Visual communication (6 credits)

All visual texts such as photographs, advertisements, magazine covers and websites are carefully

designed and create specific effects. Designers use different semiotic tools such as colour, framing, focus, font style and positioning of elements to communicate with the viewer. Taken together, this visual vocabulary makes up a visual language that we can analyse. More broadly, this course is concerned with 'visuality' – the different ways in which we are capable of seeing (our 'vision') are constructed: how we see, how we are able, allowed, or made to see, and how we relate to these acts of seeing (or not seeing). We will examine a wide range of visual examples from everyday life including photographs, advertisements, cartoons, magazine covers, artworks and websites.
Assessment: 100% coursework.

ENGL2185/ LCOM2008.* Health communication, 'healthy' communication (6 credits)

Health communication extends from patient-doctor interactions to inter-professional encounters and media campaigns. While research has shown that effective communication is an indispensable part of delivering quality healthcare, technological advances in modes of communication, together with increasingly complex social environments, are presenting professionals and patients alike with multiple challenges. This course pursues two main interrelated objectives (as reflected in the course title). First, it is aimed at introducing the students to one specific area of inquiry within the so-called 'applied linguistics of professions' (Sarangi, 2005). The students will learn about different analytical approaches to healthcare communication, namely micro- and macro-perspectives on the analyses of spoken and written discourse data. Second, it is intended as a course with a more 'practical' aim of developing the students' understanding that effective health communication strategies may significantly improve the healthcare quality and outcomes. To achieve these two objectives, the students will engage with authentic data from a variety of healthcare sites (from primary care encounters to specialist clinics to genetic counseling) to examine some critical issues of health communication such as shared decision-making between healthcare professionals and patients; delivery of accurate and accessible healthcare information; communicating health risk and uncertainty (that is very common in modern medicine).
Assessment: 100% coursework.

ENGL2186/ LCOM2009.* Language and religion (6 credits)

In this course we will explore the complex relationship between language and religion by focusing on four main questions: 1) What is religion? 2) What is language? 3) How is the relationship between language and religion conceptualised in sociolinguistics, and what does this conceptualisation imply? 4) How can language be used to perform religious identities? We will address the first two questions by focusing on the historical emergence of religion as a universal category; and on conceptualisations of language as a practice. The third question will be examined on the basis of theoretical literature and case studies which discuss the relationship between language and religion, and the use of language for the performance of religious identities. This will lead to a consideration of the various ways language is used as a resource to perform these same identities; and of the interaction between religion and other social categories. Since the Internet and English have become important ways of spreading and sharing knowledge, we will also tackle this fourth question by working with computer-mediated data taken from English-language websites used by religious communities.
Assessment: 100% coursework.

ENGL2187/ LCOM2011.* Language and news media (6 credits)

As a natural concomitant of the mass media, the consumption of news has become a staple of modernity. We encounter and attend to different kinds of news discourse on a daily basis – for example, print newspapers; news documentaries, current affairs programmes, news interviews, or investigative journalism programmes on television and radio; online news from digitised newspapers, news blogs, news updates or news feeds from social networking sites (e.g. Facebook/Twitter), Google news,

YouTube news videos. In this course, we will examine the ways in which meanings are discursively construed in the news. We will also critically reflect and debate on issues of power relations and ideologies of the news media: the influence they exert both on our governments and major institutions as well as their ability to shape our ideas, beliefs and behaviours through the news discourse that we immerse ourselves in. Adopting a linguistic/semiotic perspective, this course offers detailed insights into the language of the news by discussing the main characteristics of news discourse and exploring theoretical frameworks to research and analyse the use of text and image in the construction of news and the manifestations of power, control and ideology in the press.
Assessment: 100% coursework.

ENGL2188. Language and food (6 credits)

Food is never just food. Food holds sociocultural significance based on taste, preference, ritual, tradition, gender, race and ethnicity, social class, and even its origin of place. This course studies how language, culture, and identity are linked to each other through food. It examines the connection between everyday sensory experience and cross-cultural and -linguistic understanding of food. We will read and discuss a range of research on language use in food-related contexts, applying approaches to various data sources such as restaurant menus, recipes, mealtime conversations, food packages, mukbang (livestream of eating), food advertisements & informercials, and reality TV shows. Students will conduct small-scale research projects by collecting and analyzing a body of data concerning any language-and-food topic, while also applying course concepts to the collected data.
Assessment: 100% coursework.

ENGL2189. 18th-century drama (6 credits)
[*Non-permissible combination: ENGL1053. 18th-century drama: The rise of celebrity culture*

Note to students admitted in 2022-23 and before: Students who have successfully completed "ENGL1053. 18th-century drama: The rise of celebrity culture" are not allowed to study this course. But for those who have not completed ENGL1053, they can take ENGL2189 as an advanced course in the academic year 2023-24 and thereafter.]

This course introduces students to the world of the bustling and controversial theatres of the Anglo-Atlantic Eighteenth Century. Taking a dramaturgical approach to a number of dramatic texts produced in this important period in the history of popular entertainment, this course will examine key developments in literary innovation such as character development and the rise of interiority from within the context of new theatrical technology, the rise of new forms of media, the growing power of government censorship, an emerging imperial identity, nationalism, and increased social mobility. We will also focus on the rise of celebrity culture in the period and examine the development of popular obsession with "stars" within the broader social contexts of shifting gender norms, new regimes of sexual expression, and the rise of consumer culture. We will also examine plays alongside other forms of texts such as published gossip, celebrity memoirs, newspaper advertisements, playbills, and acting manuals, making use of existing databases hosted at the Folger, Huntington, and the British Libraries. This course also aims to serve as a general introduction on how to read literary texts historically, and how the study of literature can benefit from an interdisciplinary approach that borrows insights from Language Studies; Cultural Studies; New Media Studies; and Gender/Sexuality studies. At the end of this course, students should have acquired a critical familiarity with the dramatic culture of the Eighteenth Century, as well as a set of analytical skills that will prepare them for the future study in literary criticism. Texts to be studied might include popular versions of Sentimental Comedy; Operas/Oratorios; Bourgeois Tragedy; Gothic Fantasy; Pantomime and Travel Drama. Authors to be studied might include Jonathan Steele; George Frideric Handel; Henry Fielding; Oliver Goldsmith; Susanna Centlivre; Hannah Cowley; and Elizabeth Inchbald.
Assessment: 100% coursework.

ENGL2190. Special topics in 19th-century literature (6 credits)

This course focuses on selected writers, genres, and/or topics related to 19th-century literature and culture. Secondary readings will cover a range of critical perspectives on issues such as empire, popular culture, theatre, the Gothic, science and technology, sexuality, religion etc. To allow for in-depth treatment, the course is designed to rotate its emphasis each time the course is offered.
Assessment: 100% coursework.

ENGL2191. Special topics in contemporary literature (6 credits)

This course offers students the opportunity to do an in-depth study of a topic in literature, culture and theory from the late 20th and 21st centuries. This may include a single-author approach, a study of under-represented writers, or an examination of primary and secondary texts that offer a specific understanding of distinctive features of the contemporary period.
Assessment: 100% coursework.

ENGL2192. Postmodern literature (6 credits)

This course examines the dominant socio-cultural framework and literary and critical practices that define postmodernism in the twentieth century. Students will explore the major debates, key ideas and texts that enable an understanding of the postmodern turn and continue to define contemporary literature in the present.
Assessment: 100% coursework.

ENGL2193. Special topics in aesthetics and literature (6 credits)

This course introduces students to some major theories of the aesthetic and aesthetic value. Commonly defined as a philosophy of Art and the way in which we judge and appreciate artistic productions, the discourse of aesthetics raises a set of compelling questions about the fraught relationship between beauty, pleasure, judgment, and value. Students will explore a range of theories on the aesthetic and aesthetic judgment, and think more broadly about the purpose of the literary in broader society. Writers considered may include Plato on Mimesis; Aristotle on Catharsis; Burke on the sublime; Kant on Hedonism; Marx on art and value; as well as more recent debates on aesthetic affects coming out of contemporary queer theory.
Assessment: 100% coursework.

ENGL2194. Language and advertising (6 credits)

Since William Caxton issued the first print advertisement for Sarum Pie in c.1476-7, the field of advertising has evolved tremendously. Today, advertisements are no longer composed of just text but draw on a variety of semiotic modes (e.g., text, colour, spatiality, images, volume, pitch, etc.). In this advanced-level course, we draw on discourse analytic methods and approaches to explore the use of language in advertising. The course is divided into two broad sections: approaches and methodologies and close reading. We will begin the course by examining theoretical approaches in discourse analysis pertaining to the analysis of advertisements (e.g., stylistics, genre analysis, multimodality, critical discourse analysis). This is followed by a series of lectures dedicated to the close reading of advertisements across a range of forms (e.g., audio, print, video, etc.). We will follow a linear trajectory, exploring advertisements all the way from the Renaissance period to the present day. We will also travel

across the globe, exploring the commonalities and differences between advertisements published in different parts of the world. As part of the course, students will have the opportunity to select advertisements of their interest and develop a small-scale discourse analytic project on topics such as K-Pop advertising, public health advertising, beauty advertising, etc. By the end of the course, students will be able to develop their discourse analytic skills and apply them in the analysis of a range of advertisements and, more broadly, different literary and non-literary genres.
Assessment: 100% coursework.

ENGL2195. Staging Asia (6 credits)

The course examines plays written in English by Asian playwrights, including adaptation of classic texts into Asian contexts. Students will study modern Asian plays, which involves looking at translated texts, considering their context and performance history. It also explores English language theatres in Singapore, Indonesia, and Hong Kong. Students will learn about constructing, designing, and producing plays, with a focus on how virtual reality and technology (such as "visualization of 'lost' theatres/venues") are incorporated into modern theatre practices. The course will involve theatre field trips and/or guest workshops delivered by theatre practitioners in Hong Kong.
Assessment: 100% coursework.

ENGL2196. Literature and the mind (6 credits)

This course will provide a historical and global understanding of 'madness' present in literature, from mythology and Shakespeare to Foucault and contemporary representations of mental illness. Students will gain critical insight into the way 'madness' was linguistically appropriated alongside medical and psychological interventions, particularly in the nineteenth and twentieth centuries. Thus, the course will have a multi-disciplinary approach, exposing students to the discourses of madness produced throughout Western and non-Western societies and cultures.
Assessment: 100% coursework.

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*Note: Students admitted in 2020-21 or before may choose either the ENGL/ LCOM course codes according to their study plans. Students admitted in 2021-22 and thereafter may only choose the ENGL course codes.

Capstone Courses

ENGL3040. Internship in English studies (capstone experience) (6 credits)

This course offers students a capstone learning experience by allowing them to take their classroom knowledge into the community. Students will have an opportunity for experiential learning, earn credits toward their degree, and engage in a rich experience while working in an organization that demonstrates a real impact on society. Students are responsible for identifying and securing a suitable internship opportunity, in consultation with the course coordinator. The duration of the internship will depend on the arrangement between the student and the organization, but should involve at least 120 contact hours of service for the organization. Assessment will be graded on a pass/fail basis, based on a written report as well as feedback from the organization contact.
Assessment: 100% coursework (graded on a pass/fail basis).

ENGL3041. Senior colloquium in English studies (capstone experience) (6 credits)

This course is designed as a capstone course offering students an opportunity to integrate and reflect upon what they have learned in the major while focusing on current topics and critical debates in English studies. Students are expected to be able to build on courses they have taken before and should consult individual colloquium co-ordinators before registering for the course. There will be no formal lectures but weekly meetings for the discussion of texts and issues, led by students. Assessment will be based on contributions to colloquium discussions and a final essay.
Assessment: 100% coursework.

ENGL3042. Extended essay in English studies (capstone experience) (6 credits)

The Extended Essay in English Studies offers students an opportunity to undertake an undergraduate research project in a particular area of English Studies under the guidance and instruction of a supervisor. The extended essay course can only be taken in conjunction with another advanced ENGL course, and students will be required to attend the classes for that course, as part of a 12-credit combination. The supervisor of the extended essay will normally be the teacher of the conjoined course and students intending to enrol in an extended essay course must first seek approval from the prospective supervisor. Subject to the teacher's approval, students can enrol in the extended essay course either concurrently with the conjoined course or after they have completed the conjoined course. Assessment will normally consist of an extended essay of approximately 5,000 words in addition to the coursework of the conjoined course, or it may involve completing alternative pieces of coursework, including a research paper, for the taught and research courses together.
Assessment: 100% coursework.

SCHOOL OF HUMANITIES

ART HISTORY

The Art History programme teaches the history and theory of art, including painting, calligraphy, sculpture, architecture, photography, conceptual art, and related visual media. Courses examine European, American, Chinese, Japanese, and Indian artistic traditions in depth. Some courses focus on specialized skills related to museum studies. Students may major or minor in Art History and will discover many fruitful combinations between art history and other disciplines inside and outside the Faculty of Arts.

The Art History Major (72 credits)

Students wishing to major in Art History must normally complete the following requirements:

- Complete one 6-credit Art History course at the 1000-level
- Complete 12 credits of introductory courses from any Arts programme(s) (which may include additional credits in 1000-level Art History courses)
- Complete 54 credits of Art History courses from among those offered at the 2000, 3000, and 4000 levels, of which:
    - 6 credits must be the course "ARTH2081. Art history & its methods"
    - 6 credits must be in Western art
    - 6 credits must be in Asian art
    - 6 credits must be in 3000-level courses
    - 6 credits must be in a 4000-level course to fulfill the capstone requirement

The Art History Minor (36 credits)

Students wishing to minor in Art History must normally complete the following requirements:

- Complete one 6-credit Art History course at the 1000 level
- Complete 30 credits of Art History courses from among those offered at the 2000 and 3000 levels

Course Selection

Prospective students should note that individual upper-level courses in the Art History programme may require prerequisites which are listed in the relevant sections below. In exceptional cases, these requirements may be waived. Most courses impose caps on enrollment to ensure standards of teaching quality. All major, minor, and other course selections are subject to the approval of the Head of the School of Humanities on the recommendation of the Undergraduate Coordinator of the Programme.

Cross-listed Courses

To fulfill the requirements of the 2000-level credits in the major/minor in Art History, students may also take AFRI2018, AFRI3008, AMER2058, AMER2064-2067, GLAS2101, GLAS2102 and GLAS2134-2136. Please refer to the relevant Programmes for the course details and availability.

Experiential Learning

The Art History programme fosters experiential learning in many ways. Within our courses, these may include examining original works of art and architecture in museums and other sites in Hong Kong; training on handling works of art in class; working on an art exhibition or other curatorial project; and participating in teacher-led field trips locally or overseas. We also offer a museum studies workshop

(ARTH2056) and a credit-bearing internship (ARTH4005) for a limited number of students. Outside the formal curriculum, we support students who seek their own internships, temporary jobs at art galleries, auction houses, and art fairs, and summer travel to study art. The Programme has several grants that can help fund student travel.

Learning Outcomes

Over the course of their studies, students who major in Art History can expect to:

- Apply skills of critical intellectual enquiry to the study of the visual arts.
- Demonstrate knowledge and understanding of more than one area of the history of art.
- Critically evaluate works of art and art historical and theoretical writings.
- Devise research topics and conduct independent research in the field of art history.
- Use knowledge of art to reflect upon their own values and the assumptions underlying them.
- Demonstrate a sensitivity to diversity through engagement with differing viewpoints and beliefs.
- Demonstrate and articulate an awareness of the diversity of art of various time periods and cultures.
- Develop effective oral and written communication skills.
- Understand the visual arts to the point where further learning can be undertaken independently.

Assessment

All courses offered in the Programme are assessed by 100% coursework. Coursework may include essays, research papers, tests, participation in tutorials and seminars, oral presentations, and other work as specified by the course instructor.

1000-LEVEL COURSES

The following courses are open to students in all years of study.

ARTH1001. Introduction to Western art history (6 credits)

This course surveys the history of Western art from ancient Greece and Rome to the 21st century. From ancient painting and sculpture to modern photography and conceptual art, it explains how art communicates ideas and values that have shaped Western civilization and how art has developed in relation to changes in historical context, including politics, religion, science, economics, and society. Students will learn about major artistic movements, common techniques of Western art, and methods for interpreting visual culture both visually and historically. No previous knowledge of art history is assumed.
Assessment: 100% coursework.

ARTH1006. Art and society (6 credits)

This course introduces visual and critical skills for interpreting the art of different cultures from both the past and the present. We examine a variety of themes related to the techniques and functions of art, and we study the way art expresses various moral, social, political, and religious ideas. Students will gain a better understanding of cross-cultural communication and will learn how to analyze the complex visual culture of the contemporary world.
Assessment: 100% coursework.

ARTH1008. Introduction to the arts of Asia: Past and present (6 credits)

This survey course introduces major themes in art from early formations of Asian civilizations to the twenty-first century. Students investigate the various forms of art production in China, Japan, India and Southeast Asia with an emphasis on the means by which art creates meaning in diverse Asian cultures. Themes include issues such as patronage, personal style, artistic autonomy, art institutions and collecting practices.
Assessment: 100% coursework.

2000-LEVEL COURSES

The following courses are open to students in the second, third, and fourth years of study. Some have no pre-requisite, while others require successful completion of one 1000-level Art History course.

ARTH2012. Italian Renaissance art and architecture (6 credits)

This course examines the art and architecture of Italy from about 1300 to 1550, a period marked by revolutionary technical innovations, intellectual concepts and practices, and attitudes toward the making and nature of art – changes that spurred early modern intellectuals and historians to characterize the period's cultural developments as a 'Renaissance' (French for 'rebirth'). While focusing on Renaissance art in different regions of Italy, we will also study its global connections across the Atlantic and Mediterranean. The course covers a range of artistic production including frescoes, portraits, and sculpture.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2013. Northern Renaissance art (6 credits)

This course examines the art produced in the Low Countries, Germany, and France between about 1300 and 1550. Covering a range of artistic production including illuminated manuscripts, portraits, prints, and altarpieces, the course examines the period's revolutionary technical innovations, intellectual concepts, and changes in attitudes toward the making and nature of art. While focusing on Renaissance art in different regions of northern Europe, we will also study its global connections.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2020. American art (6 credits)

This course surveys painting, sculpture, photography, and architecture in the United States from European settlement to 1945. The underlying theme is how art in the United States has helped project various new ideologies and values associated with this young and unique nation. Issues to be considered in relation to art include Protestant values, democracy, wilderness, racial conflict, capitalism, popular culture, and America's gradual rise to power.
Assessment: 100% coursework.

ARTH2025. The art of the Baroque ca. 1560-1720 (6 credits)

This course will examine the art of the 17th century in Italy, Flanders, Spain, the Netherlands and France. The emphasis will be on painting, although sculpture will be studied as well. Particular attention will be given to the impact of the Counter Reformation, the features of Baroque naturalism,

the use of allegory, and attitudes towards the antique by artists of this period.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2026. The age of revolution: Art in Europe, 1750-1840 (6 credits)

This course examines the radical transformation in European art from the age of kings to the age of revolutions, c.1750-1840. Painting, sculpture, and printmaking are discussed in relation to various historical developments, including the Enlightenment and the French Revolution; the decline of aristocratic culture and Christianity; the rise of science, industry, and democracy; and the emergence of modern notions of nature, individuality, and primitivism. The movements of Neoclassicism and romanticism are treated in depth.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2027. The formation of modernity: Art in Europe, 1840-1900 (6 credits)

This course examines the early formation of modern European visual culture, from Realism to the threshold of the 20th century. Painting, sculpture, printmaking, and photography are discussed in relation to various historical and ideological developments, including industrial capitalism and the rise of bourgeois society; urban culture and mass media; leisure and tourism; new gender roles; and European imperialism. The movements of Realism, Impressionism, and Post-Impressionism are treated in depth.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2028. Vision in crisis (6 credits)

In art, as in other fields of knowledge, the late 19th century and the early 20th century was a time when pre-existing assumptions were challenged in a radical way. To certain artists in Europe, for instance, illusionistic realism or the conventions of perspective no longer seemed adequate tools for representing the world and our experience of it. Amongst the factors provoking this crisis of vision was an increasing awareness of other cultures and their differing modes of visual representation, and many non-Western artists shared with their Western counterparts this new sense of the relativity of cultural knowledge, although they tended to respond to it in different ways. *Vision in Crisis* will examine this moment of great artistic change, focusing primarily on European examples, with Chinese art being taken as the main non-Western case for study. Artists whose work may be discussed in depth include Van Gogh, Gauguin, Cézanne, Picasso and Matisse.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2029. Modernity and its discontents (6 credits)

Although certain 20th century artists can be taken as celebrating the modern, many artists offered instead a critical engagement with the newly-emerging forms of experience they were encountering, or sought various forms of escape from them. While the response of European artists to the modern condition is most well known, artists from other parts of the world were equally engaged with the task of creating an art adequate to the new environment in which they found themselves. Both will be considered in this course, which will focus primarily on European art of the first half of the 20th century. Chinese art will provide the main non-Western case for study. Abstract art, Futurism, Expressionism,

Dada and Surrealism may all be considered.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2030. Towards the global (6 credits)

Paris has been described as the capital of the 19th century, and indeed one can talk of a European cultural hegemony that lasted until the outbreak of the Second World War. The postwar period, however, saw a migration of cultural authority across the Atlantic to the United States, and with the ending of the Cold War American cultural dominance seemed to become even more deeply entrenched. If the close of the colonial era did not then eliminate the asymmetry of power between Western and non-Western cultures, it did at least alter the conditions for artistic production in the latter. Furthermore, with an increasing pace of globalization at the end of the century, the opportunities for non-Western artists to reach new audiences have expanded enormously. This course will begin with a consideration of Pollock and Abstract Expressionism, and later developments in American art will be a major focus of the course, which will also be concerned to document the contribution of non-Western artists. A thematic approach will be adopted, with tendencies such as Pop Art, Minimal and Post-Minimal art, Environmental and Installation Art, Performance Art, Conceptual and Neo-Conceptual Art being amongst those which may be considered. A wide variety of artworks dating from 1945 to the present day will be discussed.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2031. Modern Western architecture (6 credits)

Tracing the development of modernity in Western architecture, this course examines a series of movements and cities from the mid-18th century to the present. Major examples include Neoclassicism in Washington, D.C., Haussmann's renovation of Paris, colonialism in Hong Kong and Shanghai, skyscrapers in Chicago and New York, and the international spread of Modernism and the diverse movements that have followed it. Emphasis is placed on construction technology, architectural theory, and the way buildings express institutional ideologies. Tutorials include visits to local buildings.
Assessment: 100% coursework.

ARTH2047. Arts of India (6 credits)

From the dawn of Buddhism to the present day, art and visual culture have played a central role in how India is imagined both within the country and beyond. The visual landscape of India is punctuated by the iconic images of gods and goddesses, the architectural expressions of Islam, and the legacy of the colonial rule. Through an interdisciplinary but historically rooted approach, this course addresses Buddhist and Hindu art, the art patronage of both Mughal and sub-imperial courts and will conclude with a discussion of artistic practice under colonial rule through to India’s independence in 1947.
Assessment: 100% coursework.

ARTH2048. Arts of premodern Japan (6 credits)

This course surveys the visual arts of Japan from prehistory to circa 1500. Following a chronological progression, students will learn about key monuments and objects—including painting, sculpture, ceramics, prints, architecture, lacquerware, and textiles—across the various epochs of premodern Japanese history. Lectures will explore the broader cultural and historical contexts that produced the artworks under consideration. Topics to be covered include the ongoing relationship with the past in

Japanese visual culture, the impact of foreign cultures on local traditions, the role of ritual, changing patronage structures, and the evolving functions and expressions of Japanese art.
Assessment: 100% coursework.

ARTH2051. Art, politics, and society in modern China (6 credits)

This course will provide an overview of the developments in the visual arts in China from the 19th century to the present day, and will relate them to broader changes in Chinese politics and society. It will look at the ways in which the physical materiality of objects, as well as the social roles of its makers and audiences, changed over this period. A broad range of visual objects will be covered in this course including paintings in different formats and mediums, architecture, graphics and photography. Our fundamental concern will be to examine art's role in the rapidly changing world of modern China.
Assessment: 100% coursework.

ARTH2052. Architecture of South and Southeast Asia (6 credits)

This course is a study of the developments in architecture in South and Southeast Asia. It will offer a selective overview of the styles, theories, and structures of architecture from antiquity to the twenty-first century. This course utilizes a thematic approach aimed at understanding the relationships between private property, public authority, and power as articulated in architecture.
Assessment: 100% coursework.

ARTH2053. Beauties and the beasts: Song and Yuan painting (6 credits)

The course explores the formations of Chinese figure painting or the painting of people in the Song and Yuan dynasty. It begins by investigating the types of portrayals of Tang-dynasty aristocrats and other social worthies to establish the forms of normative portraiture. The course moves on to consider changes in figure painting and its subject matter. The class also investigates a related development in the painting of animals as substitutes for representations of people. Topics discussed include the portrayal of the non-Chinese who lived in frontier areas from the Tang to the Yuan, the Song dynasty's re-appraisal of the common person and his or her depiction, and the motivations for the use of animals to represent people. The course concludes by evaluating the impact of Mongol rule on figure painting.
Assessment: 100% coursework.

ARTH2055. Crossing cultures: China and the outside world (6 credits)

This course primarily focuses on the period 16th- 20th century China. It will examine artists' responses to the outside world and investigate how cultural exchanges were formed, merged, and clashed. This course is designed to expand the theme of "outside" beyond conventional geographies to different ways in which art reinforced or challenged acts of exclusion and the dynamics of center-periphery structures. The aim is to move beyond binary relationships of China-West or similar comparative structures. Topics covered will include intersections of European knowledge and local culture, eccentricity as urban cosmopolitanism, Manchu identity and Qing expansionism, China export trade art and technology, intra-Asian paintings, and visions of the "East" in the global art world.
Assessment: 100% coursework.

ARTH2056. Museum studies workshop (6 credits)

This course aims to give students an introduction to the principles and practices of working in an art museum. It is conducted by curatorial staff of the University Museum and Art Gallery. Students majoring in Art History are given first preference, but other students fulfilling the prerequisite may apply. Students wishing to apply for admission to ARTH4005 (Art History internship (capstone)) are strongly urged to take this course first, ideally in their third year.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2057. Arts of Africa (6 credits)

This course introduces artistic practices and material culture in Africa. Overviewing the diversity of African practices, styles, and mediums, it ranges from the earliest sculptural traditions to modern developments in the 20th century, analyzing art, architecture, and material culture in relation to religious beliefs, social identity, political organization, and the radical changes brought by colonialism and modernity.
Assessment: 100% coursework.

ARTH2061. Contemporary Chinese art: 1980s to the present (6 credits)

This course examines the burgeoning development of contemporary Chinese art in relation to its shifting socio-political and cultural realities since the end of the Cultural Revolution. Structured around a series of thematic studies on major exhibitions and artworks made and displayed at different stages, this course addresses issues relating to art criticism, institutional censorship, public engagement and art market, investigating unprecedented transnational flows and cross-cultural exchanges within the increasingly interconnected, yet unevenly developed contemporary art world. This course draws particular attention to the practices of Chinese women artists, including Shen Yuan, Lin Tianmiao, Yin Xiuzhen, Lu Qing, Xing Danwen, Kan Xuan, Cao Fei and others, interrogating and challenging the unacknowledged, unquestioned and marginalised status of women in the mainstream discourses of Chinese avant-garde art.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2062. Land and garden in Chinese art (6 credits)

This course examines the history and significance of land and its depiction in China from the fifth to the twentieth century. We will examine the cultural circumstances that promoted landscape to one of the most important subjects in Chinese art. Emphasis is placed on historical and interpretive issues that are important to the analysis of artwork and meaning.
Assessment: 100% coursework.

ARTH2065. Introduction to Islamic art and architecture (6 credits)

This course surveys Islamic art and architecture from the beginnings of Islam in the 7th century through the early modern period. It covers Umayyad Jerusalem and Damascus, Abbasid Baghdad, Fatimid Cairo, the period of the Crusades, the impact of the Mongols, and the Mamluk and Ottoman Empires. Throughout the course, we explore interactions between Islamic art and neighboring peoples and cultures.
Assessment: 100% coursework.

ARTH2067. Architecture of East Asia (6 credits)

Architecture is one of the most visible means for our interaction with the physical environment. It is a discipline that combines art, function, and public display. This course explores the history of East Asian architecture from early times to the present with an emphasis on religious, cultural, economic, and political contexts. Key structures including urban planning are taken as case studies for in depth discussion. Emphasis is placed on learning how to read the functional considerations and the symbolic meanings of works of architecture.
Assessment: 100% coursework.

ARTH2070. Introduction to ancient Egyptian art and architecture (6 credits)

Ancient Egyptian civilisation endured for more than 3,000 years and the many monuments, objects, and hieroglyphs that have survived are testimony to the splendour of ancient Egyptian culture, the beauty of its art, astounding accomplishments in its architecture, and the richness of its religious traditions. This course provides a general introduction to ancient Egyptian art and architectural forms (e.g. pyramids, tombs, temple complexes, wall paintings, sculpture, hieroglyphs), beginning with the period of unification (3100 BC), through the Old, Middle, and New Kingdom dynasties, and continuing to the beginning of the Ptolemaic period in 332 BC. Key political, military, cosmological, and socio-cultural developments in Egypt's history will be examined in relation to artistic and architectural practices.
Assessment: 100% coursework.

ARTH2072. Western architecture from Antiquity to Enlightenment (6 credits)

The course examines the development of Western architecture from Classical Antiquity to the eighteenth century. We will begin by studying the buildings of the Greek and Roman civilizations, and those of the Middle Ages, before shifting our focus to Renaissance, Baroque and Rococo architecture in Early Modern Europe, and its offshoots around the world. While the course is, in part, a survey of buildings and architectural styles, we will emphasise the relation of architecture to its social, historical and intellectual contexts, and will also focus on particular buildings, architects and architectural theorists in greater depth.
Assessment: 100% coursework.

ARTH2076. The sculptural object in early 20th-century art (6 credits)

This course addresses the stylistic evolution of the sculptural object in the early 20th century. With an eye on the elements of social and political change, we will consider the rise the avant-garde, the impact of new artistic methods and materials introduced by Cubism, Dadaism and Surrealism and others. Although the course is organized historically, it is also designed to crisscross through a number of intersecting themes around the production and consumption of sculpture up to 1945.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2081. Art history & its methods (6 credits)

This course introduces students to art history as an academic discipline. It surveys the development of the study of art and familiarises students with a range of methodological approaches and their applications, from early traditions of art historical writing, through the emergence of art history as a

distinct field of study, to its transformation and development up to the present. The course also instructs students in the writing and study skills specific to art history.
Prerequisite: One 1000-level Art History course.
Assessment: 100% coursework.

ARTH2082. Decorative arts in Europe (6 credits)

This course will survey decorative arts from the early modern period (1600-1900) and introduce directions in which to study objects, workshop practices, the history of collecting, and the international and cross-cultural influences upon both artists and collectors. Areas of interest include, but are not limited to, art and propaganda, the court and royal academies of art, local art markets and international influences, chinoiserie and intercultural exchange, and the social history of material culture.
Assessment: 100% coursework.

ARTH2083. The histories of printmaking and visuality in China (6 credits)

China has one of the oldest, continuous cultures of print in the world. This course will explore various formats and contexts in which the visual print circulates, from sutra handscrolls and dharanis to illustrations in string-bound books, sheet prints, new year prints, pictorials (huabao), calendars, and propaganda posters. The impact of technology on visuality from woodblock and movable type to colour printing and Western mechanized printing is also examined.
Assessment: 100% coursework.

ARTH2084. Art of the classical world (6 credits)

The classical tradition has had an enduring effect on the history of Western art, providing both iconic monuments and aesthetic principles that have inspired and challenged successive generations of artists, architects, and other cultural practitioners. This course will survey Greek and Roman art and architecture from c.1000 BCE to c.500 CE, stretching from the rise of Greek city states to the fall of the Western Roman Empire. We examine works of art and architecture in a variety of materials, forms, and motifs, supplemented by writings from the period that influenced subsequent developments in Western culture. Important themes include the public and private, gender, mythology, patronage, and the ancient city.
Assessment: 100% coursework.

ARTH2085. Chinese calligraphy: Form, materiality and history (6 credits)

This course is an introduction to Chinese calligraphy from early imperial to contemporary period and will include both ink works, reproductions of calligraphy including rubbings of stele inscriptions and epitaphs, and seals. The course, thematically arranged, considers calligraphy within a variety of contexts (i.e. archaeological, cultural, historical, social and religious) to study the form, materiality and history of calligraphy. Other aspects such as social status of calligraphers and collectors, collecting practices, technologies and impact of printing, modern writing reform and national identity, as well as the computerization of writing will be covered. The course will include lectures, practical workshops, group discussion and when possible museum visits.
Assessment: 100% coursework.

ARTH2086. European art of the eighteenth century (6 credits)

In Europe, as elsewhere, the eighteenth century was a period of innovation and profound cultural transformation. The years between the 1690s and the French Revolution of 1789 saw the emergence of new styles and genres in painting and new ways of making, exhibiting, and understanding art. The course focuses on painting, sculpture, printmaking, and decorative arts in Britain and France. But we also examine art in Italy, the Austro-Hungarian Empire, and Northern Europe, and we study the eighteenth-century interior in some depth, emphasizing its social function as a context for cultural display and its role within a nexus of increasing global trade, exploration, and exploitation.
Assessment: 100% coursework.

ARTH2087. Buddhist art of East Asia (6 credits)

This course studies art and architecture created in East Asia during the seminal period when Buddhism was introduced to China and then transmitted to Korea and Japan. Focusing on the period c.300-c.1500, it examines selected key sites and significant works in all three countries. Students will become familiar with important figures in the Buddhist pantheon; the iconography, gestures, and postures associated with Buddhas, bodhisattvas, and other deities; and popular narratives and architectural features associated with early Buddhist practice. These visual and iconographic features will also be studied in their historical, political, economic, and social contexts.
Assessment: 100% coursework.

ARTH2088. Introduction to the material culture of China (6 credits)

This course explores the large realm of the production of material culture in China in order to elucidate historical concerns, attitudes, and social needs as embedded in objects. Materials include jade, bronze, ceramic, furniture, and architecture from the Shang to the Qing dynasties. The class discusses how these materials played a critical role in the intellectual and artistic discourses throughout history. Students will visit the University Museum and Art Gallery in HKU for an extensive viewing experience.
Assessment: 100% coursework.

ARTH2090. Blockbusters, bonanzas, and biennales: Contemporary art in the global age (6 credits)

This course examines the global circuits of contemporary art from 1980 to the present through a consideration of various biennales, triennials, and global art fairs in the U.S., Europe, and Asia. The class begins by investigating two landmark exhibitions - Primitivism in 20th Century Art (New York, 1985) and Magiciens de la Terre (Paris, 1989) - in order to consider the perception and presentation of so-called “non-Western art” and to broadly historicize present-day “global” art practice. Topics will include the reappraisal of the Western/non-Western division, the importance of artistic identity, and the promotion of art as cultural ambassador.
Assessment: 100% coursework.

ARTH2091. Foundations of literati art and culture (6 credits)

This course examines how some of the objects we find in museums and collections came to be regarded as art. More specifically some objects and styles of painting are associated with the literati, a highly educated group of scholars who established certain forms of culture as their own from the Tang and Song to Yuan dynasties. By looking at the contexts of when ceramics, bronzes, calligraphy and some

forms of painting were first assigned as art we can see the literati mind guiding the process in the construction of these objects as literati art.
Assessment: 100% coursework.

ARTH2092. Photography in North America (6 credits)

This course looks at the history of photography in North America from its inception to the turn of the new millennium. Lectures are chronologically and thematically arranged to highlight how photography has been variously used as a tool for scientific observation, social documentary and aesthetic engagement. As we move through the course, students will be introduced to key figures in both the history and theory of photography so that they may critically assess the role of photography as a medium of expression.
Assessment: 100% coursework.

ARTH2093. Contemporary art in India (6 credits)

This course surveys the development of contemporary art in India from the 1970s to the present. The lectures are arranged chronologically to give students an essential foundation upon which to consider how contemporary art responds to local and global changes. During the 1980s painting was often the medium of choice and issues of identity and cultural heritage were key concerns; however, the arrival of the new millennium witnessed a significant change in materials and artistic approach. These shifts and turns are a fundamental concern as we examine the role Indian art now plays in the increasingly global art world.
Assessment: 100% coursework.

ARTH2094. Medieval art and architecture (6 credits)

This course surveys the art and architecture of Europe and Byzantium during the Middle Ages, a thousand-year period from ca. 400 to 1400. Exploring medieval art and visual culture chronologically, we will consider a number of topics including pilgrimage, monasticism, iconoclasm, and court culture, particularly through the lens of cross-cultural exchange. The course covers a wide range of medieval artistic production, from various forms of painting and sculpture to mosaics, textiles, and architecture.
Assessment: 100% coursework.

ARTH2095. Venerated vessels: The history of Chinese ceramics (6 credits)

This course surveys the history of ceramics in China from the Neolithic era to contemporary times. It focuses on the production, consumption, collection and theoretical aspects that have shaped the legacy of Chinese ceramics. Central to the survey is the role of social, political and historical forces on the styles and shapes of various types of ceramic objects. Special attention will be given to the development of porcelain and the construction of its cultural value or veneration in Chinese social practices.
Assessment: 100% coursework.

ARTH2096. Contemporary art: 1960s to the present (6 credits)

This course provides an introduction to issues, practices and critiques of contemporary art since the 1960s. It is organized thematically rather than chronologically, focusing on specifically chosen artworks, projects or exhibitions each week. Moving across a wide range of media, techniques and display formats, this course considers different curatorial, theoretical and interpretative stances in the production, display

and distribution of contemporary art within the increasingly globalized art world; it considers how works of art might reflect on our present living situation beyond the art field and relate to wider communities within and across regional and national boundaries.
Assessment: 100% coursework.

ARTH2097. Arts of Korea (6 credits)

This course surveys Korean visual arts from ancient times to the present. It examines a diverse range of materials including painting, print, sculpture, architecture, and decorative art. Lectures are chronologically arranged and explore issues such as funerary culture, cross-regional exchanges, politics and religion, gender and social differences, art market and patronage, and the questions of modernity. Students will acquire a solid foundation of Korean art history and the critical perspectives in analyzing its development across times.
Assessment: 100% coursework.

ARTH2098. History of Korean paintings (6 credits)

This class explores distinct characteristics of paintings including Buddhist paintings, landscape paintings, portraits, paintings of flowers and animals, documentary paintings, and decorative court paintings during the Koryŏ and the Chosŏn dynasties. The critical issues such as materiality, politics, patronage, religion, and gender will be covered in class. The aim of this course is to understand the stylistic developments of important artists, the formation of major schools, and the establishment of critical theories in regard to social, historical, and intellectual contexts.
Assessment: 100% coursework.

ARTH2099. History of ceramics in East Asia (6 credits)

This class will acquaint students with the artistic styles, traditions, and techniques in the history of ceramics in China, Japan, and Korea from the tenth to the eighteenth centuries, with particular attention to the social and intellectual climate across geographical boundaries. The class discusses domestic and export ceramics, changes in aesthetic concept, consumption and collecting, as well as interaction with other cultures. Through a comparative approach, this class aims to understand the vibrant cultural dynamics in East Asia.
Assessment: 100% coursework.

ARTH2100. Body, gender and sexuality in contemporary art (6 credits)

This course examines abstract and figurative representations of the human body in contemporary art. It will explore works across a range of media which challenge and redefine the ways we consider gender and sexuality. The course will introduce a set of tools to analyse multiple art forms which artists have used to reconfigure questions of sexuality, gender, queerness, and the performance of 'self', and will look into the wider art historical, socio-political and cultural conditions that shaped their creation and interpretation. The course will conclude by investigating how the artistic exploration of gender and sexuality has been increasingly intertwined with issues of class, race, and ethnicity, especially in the face of the unprecedented transnational and transregional flows of human bodies within the contemporary world. We will discuss works by artists engaging with female and male, trans, straight and LGBTQ identities, who may include but are not limited to: Louise Bourgeois, Eva Hesse, Lee Bontecou, Catherine Opie, Vito Acconci, Glenn Ligon, David Wojnarowicz, Vaginal Davis and Shigeyuki Kihara.
Assessment: 100% coursework.

ARTH2101. Installation and participation (6 credits)

This course addresses issues of installation, participation and spectatorship through a selection of episodes and case studies from the history of modern and contemporary art. It introduces and explores ways by which works of art activate viewers' immediate physical, sensory or psychical engagement, turning spectatorship into an embodied activity and collapsing the conventional conception of art as simply contemplative. From the post-war artistic experiment with 'happenings' to the surge of participatory practices in the globalizing contemporary art world, we will investigate key debates and theoretical discourses about artistic participation, collaboration and action, reconsidering the relationship between the artist, the artwork and the viewing subject. Artists we will look at may include but are not limited to: Allan Kaprow, Robert Morris, Yayoi Kusama, Yoko Ono, Sophie Calle, Santiago Sierra, Félix González-Torres, Cildo Meireles, Thomas Hirschhorn, Francis Alys, Gabriel Orozco and Ai Weiwei.
Assessment: 100% coursework.

ARTH2102. The connecting sea: An introduction to East Mediterranean archaeology (6 credits)

Situated between three continents, the East Mediterranean Sea has always enabled the flow of people, things, and ideas. From the advent of early complex societies in the Levant, to the cultural developments of Greece, we can trace the impacts of interaction and exchange on the material remains of this region's past. This class introduces the archaeological methods and theories that help us contextualize and interpret material culture. The things people made, used, and discarded tell us about how they lived, so we will examine a wide range of material evidence, including art, pottery, technology, architecture, and landscapes. Archaeology provides diverse ways to study and conceptualize ancient material culture to better understand society. Our focus will be the Middle/Late Bronze and the Iron Ages of the 2nd and 1st millennia BCE in the areas covered by Greece, Turkey, Cyprus, Syria, Lebanon, Israeli, Palestine, and Jordan. Cultures and periods covered will include Minoans, Hittites, Canaanites, Myceneans, Syro-Hittites, Cypriots, Phoenicians, Biblical Archaeology, Phrygians, Lydians, Greeks, and end with the Romans in Asia. We will also discuss cultural heritage and the impact of archaeology in our contemporary world.
Assessment: 100% coursework.

ARTH2103. Saintly bodies and holy shrines: The art and architecture of medieval pilgrimage (6 credits)

Throughout the Middle Ages, millions of travelers traversed hundreds of kilometers of unfamiliar, foreign lands to venerate the bodies of saints. From England to the tip of the Iberian Peninsula, from Scandinavia to Rome, medieval pilgrims embarked on months-long journeys to seek spiritual favor, perform penance, or simply escape quotidian life. Art served as the mediator of these experiences. This course will examine the four major medieval Christian pilgrimages—Jerusalem, Rome, Compostela, and Canterbury—and the artistic production associated with each. We will study a range of artworks, from monumental basilicas to gleaming body-part reliquaries to miniature pilgrim's badges, while considering the spiritual, physical, and social aspects of pilgrimage.
Assessment: 100% coursework.

ARTH2104. Art of Renaissance Europe (6 credits)

This course surveys visual culture across Europe from ca. 1300 to ca. 1580, a period marked by revolutionary technical innovations, intellectual concepts and practices, and attitudes toward the making

and nature of art – changes that spurred early modern intellectuals and historians to characterize the period's cultural developments as a 'Renaissance' (French for 'rebirth'). While focusing on Renaissance art in northern and southern Europe, we will also note its global connections across the Atlantic and Mediterranean. The course covers a range of artistic production including frescoes, portraits, sculpture, and prints.
Assessment: 100% coursework.

ARTH2107. Early art in China: Idea and image (6 credits)

This course explores the art production of early China from earliest origins to the beginning of the seventh century. It investigates the meaning of art objects created during this time that traditional and modern historians have characterized as a dynamic series of competing polities and shifting territories. The course examines the ways people in power made claims to authority and how was this expressed in their art through a consideration of archaeological finds and contemporaneous texts. Special emphasis is given to the vibrant material culture of tombs as a means to understand varying locations of authority as communicated through relationships amongst society, individuals, and the cosmos.
Assessment: 100% coursework.

ARTH2108. Emerging societies: An introduction to Mesopotamian archaeology (6 credits)

Ancient Southwestern Asia (a.k.a. the Near East) – the region of the world centered on what is today Iraq – saw the earliest developments in many aspects of complex society. There, in the 'land between the rivers' (literally 'Mesopotamia') of the Tigris and Euphrates, the first agriculture, cities, writing, and empires all arose. Archaeologists examine material remains – architecture, pottery, technology, landscapes, material culture - to investigate societal developments of the past. This class introduces the archaeological methods and theories that help us contextualize and interpret material culture. Our focus is on the Chalcolithic, Bronze, and Iron Ages of the 4th through 1st millennia BCE in the area centered on Iraq and surrounded by Iran, the South Caucasus, Turkey, and Syria. As a region with writing that goes back over 5000 years, we are able to contextualize our understanding of the archaeological remains within a historical framework that includes the following cultures and periods: Uruk, Ur, Kura-Araxes, Akkadians, Babylonians, Assyrians, Elamites, Hittites, Urartians, Phrygians, and Persians. We also discuss cultural heritage and the impact of archaeology in our contemporary world.
Assessment: 100% coursework.

ARTH2109. Art and life in ancient Rome: Pompeii and Herculaneum (6 credits)

In the autumn of AD 79 on the Bay of Naples, a cataclysmic eruption of the volcano Vesuvius buried the cities of Pompeii and Herculaneum in ash and lava, freezing them in time until the early modern era. Rediscovered in the eighteenth century, these sites yielded from their depths art and artifacts that reawakened interest in the ancient world on a grand scale. Aristocrats from all over Europe flocked to the ruins on their "Grand Tours," impelled by romantic notions of the past and dreams of plunder. By the twentieth century, modern techniques of archaeological investigation replaced treasure hunting as the main method of exploration of these buried sites, but the romance of the ruins still looms large among scholars and tourists alike. Today the ruins scattered across the Bay of Naples continue to offer an unprecedented look at daily life in an ancient town, and study of its art and archaeological remains thus provide much insight into the society and culture of the Roman Republic and early Empire. This class therefore revolves around the material remains of Pompeii and Herculaneum and uses them as a jumping off point for the investigation of themes and issues related to ancient Roman art, culture, religion, politics and urbanism. We will also explore the rediscovery of the site in the 1700's and consider the reception of Roman art and architecture in the early modern period and its continuing legacy in the present day.

Assessment: 100% coursework.

ARTH2110. Archaeology and digital humanities in the field (6 credits)

This course is an archaeological fieldschool that will travel to Armenia in the South Caucasus to participate in an actual archaeological field research project. Archaeology studies the human past by documenting and researching the material remains left behind by past societies - including landscapes, sites, architecture, and objects. In this course, students will learn all aspects of conducting archaeological fieldwork, starting with surface survey where the team hikes through the landscape to find new sites. Students will then help to excavate important archaeological sites that date back thousands of years. This course teaches how to record important data while digging using the latest digital humanities technologies such as drones, global navigation satellite systems (GNSS), 3D modeling, and cloud databases. Students will also learn how to record and study ancient artifacts like pottery, bones, and stone tools. We will discuss issues in cultural heritage such as public outreach and the conservation of sites and objects.
Non-permissible combination: BBED6796.
Assessment: 100% coursework (graded on a pass/fail basis).

ARTH2111. Artifacts, technology, and archaeology (6 credits)

Objects have always been central to the way humans live their lives and how societies function. Ancient ceramic storage vessels, stone tools, coins, cylinder seals, sowing needles made from bones - these and many other types of artifacts represent ancient innovations. Past humans used technologies like kilns and drills to create objects that then are themselves deployed to enhance human work. At the same time, artifacts hold a wide variety of emotional, artistic, political, social, and many other meanings and significances. This course introduces how archaeologists investigate ancient artifacts and ancient technologies through a variety of interdisciplinary theories and methods in the study of past material culture, while centering the human experience of these objects. The methods that archaeologists use today also include innovative digital humanities and other techniques including 3D scanning, chemical/geological analysis, drones, and cloud databases. In this discussion-based course, students will read about and discuss artifacts and technology, old and new, while gaining hands-on experience through an individual research project on artifacts from Armenia in the South Caucasus, both physical objects and digital representations. If possible, we may also study East Asian objects from local museums. This is an introductory course, no prior experience is necessary and students from all backgrounds are welcome.
Assessment: 100% coursework.

ARTH2112. Material culture of the People's Republic of China (6 credits)

This course offers an in-depth examination of the material culture of modern China from the Republican period to the Reform era, with a focus on the Maoist era from 1949 to the late 1970s. By focusing on the design, production, consumption, and circulation of the material culture everyday life, we will make sense of how the profound changes experienced during the twentieth century translated into the material, aesthetic, and cultural experiences of everyday people in China. We will look at how objects came to signify abstract concepts such as socialist modernity, feudal backwardness, or revolution, and ask how material goods can carry multiple associations, from the ideological to the aesthetic. The class will examine a variety of objects, including ceramics, consumer goods, enamelware, interior design and decor, lantern slides, photographs, posters, and textiles, paying particular attention to the relationships formed with objects and the cultural meanings ascribed to them.
Assessment: 100% coursework.

ARTH2113. Art of the ancient Roman world (6 credits)

This class is a survey of the art and architecture of the Roman world from the foundation of the Republican (c. 6th century BCE) through the fall/transformation of the empire in late antiquity (4th century CE). Though chronological in structure, this course will also address overarching issues and themes found in art throughout the Roman era. In particular, through the lens of visual culture we will explore ancient and modern ideas (and ideals) of "Empire" and its effect on the peoples who lived within its territories. The Romans were keenly aware of the power of spectacle, and by extension visual culture as a means of spreading and maintaining political agendas across diverse geographic and ethnic boundaries. This study of Roman culture will therefore highlight the power of images in the ancient world to influence, subvert and/or invent history.
Assessment: 100% coursework.

ARTH2114. Art of the ancient Greek world (6 credits)

This course surveys the art, archaeology and culture of the ancient Greeks from the Bronze Age to the end of the Hellenistic period (2nd millennium BCE to 31 BCE) with an emphasis on the social context of images and monuments. We will consider Greek culture's interconnectedness with other civilizations of the ancient Mediterranean, such as the Egyptians, Etruscans and the Persians, with the aim of situating major artistic and stylistic developments in the Greek world within broader historical, religious, political and social developments. Overarching themes in the History of Art related to gender, the body, identity and reception will also be touched upon. Finally, we will address modern society's engagement with ancient Greece today, considering questions about cultural heritage, archaeological ethics and the antiquities trade.
Assessment: 100% coursework.

ARTH2115. The city of Rome: From village to empire (6 credits)

Today, Rome is a vibrant modern town deeply tied to its ancient past. Footprints of this past are visible at every turn, imbedded into the architecture of succeeding epochs. In these architectural and artistic remnants are imprinted the records of people, events, and cultural ideals and customs that have long outlasted the civilization that created them. "Rome" is therefore both a place and an idea. The legacy of Roman civilization looms large in the ethos of Western culture and this class aims to investigate the details of that legacy by peeling back the physical layers of the city in which it all started. The course is therefore chronological in approach and will tell the story of how a small village became the capital of a powerful empire, and later the spiritual capital of Catholic Christianity (roughly 8th century BCE – 5th century CE). Such transformations are the result of complex cultural and demographic changes that will be investigated through the lens of Rome's urban, architectural development. We will especially focus on the relationships between art and power, ritual and public spectacle.
Assessment: 100% coursework.

ARTH2116. Architecture, art, and spiritual practice in Southeast Asia (6 credits)

This course looks at the relationship between the built environment and spiritual space with special focus on Southeast Asia. Over the course of the semester we will look at a range of spiritual practices and the forms they take including temples, mosques, shrines, and symbols. How does religion shape and connect cities in different ways? How is globalization transforming and transformed by spiritual space? Each week examines debates surrounding these questions through cases within and beyond Southeast Asia. Topics we will unpack range from ghost films to heritage sites.

Students are not only expected to leave this course with a stronger understanding of the religious and spiritual practices, global processes and political events shaping Southeast Asia, but they should also develop visual analysis skills necessary to read and write about spiritual space in a variety forms. Course discussions and assignments unpack the aesthetic traditions, politics, and morals surrounding specific cases in order to complicate what it means to be global, regional or local. As a result, content will go beyond Southeast Asia and the assigned readings for each week cut across disciplines, drawing from Art and Architectural History, Anthropology, Urban Planning, and Geography.
Assessment: 100% coursework.

ARTH2117. The Amateur: Cultural formations of leisure, labor, and critique (6 credits)

Amateurism is a cultural ideal that has risen across various time periods and geographical contexts to create an extraordinary range of insurgent, unofficial, non-renumerated, and self-organized activities and cultural practices. This class will take a thematic approach to the concept of amateurism in the arts. To better understand the figure of the amateur in historical and comparative perspective, each week we will explore a new case study in amateur art practice. Topics will range from the literati painters of Ming and Qing dynasty China to the dilettantes of the British Enlightenment; the amateur painters, photographers, filmmakers, and videographers of the twentieth-century; state-organized and socialist formations of amateurism in the Soviet Union and the People's Republic of China; the contemporary artists who self-identified as amateurs in the Vietnam War Era United States and in Reform-era China; and the gendering of the amateur. Through examination of diverse media, including painting, photography, film, video, television, folk craft, performance, and music, we will seek to better understand how and why creative people in diverse media environments have embraced amateurism, and which cultural formations they challenge through their practices.
Assessment: 100% coursework

ARTH2118. Finding "nature": Ecology in Western modern art (6 credits)

An introduction to the roles played by ecology and the environment in the modern and contemporary art of Europe and North America. The course will consider such concepts as landscape, nature, ecology, wilderness, civilization, and even the human being as they have been constructed in modern Western culture. Looking closely at paintings, photographs, sculptures, films, and songs, students will learn a variety of approaches to conceiving and representing the natural world and the human relationship to all things nonhuman. Particular emphasis is placed on climate change and on learning how art might help build the belief structures necessary to achieve sustainability.
Assessment: 100% coursework.

ARTH2119. History of art criticism (6 credits)

This course presents the fundamental aspects of the history of art criticism from the eighteenth to the twenty-first century, with a strong focus on the contextualisation of the different methodological approaches related to the analysis of works of art. By analysing art criticism as its own distinctive genre, it will focus specifically on the advantages and dangers of close description, as well as the discussion of the broader questions: What is the nature of criticism and critique? Are critics judges, historians, participants or creative agents in their own right? A wide range of figures that characterised art criticism and defined the practice will be discussed, ranging from Denis Diderot to Susan Sontag and, more recently, Hilton Als. Through a selection of significant examples of their work, the course discusses how the functions and audiences of art criticism have changed, and how its writing has not only helped to criticize, but also simultaneously shape the practice of art.
Assessment: 100% coursework.

ARTH2120. Art of Daoism (6 credits)

As a philosophical and religious movement indigenous to China, Daoism has been an important source of inspiration for believers, literati and artists in China for more than a millennium. Through its long history of development, the term "Daoist art" comes to represent a multi-facet tradition that encompasses paintings, sculpture, architecture and material culture in China. This course is a comprehensive survey on the history of Daoist art from its pre-Daoist origin to its popularization in Late Imperial period. Students will be introduced to the visual and iconographic features of the Daoist pantheon and the rich material culture associated with Daoist rituals. Emphasis is also placed on considering Daoist art's cultural and political contexts.
Assessment: 100% coursework.

ARTH2121. Japanese art in the age of global encounters, 1400-1700 (6 credits)

The course offers a new telling of Japanese art by way of its long history of exchange with places, peoples, and cultures beyond the Japanese archipelago. While anchored in Japan, the course will cross waters and time through objects that defy our current national art histories. In so doing, the course invites students to reorient their perspectives on the past through the diverse objects, peoples, and imaginaries that propelled cross-cultural exchange in Japan and beyond.
Assessment: 100% coursework.

ARTH2122. Art of Thailand (6 credits)

This course provides an in-depth exploration of Thailand's artistic heritage, spanning from the Neolithic period to the modern era. It examines Thai art in its different forms, including painting, sculpture, architecture, and material culture, within their historical, religious, and cultural contexts. Through a chronological and thematic approach, students will investigate the influences of regional and global interactions on Thailand's art, from the establishment of early settlements to contemporary artistic expressions. Emphasis is placed on understanding how Thai art reflects the nation's diverse cultural narratives and evolving identity.
Assessment: 100% coursework.

3000-LEVEL COURSES

The following courses are open to students in the third and fourth years of study. Students must successfully complete at least one 2000-level course in Art History before taking a 3000-level course.

ARTH3012. Cross-cultural interactions in the 19th century (6 credits)

This course examines artistic interactions between Western and non-Western cultures brought on by scientific exploration, missionary work, imperialism, trade, diplomacy, and war in the period 1750-1900. We study various ways in which European and American artists responded to the cultures they encountered elsewhere in the world, as well as how non-Western artists responded to the West. Emphasis is placed on the diverse processes of cultural interaction and their impact on the development of modernity in different cultural contexts. Major non-Western regions to be studied might include China, Japan, India, the Near East, and Africa.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3013. Hong Kong art workshop (6 credits)

This course will introduce Hong Kong art and related aspects of Hong Kong visual culture. It will be taught in a workshop format, and will provide the opportunity for students to develop skills in art criticism as well as an understanding of Hong Kong art history.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3014. The whys of where: An East Asian art history of imaginative geographies (6 credits)

This course will examine the relationship between image-making and cultural encounters at regional and trans-national levels, and the role of visual artefacts in the making of real and imaginative geographies. The module is not designed to provide a comprehensive overview of East Asian art, but to encourage discussions and debates about how structures of knowledge including images were used to form cultural identities and geographies. In each instance, connections, commonalities, and differences are examined as patterns within East Asia.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3020. Women making art after 1960 (6 credits)

Issues of sexuality, subjectivity, gender, and domesticity have been central to women making art since the 1960s. In response to the urgent need for reconsidering women's contribution to the constitution and representation of sociocultural and geopolitical realities within the international art world beyond Euro-American centers this module grounds the historical discussion of these concepts in a broader global context. The first half of the course reviews key issues and debates in Western feminist art movements between the 1960s and 1980s. The inclusion of case studies on the works of women artists, including Emily Jacir, Mona Hatoum, Doris Salcedo, Yto Barrada, Nikki S. Lee, Yin Xiuzhen, Fiona Tan, Shen Yuan, and ON Megumi Akiyoshi in the second half of the course aims at introducing new artistic contents, and alternative cultural formats and theoretical paradigms to the on-going construction of a feminist history of art within the increasingly interconnected, yet unevenly developed globalizing contemporary society. Moreover, this course will provide students with a distinctive insight into both intersections and resistances between feminist discourses and queer theories in relation to women making art.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3021. Visual culture in the age of European expansion ca. 1450-1750 (6 credits)

This course examines art and architecture produced by and for Europeans in the context of the early-modern exploration and colonisation that brought European peoples into closer contact with a broader range of cultures than they had previously known. Beginning in the 15th century and continuing into the 18th, the processes of trade, religious conversion, scientific study, mass enslavement, conquest, and settlement that ensued established some of the foundations of the modern world; not least because of the new forms of visual representation Europeans adopted to better comprehend (and exploit) their expanding world. This course covers a broad range of objects relating to Europe and the Mediterranean, North America and Asia which exemplify the role of the visual arts in the social and intellectual transformations that accompanied colonialism, including paintings, sculptures, prints, maps, buildings, city plans, collections, fountains and gardens. Topics covered include the changing representation of cultural, gender, ethnic, and racial identity; new concepts of savagery and civilisation; the rise of

colonial cities; the spread of Christianity; diplomacy across cultures; and scientific 'curiosity' and natural history.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3022. Japanese art in the long nineteenth century (6 credits)

The nineteenth century encompasses three distinct fields within Japanese art history: Edo, Bakumatsu, and Meiji period art. This century further marks the separation of premodern and modern traditions. Yet rather than adhering to existing narratives of strict division, this class explores the art histories that emerge when we approach the developments of the "long nineteenth century" diachronically. The course will begin with the state of Japanese artmaking in the early nineteenth century and then examine how this both changed and persisted into the early twentieth century with new concepts, institutions, and pedagogical systems introduced from Europe and America. We will also survey technological developments in print culture, early experiments with photography, as well as the adoption of "craft" as a concept and its effects on existing material culture. Through a nuanced consideration of both the tumultuous changes and longstanding practices that define nineteenth-century Japanese visual culture, students will explore the potentials for art history beyond simplified models of continuity or rupture.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3024. Angels, demons, and beasts: Romanesque and Gothic art (6 credits)

The medieval imagination produced some of the most tender images of Western art as well as the most grotesque. Images of a sainted mother cradling her child existed within the same milieu, if not the same artistic program, as those of a monstrous Hellmouth. This course examines the imaginative, playful, frightening, and sometimes contradictory art and architecture of the Romanesque and Gothic periods in Western Europe, from around the year 1000 to 1500. We will consider and discuss a number of issues relevant across art history—such as the role of the artist, theories of vision and color, marginal art, materiality, and cross-cultural interaction—within a medieval context.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3025. Pious worldliness: Buddhist art and material culture (6 credits)

This course introduces the fundamentals of Buddhism and its art from ancient times to the present. Rather than portraying Buddhist art as a timeless ideal, the class deploys case studies to foreground the dynamics of its development. In particular, it examines how styles, iconographies, and media have been purposefully selected and reconfigured in varying contexts across and beyond Asia. The class also explores contemporary art inspired by Buddhist concepts, and the role of collecting and curatorial practices in shaping the interpretation of Buddhist artifacts.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3027. The art of the ancient Aegean (6 credits)

This course introduces the topic of ancient Aegean Art, chronologically spanning from the Neolithic Era to the Beginning of the Dark Ages, and encompassing the three major art historical categories of Cycladic, Minoan and Mycenaean material culture. By incorporating art history, archaeology, ancient history and classical studies, the course seeks to offer new interpretations of the Ancient Aegean

iconographies and cultures, while also examining the relationship between the Aegean World and Egypt, Anatolia and the Near East.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3028. The mirror and the globe: Courtly arts of India 16-19th century (6 credits)

The course provides an overview of the development of Imperial and Sub-imperial art in India from the 16th to the 19th century. The art of the Mughal court evinces a dynamic visual response to an ever-changing cultural and political environment. Lectures will be arranged chronologically to highlight how art (and in some cases architecture) was used as a tool for building a united empire. Issues of local and global cultural exchange are of principal concern in the course and we will consider the arrival of the Mughals in India, the development of Imperial and Sub-imperial schools of painting, the expression of regional artistic difference, the production of miniatures within an atelier system and the impact of contact with Europe.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3029. Preservation and conservation: Practices and concepts (6 credits)

This course explores the field of preservation and conservation within the GLAM (Galleries, Libraries, Archives, and Museums) sector, with a specific focus on collections care and object handling. The terms Preservation and Conservation will be examined, and students will be introduced to the history and ethics related to the field. Emphasis is placed on understanding agents of deterioration and the environmental impacts on objects, along with collection care philosophies and methods. Outcomes will be obtained through lectures, readings, discussions, site visits and the hands-on examination of artefacts. It is designed to introduce students to the field of preservation and conservation, and to the skills and further study required to pursue a career in conservation or a related specialism.
Assessment: 100% coursework.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3030. Interrogating the "classical": The art of ancient Greece and Rome for the 21st century (6 credits)

Western art and culture owes an enduring debt to the civilizations of ancient Greece and Rome. Indeed artists and intellectuals of the 18th and 19th century, responding to the rediscovery of material culture and texts from the Classical past, laid the foundations of the discipline of Art History. For better or worse then, for two millennia core concepts of aesthetic meaning and evaluation, as well as vocabularies of style and design created in antiquity have been copied, reinterpreted, subverted, and continue to inspire to this very day. This class therefore aims to introduce and survey these core concepts while also taking a critical look at the ways in which we interpret the materiality and context(s) of Greek and Roman art. Each week we will examine key works of art and architecture from the ancient Mediterranean in order to highlight questions, themes and processes important to the study of the visual arts as a whole.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3031. Image, text, and visuality: Painting in and around China during the 12th to 14th centuries (6 credits)

During Middle Period China, eastern Asia and environs constituted a group of neighboring polities that through tribute and commerce participated in cultural and artistic interactions. Paintings and related practices including writing about art and understanding the ways to regard art also circulated within Asia. This course introduces culturally important works of art and texts associated with them in order to consider ways to interpret the imagery in its original historical environment. The course seeks to reclaim the complexities of the meanings the paintings evoked while considering the roles of inherited and imported artistic practices.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3032. Art and architecture of colonial Latin America (6 credits)

This course examines the cultural and visual pluralism of Latin America from the pre-Columbian era through the colonial period, with a focus on the Spanish colonies. Three centuries of contact and exchange between Europe and the Americas produced artistic and cultural contexts that were distinct from those in earlier periods on both continents, yet research in the field yields divergent assessments of Spanish colonial art and culture: evidence of domination and resistance often conflicts or coexists with examples of hybridity, adaptation, and assimilation. We will examine various forms of visual and material culture, including painting, sculpture, architecture, textiles, maps, manuscripts, ritual performances, and objects of daily use.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3033. Sex, gender, and the body in early modern art (6 credits)

This course examines early modern conceptions of gender, sexuality, and the body through the lens of visual and material culture ranging from late medieval France and Renaissance Italy to colonial New Spain. Particular attention will be paid to interrogating, challenging, and nuancing conceptual binaries such as masculinity/femininity, heterosexuality/homosexuality, celibacy/marriage, and humanity/ divinity from a historical perspective, as well as to investigating origins of modern racism, sexism, and ableism in the West. We will examine a variety of objects including portraits, prints, illuminated manuscripts, and items for domestic use, as well as excerpts from texts that complicate gender paradigms, such as the writings of Christine de Pizan and mystical accounts of the maternal traits of Jesus.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3034. From the village to hyperbuilding: shaping the built environment in Southeast Asia (6 credits)

How do certain built forms come to define and defy a region? Who are the actors shaping them? How are they mobilized and shared across context? Throughout this semester, we will explore the many tangible and intangible forces that have influenced the contemporary built environment in Southeast Asia, from climate change to ghosts. With a focus on twentieth century nation-states, this course begins with the construction of "Southeast Asia." Each week examines how debates surrounding aesthetics and built form, often global in scope, play out within specific contexts. Some of these topics include environmental change and water management, tensions over public space and street vending, and the impact of economic booms and busts on monumental architecture and urbanism. In other words, we

will not only examine how Southeast Asia was constructed and shaped as a region, but more broadly how art, architecture, infrastructure and urbanism is shared across context and what makes it unique to a given time and place.
Students are not only expected to leave this course with a stronger understanding of the actors, global processes and events shaping Southeast Asia and the built environment that defines it, but they should also develop visual analysis skills necessary to read and write about built space. Course discussions and assignments unpack the aesthetic traditions and politics surrounding specific cases in order to complicate what it means to be global, regional or local. As a result, content will go beyond Southeast Asia and the assigned readings for each week cut across disciplines, drawing from Art and Architectural History, Anthropology, Urban Planning, and Geography.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3035. Monumental painting in the ancient Mediterranean (6 credits)

In rough chronological order, our seminar will look at select examples of large-scale wall paintings from the ancient Mediterranean, from the Bronze Age to the Late Roman Empire. In order to learn interpretive strategies for understanding visual communication, our explorations will take us to diverse sites around the Mediterranean, including the famous Roman cities of Campania preserved by the eruption of Mt. Vesuvius in AD 79. We will investigate the history and context of each site and consider the role of the medium of wall painting as a whole in the communication of identity, ideology, propaganda and culture in antiquity. We will also consider technical, artistic and interpretive issues pertaining to the materials themselves alongside questions pertaining to cultural heritage, excavation, conservation and display practices in modern history.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3036. The image and early modern Japan: Painting and prints, 1600–1850 (6 credits)

Early modern Japan witnessed an explosion of visual culture—a diversity of artists, patrons, and expressions that continue to confound the modern art historian's penchant for tidy classification. This class will offer an in-depth exploration of painting and prints from Japan's Edo period (1603–1868), so named after the flourishing capital city, the largest and most populous metropolis of the early modern era. Topics to be covered include the making of a painting or print, artist lineages as construed then and now, the impact of foreign visual cultures such as those from China and Europe, and the relationship between representations and the world ostensibly portrayed. Students will be encouraged to consider what the varying images and texts to be introduced throughout the course can potentially reveal about early modern Japan.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

ARTH3037. Art of Silk Road (6 credits)

As a network of routes that connected China with Central Asia, Persia and beyond, the Silk Road brought together ideas, material and travelers from different cultures that shaped the world as we know it today. This course explores the art and material culture along the Silk Road from its earliest formation to its gradual decline from the 14th century onwards, with further discussions of its "rediscovery" in the 19th century and its legacy to the visual culture of the world today. With an intercultural and interdisciplinary approach, emphasis is placed also on promoting understanding of the diverse cultural and religious narratives that shaped the visual culture.
Prerequisite: At least one 2000-level Art History course.

Assessment: 100% coursework.

ARTH3038. Nature and naturalism: Art and emerging science in Europe, 1450-1750 (6 credits)

Beginning in the 1400s, European artists were increasingly concerned with "naturalism" as a style and philosophy of working: their depictions increasingly reflected close observation of the natural world. At the same time, emerging scientists—or "natural philosophers"—began codifying their own observations and manipulations of nature in new ways. This course explores the simultaneous rise of naturalism as a driving force in European art and the emergence of the empirical and material sciences as modern disciplines. Topics will include connections between linear perspective and new theories of human sight; alchemical experiment and the chemical manufacture of artists' materials; the collector's *kunstkammer* and artistic response to natural curiosities; connections between the *camera obscura* and advances in lenses, optics, and magnification; the role of artists in circulating new scientific knowledge via the mass media of the print and printed encyclopedia; and beyond. From the late Renaissance to the Scientific Revolution, students will gain a fresh understanding of artistic naturalism and scientific study as interconnected endeavors—and be invited to reimagine the perceived boundaries between these practices today.
Prerequisite: At least one 2000-level Art History course.
Assessment: 100% coursework.

4000-LEVEL COURSES

The following courses fulfill the capstone requirement for the major and are open to Art History majors in the fourth year of study. Selected courses may also be offered in the summer semester; if so, they may be taken by majors in the summer preceding their fourth year and will be counted as having been taken during the fourth year. Before taking a 4000-level course, students must complete at least four Art History courses at the 2000 and 3000 levels, at least one of which must be at the 3000 level.

ARTH4002. Perspectives in Asian art (capstone) (6 credits)

This seminar will focus in depth on one area of Asian art and visual culture, with an emphasis on art historical strategies of research, writing, and interpretation. Students will prepare a seminar paper drawing on knowledge of a certain area, but will further be encouraged to demonstrate a critical approach to broader methodological and theoretical issues.
Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.
Assessment: 100% coursework.

ARTH4003. Perspectives in Western art (capstone) (6 credits)

This seminar will focus in depth on one area of Western art and visual culture, with an emphasis on art historical strategies of research, writing, and interpretation. Students will prepare a seminar paper drawing on knowledge of a certain area, but will further be encouraged to demonstrate a critical approach to broader methodological and theoretical issues.
Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.
Assessment: 100% coursework.

ARTH4004. Perspectives in art history (capstone) (6 credits)

This course, in the form of seminars, requires active participation from students. It is intended for students in their fourth year who have already engaged seriously with art history during their previous study. It aims to deepen students' understanding of the discipline of art history. The course interrogates prevailing art historical scholarship by exploring both the parameters of the discipline in general and specific locations or eras. Case studies consider modes of interpretation in combination with primary documents, secondary interpretations, and historiography.

Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.

Assessment: 100% coursework.

ARTH4005. Art history internship (capstone) (6 credits)

The internship programme gives a limited number of qualified students practical experience working in a professional setting. This enables them to apply academic skills learned in the classroom to concrete problems in the workplace and helps prepare them for museum or other arts-related careers. Selected interns will work with senior staff of the University Museum and Art Gallery or other art institutions in Hong Kong on a project or projects relating to professional museological or curatorial practice. Admission is selective, based on application and an interview. Students wishing to apply for the internship are strongly encouraged to first take ARTH2056 (Museum studies workshop).

Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.

Assessment: 100% coursework.

ARTH4006. Independent research project in art history (capstone) (6 credits)

This course is intended for particularly advanced students with an exceptional reason for researching a specific art historical topic in depth and an outstanding proposal written in advance. Students undertake substantial original research and produce an extended essay of 7,000 words, under the supervision of a teacher in the Art History department. The supervising teacher's approval must be secured before enrolling in this course.

Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.

Assessment: 100% coursework.

ARTH4007. Sites of representation: Artistic practices from colonial to independent India (capstone) (6 credits)

This class is a thematic investigation into Indian art from the late colonial period through Independence in 1947. Over this span of roughly fifty years the politics of style sat at the hub of many debates about modern art. Given that India has a rich tradition of artistic expression, many asked whether modern art should look to India's past or to the international for inspiration. Topics will include the rejection of European-style oil painting, the advance of a "new Indian" aesthetic, and how various social and political changes impacted artistic production.

Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.

Assessment: 100% coursework.

ARTH4009. Perspectives in contemporary art (capstone) (6 credits)

This course examines key issues and debates about the production, exhibition and circulation of contemporary art within an increasingly interconnected, yet unevenly developed contemporary art world. Concentrating on key case studies, which engendered, framed, investigated and reflected on contemporary art historical knowledge, this course explores the social, cultural and political contexts where they were created and presented, analysing their form, content, reception and subsequent interpretation. Through the discussion of the legacies of these case studies, this course also interrogates the specific ways in which they have affected contemporary art and its display.
Prerequisite: At least one Art History course at the 3000 level and three other Art History courses at the 2000 or 3000 level.
Assessment: 100% coursework.

COMPARATIVE LITERATURE

The Department of Comparative Literature teaches literary, film, and cultural texts across national and linguistic divides. We introduce students to textual and contextual analysis, drawing on critical and cultural theories and making them accessible and applicable to further studies as well as to life and work. Students learn to see the world around them through diverse texts, mediums, and ways of seeing. We emphasize student writing and self-learning as much as formal lectures and student-discussion. Students graduate with greater cultural literacy, enhanced writing, reasoning, and communication skills, and an ability to think critically and independently.

To major in Comparative Literature, students are required to fulfill the following requirements:

(a) not fewer than one (6 credits) of the following first year Comparative Literature courses, and obtain a grade C or above: CLIT1001 or CLIT1008 or CLIT1009 or CLIT1010;
(b) 12 credits of introductory courses from any Arts programmes, which may include additional credits in 1000-level Comparative Literature courses; and
(c) not fewer than 54 credits of 2000- and 3000-level Comparative Literature courses, ***which must include*** (i) not fewer than one (6 credits) foundational course (CLIT2001, CLIT2025, CLIT2094 and CLIT2095) preferably in the second year, and (ii) not fewer than one (6 credits) capstone experience course.

Choice of courses is subject to the approval of the department. Priority of entry into 2000- and 3000-level courses will be given to Comparative Literature majors and minors. Students must make sure that their choices conform to any prerequisites set down by the department. Some of the capstone courses, for example research and internship courses, are offered to Comparative Literature majors only.

A minor in Comparative Literature shall consist of CLIT1001 or CLIT1008 or CLIT1009 or CLIT1010, and not fewer than 30 credit units of 2000- and 3000-level courses.

To fulfill the credit requirements of the major/minor in Comparative Literature, students can also take the following courses in other Programmes:

- Gender Studies programme: GEND2001, GEND2007, GEND2008 and GEND2009.
- History programme: HIST2082, HIST2083, HIST2085 and HIST2119.
- Music programme: MUSI2044 and MUSI2055.
- School of Chinese: CHIN2348, CHIN2358, HKGS2008, HKGS2011 and HKGS2012.
- School of Modern Languages and Cultures: AFRI2007, AMER2022, AMER2033, AMER2035, AMER2048, AMER2052, AMER2071, EUST2011, EUST2030, EUST3020, GLAS2109, SINO2008, SINO2012 and SINO2013.
- Global Creative Industries: GCIN2033

- Faculty of Law: LLAW3141.

Please refer to the relevant Programmes for course details and availability.

All courses offered in the department will be assessed continuously with 100% coursework. Teaching activities may include film screenings, workshops, and guest lectures. Assignments may include essay writing, oral presentations in tutorials, and take-home or in-class tests. Course organizers will provide details of assessment at the beginning of their courses.

FIRST-YEAR COURSES

The department's first year consists of courses introducing students to cross-cultural and inter-disciplinary perspectives in comparative literary, cultural, film and visual studies. There will normally be at least one 6-credit course offered in each semester.

Students who intend to major or minor in Comparative Literature are required to take CLIT1001 or CLIT1008 or CLIT1009 or CLIT1010.

CLIT1001. Introduction to film studies (6 credits)

This course introduces students to the study of the moving image and enables them to analyze and understand films. The course covers elements of technique, form, and aesthetics, such as framing, movement, editing, sound, and performance. It also covers topics in the history of cinema, genre, technology, culture, and theory. In addition to readings on these topics, weekly viewings will be required, of films from Asia, Europe, Latin America, Africa, and the US, and from early to contemporary cinema. This course will be taught at an introductory level, preparing students to take CLIT2007 and CLIT2083.

Note: Students who intend to major or minor in Comparative Literature are required to take one of the following: CLIT1001, CLIT1008, CLIT1009, CLIT1010.

Assessment: 100% coursework.

CLIT1002. Introduction to gender studies (6 credits)

Feminism, gender and sexuality, masculinity and femininity – indeed, even what we mean by "men" and "women" – are all areas of contemporary debate and will continue to be topical issues in human culture. This course introduces students to the subject of Comparative Literature by introducing the most important debates and issues in gender studies, which will remain important throughout the years of studies in the department. We will look at what is meant by "gender" through critical readings of some crucial texts and cases from various cultures both local and cross-cultural, and will support the examination of these texts and cases with reference to a range of different theoretical perspectives.

Assessment: 100% coursework.

CLIT1008. Ways of reading: Literature, film, and culture (6 credits)

This first year course introduces fundamental terms and strategies for reading deeply into literature, film, and other texts. Basic theories of literary criticism, film, visual and culture studies will be introduced. Students will explore different approaches and reading strategies and learn how to apply critical tools to a diverse range of texts and mediums. Topics can include the following: Basic and extended definitions of text, author, and reader; cinema, modernity, urban culture; gendered readings; race and ethnicity; popular culture; visuality and materiality; photography; ecocriticism and narratives of travel and migration. Writing assignments are designed to help students secure their knowledge of

the vocabulary and tools of analysis necessary for more complex work in the field of comparative literary and cultural studies.
Note: Students who intend to major or minor in Comparative Literature are required to take at least one of the following: CLIT1001, CLIT1008, CLIT1009, CLIT1010.
Assessment: 100% coursework.

CLIT1009. Introduction to postcolonialism and culture (6 credits)

Through film and literature, this course introduces theoretical approaches to cultural issues in connection with colonial and postcolonial experiences. We will analyze cultural representations and issues of identity politics, such as the orientalist imagination and the nationalist imagination of culture, history, race and gender, as well as challenges to such imaginaries. We will also learn how to analyze the traumatic experience of racial and sexual discrimination under conditions of colonialism, slavery, exile and poverty, and the possibilities of survival and resistance. Texts from cultures that have undergone multiple colonial experiences are included to encourage more complex understanding of inter-racial relations.
Note: Students who intend to major or minor in Comparative Literature are required to take at least one of the following: CLIT1001, CLIT1008, CLIT1009, CLIT1010.
Assessment: 100% coursework.

CLIT1010. Ways of thinking, through literature (6 credits)

This course introduces ways of thinking about culture and society in an international frame. It will introduce students to some of the key terms, techniques, and interpretive strategies that enable them to think complexly about texts in/and 'culture and society.' This means being familiar with a range of literary devices, concepts, issues, and "isms" and being able to relate them to *other* texts and problems. To think through literature also means we must place texts into their *contexts* and understand them accordingly.
Texts (fiction, poetry, non-fiction) from around the world will illustrate these ways of thinking as well as the various literary devices or terms we need. These emphases will serve you well in later classes in Comparative Literature and elsewhere.
Note: Students who intend to major or minor in Comparative Literature are required to take at least one of the following: CLIT1001, CLIT1008, CLIT1009, CLIT1010.
Assessment: 100% coursework.

FOUNDATIONAL COURSES

Foundational courses are offered to year two or above students. One of them (6 credits) must be taken, preferably in the second year, to complete the major in Comparative Literature.

CLIT2001. Comparative studies of literary and visual narratives (6 credits)

This course will primarily investigate western critical concepts and theories that have informed the study of narratives. It will introduce students to a variety of narrative forms found in literature, film, and popular texts from different times and cultures. We will examine some of the ways in which critics and theorists interpret the aesthetic, psychological, and philosophical aspects of narrative. The course is divided into three sections: the mechanics of narrative, forms and intertextuality, and different critical approaches to the study of narrative. Through these three modules, we will chart the earlier moment of structuralism and how it was challenged by poststructuralist and postmodernist approaches to narrative study, culminating in the recent phase of the cultural turn. Topics to be explored include story and

discourse, narrative time and space, the social functions of narrative texts, the relationship of ideology and narrative form, and the circulation of cultures.
Assessment: 100% coursework.

CLIT2025. Visual cultures (6 credits)

This course introduces students to theories of vision and visual representation, with readings drawn from philosophy, art history, film and media studies, and the history of technology. It focuses on the impact of technologies – such as the camera obscura, photography, film, digital media, among others – on ways of seeing and understandings of visuality. Our explorations will be structured around the tension between two general positions: firstly, a positive view of the capacity of vision and the powers of visual technology to reveal truth and to expand the scope of knowledge, memory, and experience; and secondly, a discourse of disenchantment that associates visuality and its techniques with deception, surveillance, and submission to power.
Assessment: 100% coursework.

CLIT2094. Introduction to critical theory (6 credits)

This introductory course examines some of the foundational texts, concepts, and arguments within the field of critical theory, with a particular focus on the Frankfurt School, the most vibrant benefactor of the critical tradition (*Kritik*). It is a foundational survey that prepares students for further work in literary, film, and cultural studies. Readings will vary by instructor but will include texts by thinkers directly associated with the Frankfurt School (e.g. Theodor Adorno, Walter Benjamin, Herbert Marcuse, Jürgen Habermas) as well as those who inherited its varied critical projects (e.g. Judith Butler, Angela Davis, Edward Said, Michel Foucault). Readings will include secondary sources and may be supplemented by selected literary, visual, or other texts which illuminate particular theories, concepts, or approaches.
Assessment: 100% coursework.

CLIT2095. World, text, and critic (6 credits)

Course materials for this class will be drawn from a variety of periods, traditions, cultures, and translations from around the world, and it will introduce students to conversations on how the "globe," "planet" or "world" is figured in literature and film. Students will read and think about the tropes that are commonly used to describe travel, knowledge, or beliefs about other cultures from both the "West" and the "East," and the "South" and the "North." How do we interpret the presence of "strangers" in foreign lands? How, in the first place, do we begin to imagine foreign lands? Do we see the world as individuals or as part of a collective? Other popular tropes may include those of kinship, friend or enemy, and maps. The critical questions of this course will focus on the relation between the political and the literary in this imagining of the world where there is an increasing need to articulate a shared history of the world while respecting the particularities of those same histories.
Assessment: 100% coursework.

ADVANCED COURSES

Advanced courses are offered to year two or above students.

CLIT2003. Modern drama in comparative perspective (6 credits)

This course examines the development of modern drama from the late 19th century to the postwar period, in a comparative perspective which includes modern dramatic texts from European as well as Chinese contexts. While taking a textual approach to some significant dramatic works, the course will contextualize them within the larger background of intellectual history, examining concepts like individualism, modernism and postmodernism. Dramatic texts will also be related to theories such as Brecht's distancing effect and the critique of identification, Beckett's theatre of the absurd and the emergence of post-dramatic theatre, paying renewed attention to the question of performance. The theatre will be considered as a framework for the interaction between individuals and society and the institutionalization of a form of public space.
Assessment: 100% coursework.

CLIT2007. Film culture I (6 credits)

This course is designed to explore global cinema by focusing on key genres, directors, and movements that emerged after World War II. It surveys some of the major developments in international film since 1945. It explores a variety of film types from popular genre films to art films, from realist drama to modernist experimentation, produced under a variety of conditions in order to provide students with an understanding of the relationship between film culture and issues of national identity, ethnicity, class, race, gender and sexual orientation. Students are expected to sharpen their critical and analytical abilities through the close analysis of individual films.
Assessment: 100% coursework.

CLIT2008. Film culture II (6 credits)

The 20th century was celebrated for achievements in technological progress, rapid urbanization, and massive production. It was remembered also for the world wars, several holocausts, deracination, impoverishment, and domestic violence that terminated the promises of utopia, the reign of reason, and the prospect of infinite progress. The series of unprecedented traumas reported in media and written about in testimonials and memoirs have motivated filmmakers to turn cinema into a medium of popular cultural memory. Films become innovative and reflexive in their search for forms to represent the traumatic experiences of modernity, to mediate the past and the present/future, and to find meanings in the embodied memories of their subjects. This course will explore the representation and representability of trauma and memory on film. Acclaimed postwar French films together with notable Chinese-language films will be examined along with more recent European and American titles in a transcultural inquiry. Students will gain an understanding of the forms of film that convey and complicate trauma, pain, mourning, testimony and forgetting. Close study of notable films will attend to their auditory-visual, narrative, and cultural dimensions, to examine a transnational film culture that has brought to light the complexities of modernity and remembering.
Prerequisite: One of the following CLIT1008, CLIT2007, CLIT2025, CLIT2061, CLIT2065 or CLIT2074.
Assessment: 100% coursework.

CLIT2014. Feminist cultural studies (6 credits)

This course provides an introduction to the history, ideologies, activism, and cultural productions related to feminism in the North American contexts and globally. We begin the course with classic feminist political statements by suffragists and feminist philosophers like Wollstonecraft, Stanton, Truth, and de Beauvoir while paying specific attention to the often-neglected contributions of Black feminists. Conceptually, this course explores the multiple trajectories of feminism as they are mutually

constituted by race, gender, sexuality, class, and disability and within the contexts of colonialism, imperialism, globalization, and empire. The later part of this course turns to questions and topics such as postmodernism, lesbianism, immigration, slavery and its afterlife, science, ecology, Asian feminism, #MeToo, and transnationalism. Through experimental and interactive learning and assignments such as feminist blogging and manifestos, this course aims to build on existing vocabulary and debate in feminism, apply and complicate these questions in our daily lives, and imagine different feminist futures.
Assessment: 100% coursework.

CLIT2016. The body in culture (6 credits)

This course will explore various theoretical approaches as we attempt to develop discourses to address the notion of 'the body'. There will be an emphasis on issues of corporeal identity, movement, and performance. We will present and discuss texts from the fields of philosophy, critical theory, psychoanalysis, architecture, literature, dance, theatre, film/media studies, gender studies, anthropology, technology, science, performance art, and cultural studies.
Assessment: 100% coursework.

CLIT2026. Digital culture (6 credits)

This course explores the evolving cultural dimensions of the digital domain. It examines moral issues, including privacy, surveillance, and hacking, as well as the political implications of our online lives. The course also examines the aesthetic potential of the digital and investigates key concepts such as "virtuality," "interactivity," "hypertexts," "simulation," "cyborgs," and "cyber-subcultures." Media synergy and depictions of cyberculture in the cinema, literature, and other art forms will also be considered. The rise of AI will be emphasized.
Assessment: 100% coursework.

CLIT2028. The city as cultural text (6 credits)

If contemporary cities are becoming more 'invisible', it is because the effects they have upon us are indirect and displaced. Our experience of cities becomes more problematic as cities themselves become more complex. This course explores the changing cultural space of cities mainly through major works of fiction and of cinema, though it will include other forms like painting and architecture as well as theoretical texts. Topics for discussion include: How is urban experience transformed by colonialism/imperialism, technology, information? What are the different ways of reading the city? Is Hong Kong a 'Chinese city'? How can the city be read as a cultural text?
Assessment: 100% coursework.

CLIT2037. Gender and sexuality in Chinese literature and film (6 credits)

Why do Chinese films and novels usually convey male-oriented imagination and projections? When Chinese women directed and wrote, were the results different? Throughout the 20th century, film and literature produced in the Chinese mainland have supported the progressive causes of equality, independence and freedom for a modern nation. They also subsumed gender and sexuality under grand narratives of revolution and nation-building. A major shift took place as the cultures of postmodernism gained ground in post-Mao urban culture open to neo-liberal economy and consumerism. Bodies, desires and sexuality became the flashy markers of self and identity. Apparently postfeminist interests gained prominence over Marxist feminism. Taking a textual and historical approach, this course explores the issues of gender and sexuality in contemporary Chinese film and literature. The selected texts of study include mainly well-known films along with some novels and short stories. The course

encourages students to explore interpretive possibilities in the space of texts marked by the interrelated issues of gender and sexuality.
Assessment: 100% coursework.

CLIT2045. Colonialism/postcolonialism (6 credits)

This course introduces students to the influential and inter-disciplinary field of Postcolonial Studies. It builds on earlier units in other departmental classes by surveying this field as a whole. It studies representative texts, problems, and concepts central to the study of colonialism and postcolonialism. Since this is a vast area of world history and culture (dating from at least 1492), not all issues, key texts, concepts, and geographic areas can be considered, and so will vary by instructor. However topics to be examined can include: definitions of colonialism, imperialism and the post-colonial condition; orientalism and occidentalism; colonial discourse and sexuality and gender; race; the nation and nationalism as imagined community; identities and mentalities of the colonized and colonizer. Representative areas might include the mainland and greater China, but will certainly include some texts from and places within South and South East Asia, Africa, the Caribbean and the Americas. Texts can include literature, film, non-fiction, television, advertising, and the media.
Assessment: 100% coursework.

CLIT2050. Globalization and culture (6 credits)

Globalization is not only an obvious "buzzword" of the post-Cold War age, but is also an important historical, social, and cultural process that both predates the current era and yet is said to be "new" and more important than ever. Whether you see it as the most salient feature of our age or as so much hype if not an alibi for transnational capitalism, it is an important term and phenomenon in the study of literature, film, and culture more broadly. This course introduces students to some of the key debates about globalization, especially but not only in terms of culture. We will examine questions like: How do we understand globalization in Hong Kong, China, South East Asia and elsewhere? What is "new" about it? Are we becoming more alike everywhere or more aware of our cultural differences because of globalization? Are our identities and cultures more or less "hybrid" and "cosmopolitan" than before recent globalization? And how do national and local cultures everywhere respond to globalization? Are the nation-state and nationalism fading away or is it the reverse? How can we analyze the problems of globalization from the spread of European cultures in the age of colonialism to the present new world orders of global capitalism? We will think through these types of questions with reference to local and global phenomena and texts.
Assessment: 100% coursework.

CLIT2052. Chinese urban culture (6 credits)

With specific references to contemporary Chinese cities ranging from Hong Kong and Taipei to Shanghai and Beijing, the course examines how forces of modernization, colonialism, and globalization have drastically transformed these cities and constantly changed, mutated, and revamped their cultural scenes. It ponders over key issues in urban studies like the politics of urbanity (the rural vs. the urban), the aesthetics of the city, sexual desire and sexual citizenship, as well as discourses on popular culture and global studies. The crucial issues will have to do with the questions of identity (urban, cultural, regional, global) and politics, as well as history and agency. We will focus on the changes which have emerged since the 1980s. Despite their different paths, these cities witnessed the growth of a capitalist culture and the relentless processes of globalization. We wish to explore the transformations of traditions and analyze the patterns of urban lives associated with consumptions, different modes of capitalisms, and cosmopolitanism. Dealing with debates on cosmopolitan cities, we shall see how these tensions are embedded and manifested in a wide range of filmic and literary texts.

Assessment: 100% coursework.

CLIT2058. Histories of sexuality (6 credits)

Analyzed, categorized, disciplined, pathologized, feared, fantasized, enjoyed and embedded in all sorts of cultural productions and human records: sexuality is a core part of human lives and civilizations. This course explores the development of sexuality as a concept and what we mean by it, how we practice it, how we talk about it in different cultures. This cross-cultural approach recognizes that the complex histories of sexuality in Eastern and Western cultures are also the result of intricate dynamics of colonial, racial, gender, class and cultural relations. Through examining different cultural and theoretical texts, this course considers questions like: What were the official or governing discourses of sexuality? What were the popular beliefs and practices about sexuality? What were the relationships of these ideas to the cultural contexts from which they emerged? What were the causes of transformations in sexual attitudes and behavior? What is the relationship between sexuality and other forms of social difference, such as gender, class, race and ethnicity? What are the changing responses to these questions since the 19th century in which sexuality as a concept and as a global movement has developed exponentially?
Assessment: 100% coursework.

CLIT2060. Fiction and film in contemporary Chinese societies (6 credits)

This course will use a variety of literary and cinematographic sources to explore different faces of post-reform China within the larger "Sinophone" context including Hong Kong and Taiwan. Literary fiction and essays, as well as documentary and feature films will be referred to in order to explore the representation of history and violence, colonialism, and their relationship with collective memory (Cultural Revolution, the 1989 protest movement and its repression, the memory of 2-28 in Taiwan, the handover of Hong Kong). The use of fiction vs. documentary forms of narrative will be discussed in relation with realism. The course will also question the notions of Chinese post-socialism vs. globalizing postmodernism in the context of the 1990s and 2000s.
Assessment: 100% coursework.

CLIT2061. Narratives of the past in the contemporary moment (6 credits)

Organized around different kinds of narratives of the past in contemporary culture, this course raises basic questions about historical representation: What is 'history'? How is it differentiated from 'memory' and 'nostalgia'? Drawing from literature, film, museum narratives, architecture, or music from different cultures, the course explores the politics and poetics of historical representation in contemporary societies. Depending on the instructor, topics for discussion may include: tensions between official history and personal memory, different styles and forms of imagining and narrating history, and the role of the media and other means such as oral narratives in the mediation of history and memory.
Assessment: 100% coursework.

CLIT2064. Hong Kong culture: Popular arts and everyday life (6 credits)

This course looks into various aspects of culture and everyday life in Hong Kong from the perspective of cultural studies to examine the tension and intricate relationship between the popular and the artistic. The major media and popular forms of expressions to be discussed include popular music, popular literature, MTV, film, television program, talk show/theatrical performance, advertisement, and the Internet. Through this study, we aim to develop critical ways of reading popular texts in the context of Hong Kong's social, cultural, political, and historical background. We will discuss how culture is

produced, consumed, and received so to as to develop our critical ability to assess and interpret Hong Kong popular culture. We will also negotiate and reconsider the boundary between the popular and the artistic, and see how popular arts cast an impact on the everyday life of Hong Kong people.
Assessment: 100% coursework.

CLIT2065. Hong Kong culture: Representations of identity in literature and film (6 credits)

This course aims primarily to examine the transformation of identity in Hong Kong through the analysis of the tropes of crisis, home, and "border-crossing" in contemporary Hong Kong literary and filmic texts. We shall explore how various crucial moments of transition in Hong Kong history have produced identity crises in the people of Hong Kong. Some of these intriguing moments include the communist takeover in 1949, the 1997 handover, as well as more recently the SARS outbreak and the urban redevelopment debates. We will discuss critically the relation between nation and home, self and other, the individual and the collective, memory and forgetting so as to critique the cultural problems bound up in a space of flows called "Hong Kong."
Assessment: 100% coursework.

CLIT2066. Modernity and post-modernity (6 credits)

This course explores a range of phenomena thought to be characteristic of middle and late twentieth-century culture, with a particular focus on critical and cultural theory from the 1970s through the 1990s and into the present. This era encompasses the rise of new forms of global capitalism, shifts in media production and circulation, numerous technological changes, and the final years of the British and French, empires, as well as the fall of the Soviet Union and massive changes within China from the 1970s onwards. The course will also examine the impacts of, and responses to these changes on the part of artists and thinkers across the world. Students will learn keywords such as fragmentation, modernity, intertextuality, pastiche, simulacra, metanarrative, time-space compression, and so on. Literature, film, media, visual arts, architecture, music, and non-fiction may also be used to comprehend this period and its legacies today.
Assessment: 100% coursework.

CLIT2069. The making of modern masculinities (6 credits)

Why is it that the biggest box office hits year after year are nearly always male-centered action films with a hero performing a heightened form of martial masculinity? What does this tell us? Do such films and other texts establish a cultural construction of masculinity that runs counter to the civilizational aspirations of modern, human and humane societies? Or is modern civilization built upon martial and other forms of masculinity? Do forms of masculinity vary across time and space? This course will examine the rise and circulation of modern masculinities, as these are represented by select films, media, and other texts. We will ask why such representations prove so popular, but also what their limits and biases and interests may be.
Non-permissible combination: CLIT3023.
Assessment: 100% coursework.

CLIT2074. Film and ideology in contemporary China (6 credits)

This course introduces students to the concepts of ideology and culture in the study of contemporary Chinese film. It surveys contemporary Chinese film forms of narratives and documentaries, and a range of Chinese film practices including blockbuster movies, festival films, independent features, and underground digital videos. It examines how these different forms and practices carry, convey, and

contest official ideologies and values as well as those of civil society and those commonly found in popular culture. Topics of discussion include: 1) Concepts of ideology and culture in the study of narrative and documentary films and various film practices; 2) Changes in official ideology regarding nationalism, progress, wealth, heroism, and China's role in world economy and culture; 3) Civil society values in independent and underground films regarding social progress, justice and difference; 4) Thoughts and emotions regarding freedom, happiness, love, and community in everyday life. Students must complete viewing the assigned films in a group or on their own.
Assessment: 100% coursework.

CLIT2075. Modern poetry: Hong Kong and beyond (6 credits)

This course will examine the relationship between poetry and culture, exploring how culture is internalized, enacted, and resisted in the realm of poetry. We will situate the questions of ideology, subjectivity, resistance within the historical and cultural framework of world literature with a specific focus on Hong Kong and Greater China. The dynamics of a constantly reshaped connection between knowledge, sensation, language, and the social contexts of poetry will be closely examined. This course will focus on some of the recurrent themes of Chinese and Western poetry, including temporality and spatiality, visibility and invisibility, the notion of the city, etc. We will trace the moments when Europe and America defined themselves as modern as well as the development of modern Chinese poetry, considering not only the internal dynamics of the poems we read but also their implications in the (post)modern world.
Assessment: 100% coursework.

CLIT2076. Fashioning femininities (6 credits)

In The Second Sex (1949), Simone de Beauvoir states: "One is not born, but rather becomes a woman." In this course, we will use this statement as a starting point to examine a number of theoretical and historical issues in gender studies: What is the relationship between sex and gender? Is sex a "biological given" and gender a "socio-cultural construct"? What is the role of the body in relation to sex and gender identities? How are these identities formed? How have these issues evolved in different societies at different periods? We will investigate these questions using as case study representations of femininities as found in a diverse range of texts such as philosophical treaties, medical writings, guidebooks for young girls and women, paintings, women's magazines, and fashion advertisings.
Assessment: 100% coursework.

CLIT2083. Film art, language and culture (6 credits)

This course examines key ways of analyzing film art and culture. How films create meaning and how viewers make sense of the cinema frame this exploration of film as visual language and cultural text in the context of global cultures. The course places emphasis on learning basic film terminology and the rudiments of film form. Critical discourses are also introduced to help students understand cultural issues such as identity, gender, history, and globalization. The student becomes acquainted with classical Hollywood cinema, other national cinemas, transnational cinemas, counter-cinemas, as well as hybrid, experimental and documentary film modes. At the conclusion of the course, the student should be able to look at motion pictures critically, understand films as formal constructs, and place films within broader institutional, economic, ideological, and cultural contexts.
Assessment: 100% coursework.

CLIT2084. "New" cinemas across national boundaries (6 credits)

Almost as soon as the French *nouvelle vague* appeared, the next European new wave began to break on the cinematic horizon. Since then, "new" cinemas have appeared in places as diverse as the United States, Japan, Senegal, Brazil, Iran, South Korea and Taiwan. However, the emergence of postmodernism has called into question what can be claimed as "new" in global film culture. Interventions coming from post-classical Hollywood, the digital revolution, postcolonial cinemas, diasporic and transnational film cultures, post-feminist and queer considerations of gender and sexual orientation have further complicated the notion of the "new" in world cinema. This course examines what is beyond or behind the "new waves" in global cinema by exploring key auteurs, genres, film movements, aesthetic and technological innovations in world film culture from the mid-1980s to the present.
Non-permissible combination: CLIT3024.
Assessment: 100% coursework.

CLIT2085. Hong Kong: Culture in global context (6 credits)

How should we understand culture in a postcolonial city like Hong Kong? What aspects of globalization are relevant to the study of Hong Kong culture? How can Hong Kong culture offer new ways to understand the relation between the colonial past and the present global world order? What are the relations and differences between Hong Kong and mainland Chinese cultures? And between these and the rest of the world, including within Asia? What have been the effects of past globalization – including colonization – on Hong Kong? Likewise, how has Hong Kong been impacted by globalization since 1997, and how should we interpret and understand Hong Kong today, as part of China and – like China itself – also a part of the global or world systems and cultures?
Assessment: 100% coursework.

CLIT2087. Modern Chinese culture and society: Rebellions and revolutions (6 credits)

This course focuses on the social history, politics, and culture of modern China. We will study important moments of the May 4th and "reform" eras, but most of our attention will be spent on the most maligned but fascinating era of modern China: that of Mao Zedong and the continuous revolution (1930s-1979). This course is an advanced introduction but does not presume too much knowledge about mainland China. We'll look at the development of the P.R.C. as it is reflected and refracted in select literary, film, ethnographic, scholarly, and primary/historical documents from China and the world. Writers can range from Lu Xun, Liang Chi-Chao, and Mao Zedong to William Hinton and Gao Mobo. Films can include "agit-prop" as well as documentaries. But in addition to surveying this complex socio-cultural history, we will also contest conventional wisdom about the People's Republic. We will take China's long revolution seriously, in all its glory as well as its gory details. Our ultimate focus is on the interpretive, theoretical, and ethical-political issues raised by the rise and continuance of the P.R.C.
Assessment: 100% coursework.

CLIT2088. Critical approaches to film studies (6 credits)

This course is designed to acquaint the student with the principal critical methods and theoretical debates of film theory. In addition to providing a survey of film theories, this course focuses on the interconnections of theory with film criticism and production practices. A range of fiction and non-fiction films will be screened, including early Soviet, classical Hollywood, Third Cinema, French New Wave, and contemporary international productions. Theoretical perspectives include structuralism, semiology, Marxism, feminism, psychoanalysis, queer theory, post-structuralism, and cultural studies.

Some of the theoretical issues covered include questions of narrative and narration, realism, formalism, modernism, postmodernism, post-colonialism, gender, sexuality, ideology, authorship, and genre.
Assessment: 100% coursework.

CLIT2089. Queer theory (6 credits)

This course introduces students to LGBT Studies and queer theory with specific focuses on keywords, concepts, and debates that animate the field. In particular, we will examine the role of culture as a site of power relations, aesthetic representation, historical memory, and normalization, and also where the intersections of race, gender, sexuality, class, and disability take place. We will examine how different institutions, discourses, and social spaces shape the contours of desire, sexuality, subjectivity, social movement, resistance, and community formations in Euro-America and transnationally. In addition, students can expect to gain a working familiarity with the disciplinary formations of gay and lesbian studies, especially gay and lesbian social history and the debate on essentialism versus constructionism. Later on in the course, we will inquire how queer theory brings new analytical tools that destabilize even the claim to identity politics. In particular, we will examine how the frameworks of intersectionality, disidentifications, and assemblage complicate identity politics. Finally, we will explore new set of concerns that queer politics is currently facing, including questions of social inclusion, trans rights, the fight for gay marriage, unending war, financial insecurity, and neoliberalism.
Assessment: 100% coursework.

CLIT2090. Orientalism, China, and globalization (6 credits)

This course focuses on the theory and history of orientalism both in themselves and as they apply – or fail to usefully apply – to Western understandings of China from dynastic times up to more recent decades of globalization. Edward Said's *Orientalism* (1978) has helped transform the humanities and social sciences and helped establish the field of postcolonial studies. It has also been taken up in problematic ways and remains a controversial if not notorious text in some circles. We will seek to gain a firm grasp of Said's book and the complex historical phenomenon of orientalism. We'll also examine two crucial areas that Said himself largely left unexplored: that of the real, historical China and the "China" of Western minds. We will then ask how well the theory fits "China" (and the real China) both in the past and in more recent, postcolonial or global times. How might the theory be revised, if it should be at all? Or is "orientalism" not a theory or a concept so much as a material and historical *practice*? Why does it persist even after the formal end of colonialism? And what of its flip-side or obverse, so-called "Occidentalism"? Finally, we must also ask: How can we understand or represent "the Other" in non-orientalist or non-dominative ways? These are difficult questions but important ones for all of us living in a global order significantly defined by a "Chinese" *versus* a "Western" world.
Assessment: 100% coursework.

CLIT2091. Gender, feminism and modern China (6 credits)

This course focuses on literary, historical and theoretical/interpretive writings by and about modern Chinese women and their experiences of gender and of China's long revolution (from the late Qing and early Republican periods up to the present). We'll focus on how our selected texts reflect and record the place, significance, and "experience" of gender (and to a lesser extent, of sexuality) during key moments within Chinese history. Lectures will cover this historical ground and examine how women made history and were made by it, how the feminist movement impacted mainland China (and vice versa), and how the P.R.C. incorporated feminist analysis and sought to liberate women. We'll also delve into select interpretive and theoretical issues related to this focus, such as state feminism, gender neutrality, homosociality, (Confucian) patriarchy, gender discourse, and domestic labor. We'll emphasize the quest for women's liberation and (or "in") the revolution. While we will spend some

time studying the post-Mao era, the majority of the course will be on the radical decades from the fall of the Qing through the various campaigns of the Mao era (1936-1976).
Assessment: 100% coursework.

CLIT2092. Modern American poetry: Politics and aesthetics (6 credits)

This course surveys modern American poetry in its aesthetics and "politics". The richness of its language and formal expression is, in other words, rivaled only by its abilities to thematize social, intellectual and cultural problems (e.g. mass culture, racism, alienation) as well as their imaginative resolution. We will read both canonical and non-canonical poets. Among the authors we will study are: Walt Whitman, Robert Frost, T.S. Eliot, Ezra Pound, William Carlos Williams, Wallace Stevens, Langston Hughes, Kenneth Fearing, Tillie Olsen, Edwin Rolfe, Edna St. Vincent Millay, Allen Ginsberg, Amiri Baraka, and Adrienne Rich. Much of the course will be given over to instruction and practice in the "art" of reading modern poetry as well as discussing and writing about it. But we will also be concerned as much with content – and historical and intellectual contexts – as with form. Among the topics we will attend to are: the long-standing dialogue on the meaning, hope or nightmare of America; the search for a literary form adequate to the complexity of modern life; modernity as problem, possibility and "feeling"; "political poetry" versus the politics of poetry; and lyricism vs. "facts".
Assessment: 100% coursework.

CLIT2096. Ethics of film and literature (6 credits)

Controversial and often explosive, questions of good, bad, evil, or the moral and amoral have fueled debates and quarrels over cultural texts and their meanings throughout history. Aesthetic evaluations and moral judgments are also often enmeshed. Governments may censor or ban certain kinds of books, films and other art works, or censure the artists who produce them because they assume that art has a moral dimension . Consequently, because such arbitrations shape how we respond to, evaluate, and interpret these texts, students will read critical and creative texts that engage with narrative ethics as they appear in different cultural and linguistic traditions. This focus on ethics will simultaneously redirect us back to narrativity and the constructedness of texts.
Assessment: 100% coursework.

CLIT2097. Independent documentaries: Theory and practice (6 credits)

This course will introduce students to the theory and practice of independent documentaries. Through screenings, readings, and discussion, we will review and examine the various forms and approaches of documentary videos and films. We will discuss the key modes of documentary including: observational, expository, personal, interactive, reflective, and other mixed modes. We will examine the narrative, rhetorical, affective, and critical aspects of documentaries through examples taken from western and recent Chinese-language productions. The course will examine documentary work in a range of subjects and will discuss questions of technique, poetics, politics, ethics, censorship, and legal issues.
Assessment: 100% coursework.

CLIT2099. Anticolonialism and decoloniality (6 credits)

This course introduces students to anticolonial and decolonial thought, and political thought more broadly, from the Global South. Anticolonial and decolonial thought, across the twentieth and twenty-first century, is the intellectual predecessor to postcolonial theory. It also demonstrates an engagement with political thought from Western Europe, but reveals its shortcomings and its presumptions. This course will study and analyse primary texts by key anticolonial thinkers from South Asia, Africa, the

Caribbean, and Latin America. The course thus focuses on writing that emerged in response to European empires: British, French, Spanish, and Portuguese. The thinkers we will study include M.K. Gandhi, Frantz Fanon, Edouard Glissant, Paulo Friere, Steve Biko, and many others.
Assessment: 100% coursework.

CLIT2100. Fugitive science: Science and technology studies (STS) approaches to facts and fakes (6 credits)

Concerns over fakes have come to the fore across a wide range of contemporary global transformations, from the circulation of counterfeits, forgeries, and other shadow markets, to "fake news" and the decontextualization of information reproduced across globalized media technologies, to specters of state pageantry, rigged elections, and a burgeoning internet zeal for conspiracy theories of all kinds. But, what is a fake? Are all fakes the same? Who gets to decide what is authentic? Are 'fake' and 'authentic' absolute and antithetical categories? Can there be such things as "real/fake" hybrids? And, do fakes have any virtues?
In this course, students will explore issues of authenticity and manipulation in relation to the production and circulation of 'facts', especially as they arise in medicine and science. We will consider, for instance, if doping in sports is a form of cheating and if self-tracking devices reveal our authentic selves, or if we exist as cyborgs in ways that makes these distinctions moot. We will ask whether scientists produce knowledge about things and people that already exist out there in the world, or if they might actually make their objects of analysis in the very act of studying them. Through topics like 'heart disease and race' and 'sick building syndrome and chemical exposure', students will learn about how activists, scientists, and industries fight over what and who gets "made up" through science. The objective of this course is not to make claims over what is or is not factual, but to introduce students to critically interrogating how facts are *produced* rather than merely discovered.
Assessment: 100% coursework.

CLIT2101. Imagining Africa otherwise (6 credits)

Recently the film Black Panther (2018) became one of the highest grossing movies in history, in part because it provided audiences with a different way of imagining Africa and Black futures. It drew upon a Black cultural lens—including African aesthetics, politics, and philosophy—to imagine a technological sci-fi future. This approach (referred to by some as Afrofuturism) stands in stark contrast to the ways in which Africa has been portrayed in the international media and political discourse, and, as such, made an important political intervention. In this course, we take this intervention seriously by considering what it may afford to rethink not only the future, but also the present and past of "Africa". How might we radically reimagine what "Africa" is? What illusions and myths would we need to dispel to do so? This course argues that the stories we've been told and the images we've been shown of Africa have relied on Eurocentric notions of religion and the state, personhood and kinship, agency and power, gender and sexuality, human-environment relations, and much more. This results in accounts of Africa as a passive recipient of outside influence, from colonialism and missionization to development, global health, and China-Africa relations today. In this course, we will critically integrate the assumptions built into such depictions, focusing especially on how African theorists and writers interrupt such tropes and provoke new ways of imagining Africa today, including African responses to ongoing experiences of cultural, political, and economic imperialism.
Assessment: 100% coursework.

CLIT2102. The tragic imagination (6 credits)

A survey of European tragedy from ancient Greece to modernity encompassing key critical reflections on the genre of the tragic and its outsized role in European philosophy. We will explore representative

works of the genre from its glorious flourishing in ancient Greece (Sophocles, Euripides and Aeschylus), through Rome (Seneca) and into the early modern period (Racine, Shakespeare) including a brief excursus to China with the *zaju* drama. Together, we will interrogate the nature of tragedy. We will consider tragedy as a way to give form to and make sense of trauma and loss. We will also question whether tragedy is collective or individual and in so doing will examine the ethical and political questions it raises. Finally, we will interrogate to what extent tragedy remains relevant today whether in prison performances of *Macbeth*, Syrian refugees reenacting the Trojan War on the London stage, or reimagining *Oedipus the King* as Peking Opera. In addition to the plays, we will look at selections from some of the major theorists and philosophers of tragedy, as well as works of art inspired by tragic themes.
Assessment: 100% coursework.

CLIT2103. Queer Sinophone cultures (6 credits)

This course introduces students to the study of lesbian, gay, bisexual, transgender, and queer Sinophone cultures. Sinophone studies refers to the study of Sinitic-language communities around the world that exist at the margin of China and Chineseness. It fruitfully engages with scholarship in China studies, area studies, diaspora studies, and transnational theory. The course will cover key writers, filmmakers, visual artists, and scholars whose works are situated at the intersection of queer theory and Sinophone studies. By the end of the course, students will gain a working familiarity with the field of queer Sinophone studies.
Assessment: 100% coursework.

CLIT2104. From post-colonial to global studies: Theories, histories, problems (6 credits)

This course examines the historical, intellectual, and cultural transition from the colonial and post-colonial (or national independence) eras to that of 'our' own era of globalization. In short, what comes after colonialism and/or independence, and then after the "clash of civilizations" and "end of history" prophesied in the 1990s? The answer: only more, not less, globalization. More flows of people, commodities, ideas, and discourses, and more inter-connectedness between nations, peoples, economies, cultures, and societies. And yet none of this is without tensions and problems, to put it mildly. How should we understand the new global situation or, to use a theoretical keyword, the new global conjuncture? How is it similar to, yet different from earlier periods of global or international history? And from what, or whose, perspective and context?
We will survey some of the concepts, debates, histories, and texts or case studies of the global world after colonialism and high imperialism, but within the ever-present forces and realities of capitalist globalization. Key terms and problems – apart from "global conjuncture" – include: modernity, autonomy, liberalism, austerity, development, social media, fake news, cultural/soft power, difference, hybridity, and comparison.
Assessment: 100% coursework.

CLIT2105. Marxism, critical theory, and real cultural studies (6 credits)

This course surveys texts and problems within the fields of Marxist and critical theory broadly defined (and ultimately inseparable). In the final section of the course it then examines cultural studies (in the Raymond Williams-Stuart Hall or Birmingham tradition) not as a *substitute* for critical theory or Marxism but as an inter-disciplinary field that draws on concepts and methods from both (e.g. contextualization, historicism, ideology-critique, etc.). In short, such 'theory' is there to help you understand the world better than before you studied it, and in turn "cultural studies" is where you analyze and write about some problem or aspect of that world, that culture and society you inhabit. Texts will vary by instructor and term offered. Marxism will be studied not as a specific political blueprint, but as a method as well as a theoretically-driven analysis or 'discourse' of capitalism,

modernity, and globalization. Critical theory (e.g. the Frankfurt School, other thinkers such as Foucault, Baudrillard, Freud, Williams, even Schmitt) will be studied as an interlocutors or as critics of Marxist theory. Cultural studies, via representative examples within the field, will be presented as a way to combine textual with contextual and social criticism via the "detour through theory." The aim is less to produce new theory, or to prove/disprove current theory, than to put critical theory to work in the pursuit of knowledge that matters.
Assessment: 100% coursework.

CLIT2106. Contemporary media cultures in East Asia (6 credits)

Contemporary media cultures from East Asia are now everywhere in the global cultural arena. Pop phenomena like Anime, K-pop, fan fiction, Mukbang, eSports, Tiktok are simultaneously agency-generated cultural products, state-sponsored industries, and fandom-distributed virtual communities. In this course, we will explore the explosion of new media practices in contemporary East Asia and the resulting forms of media production, circulation and reception that have transformed modes of identity-formation, sociality, economy, and political organizations. Combining approaches of media studies, performance studies, and cultural studies, this course examines major topics such as the idol industries, fan labor via social and web-based media, the inter-related nature of popular cultures in East Asia, the hybridization of Western pop culture with Korean, Japanese, and Chinese cultural developments, etc. Particular attention is given to how identities are negotiated on both local and global levels in the lens of race, gender, and sexuality.
Assessment: 100% coursework.

CLIT2107. Media, migration, diaspora (6 credits)

This course explores moving image works and related media forms through the lens of migration and diaspora. We will study the role of aesthetics, affect, gender, race, temporality, and intimacy in the stories that historically marginalized makers tell, and the kinds of narrative and formal experimentation they develop to critically revisit notions of home, memory, and community across different geographies. Readings from film and media scholarship, transnational cultural and ethnic studies, queer and gender studies as well as short creative and personal writings will guide our theoretical framework and help us articulate the various ways in which media are deeply imbricated with both the violent and reparative realities of border-crossing.
Assessment: 100% coursework.

CLIT2108. Cultural studies (6 credits)

This course introduces students to the intellectual project of cultural studies, focusing primarily on its origins at the Birmingham Centre for Contemporary Cultural Studies, as well as its intellectual roots and its legacies. Key thinkers to be explored in this class include Stuart Hall, Raymond Williams, Richard Hogart, Paul Gilroy, and others. The class will discuss questions about conjucturtal analysis, disciplinarity, and anglophone Marxism.
Assessment: 100% coursework.

CAPSTONE EXPERIENCE COURSES

Capstone courses are offered to year three or above students.

CLIT3019. Internship in Comparative Literature and cultural sectors (capstone experience) (6 credits)

This course aims at placing Comparative Literature majors in the working environments where their cultural knowledge, critical thinking, creativity, and their skills in writing, analysis, and cultural research acquired from advanced courses will find application and become enriched in the process of self-reflexive experiential learning. Students will also have hands on experience in learning and realizing how to integrate academic concepts with everyday circumstances through case-by-case basis, therefore rethinking the dynamics, complications, and significance of the learning objectives they have had throughout their education at Comparative Literature. Internship placement will be made only if the student passes an interview and acquires the approval of the prospective host organization. Internship placements may include but are not limited to the following areas:

- Cultural criticism and publishing
- Film and media
- Cultural curatorship and management
- Cultural innovation/activism, non-government organizations
- Teaching and creative education
- Overseas inter-faculty internship with international NGOs (for summer semester only)

Note: For Comparative Literature majors only; students are recommended to take the course in the second semester of their third year, the summer semester of their third year (if it is offered) or the fourth year.
Prerequisite: A minimum cumulative GPA of 2.9 is normally required.
Assessment: 100% coursework.

CLIT3020. Independent research (capstone experience) (6 credits)

This course aims at providing well-prepared Comparative Literature majors in the final year an opportunity to pursue a research topic under the supervision of a teacher. It contributes to the capstone learning experience of major students in Comparative Literature majors. It helps students advance their skills in doing research for disciplinary and interdisciplinary topics in literary and cultural studies. The contact hours are minimal (10-14 hours for a 6-credit course) and will include teaching of research method and discussion of work-in-progress. Students will undertake independent research and writing. Assessment is through a single research essay or an undergraduate dissertation of approximately 7,000 words. The research courses require students to have a final year Comparative Literature Departmental major status, a GPA of 3.25 or above, and lecturer approval upon the receipt of a research proposal of approximately 1,000 words and a working bibliography at least one month prior to the semester when the course is taken.
Note: For Comparative Literature majors only.
Prerequisite: A minimum cumulative GPA of 3.25 is normally required.
Assessment: 100% coursework.

CLIT3021. Advanced studies in theory and cultural analysis (capstone experience) (6 credits)

This course builds on basic literary and cultural theories introduced in earlier courses and zeroes in on specific topics and lines of inquiry that continue to challenge students to think, read, and write critically. A special topic will be introduced each time the course is offered, depending on the instructor. The topic will be announced prior to registration; students can also query the Department Office ahead of time. Recent topics include cosmopolitanism, ancient texts and/or modern theories, transmediality, new directions in critical theory, and so on. The class will be conducted in a seminar mode requiring students' active participation. The goal is for each student to work toward a final project that concludes four years of study at HKU.
Assessment: 100% coursework.

CLIT3022. Critiques of modernity (capstone experience) (6 credits)

What is 'modernity'? When is/was 'modernity'? What do modernity's aesthetic and political forms look like? This course will examine literary, philosophical, and political texts that wrestle with the notion of 'modernity'. These texts are often marked by literary experimentation, abstraction, and a concern for the intersection between philosophy and literature. Traditionally many scholars suggested that modernity 'began' in Europe and spread outwards around the world. More recently, scholars from Africa, South Asia, and East Asia have argued against this, though in different ways. This course will explore 'modernity' and 'modernism' as it took place around the world in the first half of the twentieth-century. We will read novels and philosophical texts from various 'modernities' and 'modernist' movements from Europe, North America, Africa, and Asia.
Non-permissible combination: CLIT2018.
Assessment: 100% coursework.

CLIT3025. Asia on global screens (capstone experience) (6 credits)

This course centers on films that originate in Asia and address Asian concerns be it national, regional, and/or global in scope. Films under analysis include box office hits, award winning art films, and documentaries. How do Asian films critique what it means to be Asian by contesting cultural traditions as well as promoting the need to transform Asia into something newer and better?
Non-permissible combination: CLIT2086.
Assessment: 100% coursework.

CLIT3027. From states of nature to states of the world: Political theory & literary non-fiction (capstone experience) (6 credits)

This course surveys classic and modern texts that offer 'big picture' analyses of humanity, human nature, the creation of society or political society specifically, and, in sum, the state of the world. Texts can range from Plato (*The Republic*) and Confucius (*Analects*) to Machiavelli's *Prince*, Marx's *Manifesto*, and Mao's "Peasant Movement in Hunan", but also the early modern trinity of Hobbes (*Leviathan*), Locke (*The Second Treatise*), and Rousseau (*The Social Contract*), as well as texts from after World War II and up to the present age of "globalization". We will examine them as important sources of political thought and human imagination, and also as instances of great writing and thinking. We may also examine select fiction, film, or other secondary texts to help illustrate the classic ones. Think of this as a "Great Books" class focused on political and social visions of how our world came to be.
Assessment: 100% coursework.

CLIT3028. Modern theory / ancient texts (capstone experience) (6 credits)

"The body fills us with loves and desires and fears and all sorts of fancies and a great deal of nonsense, with the result that we literally never get an opportunity to think at all about anything (Plato, Phaedo, 66c)."
This course unearths a history of the (Western) subject through interrogating the voices of the classical past. It explores the turn to antiquity in thinkers such as Nietzsche, Freud, Lacan, Judith Butler, Derrida and Foucault, amongst others, as both a political and an ethical act. In our reading of literary and philosophical thinkers of the 20th and 21st centuries, we shall explore themes such as desire and repression, disruption and critique, exile and difference as these thinkers themselves engage with the enigmatic and endlessly rich corpus of the Platonic dialogues, and Greek tragedy. Through a kind of

archaeology of antiquity, the course will suggest new forms of conceiving of the subject's relation to itself, to others, and to power. It will problematize normative concepts of the self, family and society – both ancient and modern- while stressing the uncanniness of human beings, and the wondrous transformative potential of reading ancient texts as creatures of modernity.
Assessment: 100% coursework.

GENDER STUDIES

The Gender Studies Programme teaches gender as a subject and as a category of analysis. The subject gender includes gender relations and identities, women, and sexualities. As a category of analysis, gender interrogates cultural production, and social systems, intersecting with other categories of social difference, such as sexuality, race, ethnicity, class, and ability, to critically analyse structures of knowledge and systems of power.

The Gender Studies Major (72 Credits)
Students wishing to major in Gender Studies must normally complete the following requirements:

(a) Introductory courses (18 credits)
  (i) 6 credits of "GEND1001. Introduction to Gender Studies", and obtain a grade C or above;
  (ii) 12 credits of introductory courses from any Arts programmes;

(b) Advanced courses (54 credits)
  (i) 18 credits (6 credits for students admitted in 2020-21 or before) taken from the following courses (the other courses may be taken as electives):
    GEND2001. De-colonising gender (6 credits);
    GEND2002. Gender, race and beauty (6 credits);
    GEND2003. Gender, generation, and leadership (6 credits);
    GEND2004. Gender in visual and material culture (6 credits);
    GEND2005. Religion, gender, and sexuality (6 credits);
    GEND2006. TransAsia: navigating transness and intersections in Asia (6 credits);
    GEND2007. Sexuality and culture (6 credits);
    GEND2008. Queer theory and women's perspectives (6 credits);
    GEND2009. Feminist and queer literature in Asian contexts (6 credits);
    GEND2010. Feminist science and technology studies (6 credits);
    GEND2011. Feminism in popular culture (6 credits);
    GEND2012. Queer feminisms and Japan: approaches to stories, politics, and imagination (6 credits)
    GEND2013. Queer and feminist solidarity from Hong Kong (6 credits)
    GEND2014. Gender and sports (6 credits)
    GEND2015. Preforming the body through film (6 credits)
    GEND3001. Internship in Gender Studies (6 credits); and
    GEND3002. Work and our futures (6 credits);
  (ii) 6 credits of "GEND3901. Gender Studies research (capstone experience)"; and
  (iii) 30 credits (42 credits for students admitted in 2020-21 or before) of advanced courses at 2000 level or above listed below, among which not more than 18 credits of advanced courses can be taken from other faculties.

The Gender Studies Minor (36 Credits)
Students wishing to minor in Gender Studies must normally complete the following requirements:

(a) Introductory course (6 credits)
  6 credits of "GEND1001. Introduction to Gender Studies", and obtain a grade C or above;

(b) Advanced courses (30 credits)

(i) 18 credits (6 credits for students admitted in 2020-21 or before) taken from one of the following courses (the other courses may be taken as electives):

GEND2001. De-colonising gender (6 credits);
GEND2002. Gender, race and beauty (6 credits);
GEND2003. Gender, generation, and leadership (6 credits);
GEND2004. Gender in visual and material culture (6 credits);
GEND2005. Religion, gender, and sexuality (6 credits);
GEND2006. TransAsia: navigating transness and intersections in Asia (6 credits);
GEND2007. Sexuality and culture (6 credits);
GEND2008. Queer theory and women's perspectives (6 credits);
GEND2009. Feminist and queer literature in Asian contexts (6 credits);
GEND2010. Feminist science and technology studies (6 credits);
GEND2011. Feminism in popular culture (6 credits);
GEND2012. Queer feminisms and Japan: approaches to stories, politics, and imagination (6 credits)
GEND2013. Queer and feminist solidarity from Hong Kong (6 credits)
GEND2014. Gender and sports (6 credits)
GEND2015. Preforming the body through film (6 credits)
GEND3001. Internship in Gender Studies (6 credits); and
GEND3002. Work and our futures (6 credits); and

(ii) 12 credits (24 credits for students admitted in 2020-21 or before) of advanced courses at 2000 level or above listed below, among which not more than 12 credits of advanced courses can be taken from other faculties.

List of Advanced Elective Courses

Faculty of Arts

Gender Studies

GEND2001. De-colonising gender (6 credits)
GEND2002. Gender, race and beauty (6 credits)
GEND2003. Gender, generation, and leadership (6 credits)
GEND2004. Gender in visual and material culture (6 credits)
GEND2005. Religion, gender, and sexuality (6 credits)
GEND2006. TransAsia: navigating transness and intersections in Asia (6 credits)
GEND2007. Sexuality and culture (6 credits)
GEND2008. Queer theory and women's perspectives (6 credits)
GEND2009. Feminist and queer literature in Asian contexts (6 credits)
GEND2010. Feminist science and technology studies (6 credits)
GEND2011. Feminism in popular culture (6 credits)
GEND2012. Queer feminisms and Japan: approaches to stories, politics, and imagination (6 credits)
GEND2013. Queer and feminist solidarity from Hong Kong (6 credits)
GEND2014. Gender and sports (6 credits)
GEND2015. Preforming the body through film (6 credits)
GEND3001. Internship in Gender Studies (6 credits)
GEND3002. Work and our futures (6 credits)

School of Chinese

CHIN2146. The “sickly beauties”: gender and illness in late imperial China (6 credits)
CHIN2151. Gender and sexuality in Ming and Qing fiction (6 credits)
CHIN2264. Chinese eroticism (6 credits)
HKGS2006. Engendering Hong Kong: sociological and demographic perspectives (6 credits)

School of English

ENGL2039. Gender, sexuality and discourse (6 credits)

ENGL2080. Women's writing and feminist theory (6 credits)
ENGL2177. Reading and rereading Jane Austen (6 credits)

School of Humanities
ARTH2053. Beauties and the beasts: Song and Yuan painting (6 credits)
ARTH2100. Body, Gender and Sexuality in Contemporary art (6 credits)
ARTH3020. Women making art after 1960 (6 credits)
ARTH3033. Sex, Gender, and the Body in Early Modern Art (6 credits)
CLIT2014. Feminist cultural studies (6 credits)
CLIT2016. The body in culture (6 credits)
CLIT2037. Gender and sexuality in Chinese literature and film (6 credits)
CLIT2058. Histories of sexuality (6 credits)
CLIT2069. The making of modern masculinities (6 credits)
CLIT2076. Fashioning femininities (6 credits)
CLIT2089. Queer theory (6 credits)
CLIT2091. Gender, feminism and modern China (6 credits)
CLIT2093. 20th Century fashion and the making of the modern women (6 credits)
CLIT2101. Imagining Africa otherwise (6 credits)
CLIT2103. Queer Sinophone cultures (6 credits)
HIST2048. The history of childhood and youth (6 credits)
HIST2070. Stories of self: History through autobiography (6 credits)
HIST2081. Gender and history: Beauty, fashion and sex (6 credits)
HIST2083. Gender, sexuality and empire (6 credits)
HIST2085. The history of modern sexual identity and discourse (6 credits)
HIST2089. History's closet: Clothing in context (6 credits)
HIST2119. Changing lives: Women's history from Fin-de-Siècle to the interwar years (6 credits)
HIST2126. The American family: Histories, myths, and realities (6 credits)
HIST2131. Growing up 'girl': Histories, novels, and American culture (6 credits)
HIST2143. Love and loyalty: Women and gender in Chinese History (6 credits)
HIST2151. God, guns, sex: Religion, revolution, and gender in late imperial and modern China (6 credits)
HIST2158. Women in Hong Kong history: Private lives and public voices (6 credits)
HIST2160. Visualizing history (6 credits)
HIST2161. Making race (6 credits)
HIST2165. Protest and politics in modern U.S. history (6 credits)
HIST2166. Gender and sexuality on trial: a global history of sex and scandal, 1690-1990 (6 credits)
HIST2169. History of love in modern China (6 credits)
HIST2196. Race, gender, and sexuality in American Empire since 1898 (6 credits)
HIST2211. Nasty women: Gender, sexuality, and race in early America (6 credits)
HIST2213. Witchcraft, magic, and the devil in early modern Europe and America (6 credits)
HIST3082. Birth counts: The politics of reproduction in the modern world (6 credits)
PHIL2422. Philosophy of gender and race (6 credits)

School of Modern Languages and Cultures
GLAS2141. Women and gender in Asia (6 credits)
GLAS3103. Comparative perspectives on gender equality (6 credits)
JAPN2095. Gender and sexuality in modern Japanese literature (6 credits)
JAPN3064. The Tale of Genji (6 credits)
KORE2034. Gender, sexuality, and family in Korea (6 credits)

Centre of Buddhist Studies
BSTC2049. Buddhism and gender (6 credits)

Global and Creative Industries
GCIN2033. Gender and creative industries: An introduction (6 credits)

Faculty of Education
MEDD8869. Gender and Education: International and Comparative Perspectives (6 credits)

Faculty of Law
LLAW3071. Equality and non-discrimination (6 credits)
LLAW3220. Gender, sexuality and the law (6 credits)
LLAW3239. Law and social justice at the intersections: gender, race, religion and sexuality (6 credits)

Faculty of Social Sciences
POLI3153. Diversity and equity in public administration: a comparative perspective (6 credits)
SOCI3011. Gender and crime (6 credits)
SOCI3012. Gender and society (6 credits)
SOCI3013. Gender in Chinese societies (6 credits)
SOCI3021. Marriage and the family (6 credits)
SOCI3081. Sexuality, culture and identity (6 credits)
SOWK2037. Human sexuality (6 credits)
SOWK2136. Fathering and fatherhood: Social work with fathers (6 credits)

Introductory Course

GEND1001. Introduction to Gender Studies (6 credits)

This course introduces students to the discipline of Gender Studies. Students will develop an understanding of gender both as a subject and as a category of analysis. Students explore gender-related topics, including gender relations and identities, women, and sexualities. As a category of analysis, students will use gender to interrogate cultural production and social systems, paying close attention to how gender intersects with other categories of social difference, such as sexuality, race, ethnicity, class, and ability. Students will connect the assigned academic readings to "real-life" examples in the news, media or their everyday lives thereby producing new theoretical understandings of gender and sexuality within the contexts of Hong Kong, Asia and the world.
Assessment: 100% coursework.

Advanced Courses

GEND2001. De-colonising gender (6 credits)

This course aims to decenter European and North American knowledge about gender and introduce a new Asia-centered approach to studying gender, sex, and sexuality. The course will introduce students to theoretical models that challenge the historical privilege of Whiteness and the West in Gender Studies, including Orientalism, the Subaltern School, and Intersectionality. Students will also look at gender theories from colonized/post-colonial or non-Western places, such as China, Japan, South Korea and India. Drawing transnationally from gender theory, the course will propose new models for talking about gender, sex, and sexuality in Hong Kong, China, and Asia.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2002. Gender, race and beauty (6 credits)

This course examines beauty, skin, and cosmetics from the nineteenth century to today. Students will consider the similarities, differences, and interconnectedness of beauty practices across time and place, examining how they reveal global and local structures of gender, race, and class. The course will consider how entrepreneurs shaped beauty markets, how advertisements visually represent ideals of feminine and racialized beauty, and how people have felt about their physical beauty.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2003. Gender, generation, and leadership (6 credits)

This course considers the intersection of gender, generation, and leadership in theory and practice. It also cultivates research, writing, and critical thinking skills building on the key objectives of the Gender Studies Program. We begin with student reflections on their own "leadership stories," then expand class discussions to think about community and global leaders in light of key insights from gender and leadership studies scholarship. In addition to considering how identity and institutional formations shape each other we will draw on gender studies perspectives to historicize and interrogate workplace buzzwords and legal terms including "glass" and "bamboo ceilings," "leaky pipelines," "diversity and inclusion," "affirmative action/positive discrimination," and "unconscious/implicit bias." Intersectional analysis of leadership will illuminate the barriers to power and position that exist when gender intersects with racial, ethnic, gender, economic, sexual, geographic, or religious discrimination (or any combination of the aforementioned). We will discuss case studies of transformative leaders who have shaped policies, institutions, and localities in gendered and gender-conscious ways. Throughout the term we will pay special attention to leadership and change in Hong Kong, China, and Asia today, drawing on the expertise of selected guest lecturers who are leaders in various settings and workplaces here in the region. Learners will combine reading and reflection with active participation in class discussions, small-group projects, and leadership training seminars.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2004. Gender in visual and material culture (6 credits)

The practice of Gender Studies, and indeed the experience of gender, frequently crosses disciplinary boundaries. This course will give students access to approaches derived from a number of disciplines, including art history, cultural studies, and material culture, which will enable them to develop and extend their understanding of how objects, images and other kinds of representations are implicated in and predicated on discourses of gender. The course will explore topics including fashion, architecture, design, fine art and photography, and print and new media, covering a broad territory of times and places. Students will develop a critical understanding of some of the key debates that have structured feminist theories of representation, and their relationship to the general field of visual culture. Emphasis will be placed on engagement with resources and research methods specific to visual topics, including object sessions and museum visits where appropriate, with the aim of providing students with tools and skills that they can utilize throughout their undergraduate careers.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2005. Religion, gender, and sexuality (6 credits)

This course examines religion, gender and sexuality as crucial systems of power that shape our world. Rather than introducing gender and religion according to the categorization of "world religions," this

course applies a thematic approach. It aims to show how gender is understood differently across culture and society as variations of a theme, while reflecting on the religious practices and gender norms of their own social and cultural backgrounds and the cross-cultural issues.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2006. TransAsia: navigating transness and intersections in Asia (6 credits)

This course serves as the first transgender focused gender studies course in the Gender Studies Programme. The course will introduce and discuss the concepts and theories of transness, transgender and otherness using some of the Western literature while incorporating and focusing on the Asian perspectives with Thailand, Hong Kong and the Philippines as focus.
This course will also focus on narratives and history of transness and otherness in 3 Asian contexts: Hong Kong, Thailand and the Philippines. The course will look into the evolution of gender identities, roles and expressions and sexualities in these societies and weave the intersections in these narratives. We will study the current situations of trans, non-binary and "other" people in these societies and how their transness and otherness impede them from being fully integrated in their societies. We look into ways colonisation (Hong Kong, Philippines) and non-colonisation (Thailand) affect their transness and collectiveness. Finally, we hope to invite social justice allies through this course to help us map action plans to share with them so they can be helped in improving their states in their respective societies.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2007. Sexuality and culture (6 credits)

The study of sexuality obliges a reading of the theories of both Sigmund Freud and Michel Foucault. While Freud argues that the sexual instinct and civilization are irreconcilable and society must repress the sexual, even at the cost of producing neurotics, Foucault thinks that societies and discourses produce sexuality, sexual types, and sexual behaviour as a form of control. Textual discussions to examine the application of psychoanalytic theory in the representation of sexuality in culture will include internationally acclaimed classics of both film and literary texts. Intensive reading is mandatory and expected of students who will be guided through the examination of the writings of Sigmund Freud, Michel Foucault, Jacques Lacan, and other theorists who have contributed to the legacy of psychoanalysis as a tool for the reading of culture.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2008. Queer theory and women's perspectives (6 credits)

This course introduces queer theory across a range of disciplinary and historical contexts, with an emphasis on approaches and issues centering women's perspectives. While outlining basic concepts and debates within queer studies, the course focuses on highlighting work by/on women and reflecting upon intersections between queer theory and feminisms. The nature of "women" will necessarily be interrogated from intersectional perspectives dealing with issues of ethnicity/race, class, and transgender identities.
We will begin by examining poststructuralist concepts of power and resistance alongside the context of 1990's queer activism in the United States. Readings include classic texts on topics such as sexual hierarchies, the lesbian continuum, and problems of intersectionality within queer movements. Significantly, the emphasis will be on "translating" such texts and theories to everyday experiences in Hong Kong. In addition to writing assignments designed for this purpose, readings will cover topics including the introduction of queer theory in Hong Kong, Taiwan, and mainland China; queer

Sinophone studies; and queer diasporas. Through this course, students will develop a foundation for queer approaches and engage closely with questions of solidarity and coalition-building within and beyond queer studies.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2009. Feminist and queer literature in Asian contexts (6 credits)

This course provides a survey of feminist and queer/LGBTQ literature with a focus on texts from regions of Asia and the Asian diaspora. While centering narratives by women or queer-identifying authors, we will address basic issues surrounding the representation of gender and sexuality and interrogate broader discourses of "feminist" and "queer" within Asian cultural contexts. What role do literary (and popular) narratives have in feminist and queer movements within Asia or centering Asian identities? What forms of solidarity are made possible through stories, across lines of gender, sexuality, nationality, race, and other difference? Through its exploration of Asian contexts, the course works against a historical lack of visibility for non-white, non-Western literary voices. The course emphasizes literary fiction and relevant theory/criticism but will also incorporate other forms such as poetry, memoir, comics, zines, and games.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2010. Feminist science and technology studies (6 credits)

As an interdisciplinary field that spans history, anthropology, cultural studies, geography, and sociology, science and technology studies asks fundamental questions of how our world—driven by the ever-emerging advances in science and technology—is also culturally shaped by our understandings of "science" and "technology." This course takes a feminist perspective to science and technology studies, meaning that the central analytic in our quest is power: how do "science" and "technology" also manifest and manage difference? How is that difference unequally distributed, treated, institutionalized, and experience? And how is that difference part and parcel of "science" and "technology"? A feminist perspective, focused on difference, thus draws attention to the myriad of difference produced, unevenly so: gender, sexuality, race, ethnicity, ability, health, nationality, and class.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2011. Feminism in popular culture (6 credits)

This course explores how feminist thought and theory has been manifested in popular culture texts and impacted understandings of gender, sexuality and diversity. Students will become familiar with a range of theories and methods used in contemporary feminist theory and cultural studies to study representations in popular culture and to ascertain how constructions of gender and power are integrated. Examples to be examined include popular texts in film, television, music and digital media. Students will also critically appraise how developments in the feminist movement have influenced depictions of gender and sexuality in these various facets of popular culture.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2012. Queer feminisms and Japan: approaches to stories, politics, and imagination (6 credits)

How do we "read" Japanese culture through queer and feminist perspectives? We commonly find depoliticized views of Japanese culture centering on escapism and the exotic—in "Western" countries but also in places such as Hong Kong. In contrast, this class emphasizes analysis of gender and sexuality grounded within cultural and historical context, tracing the politics of imagination and desire surrounding Japanese literature, manga, television, and film. It touches upon popular male authors to suggest how critique of sexism can exist side by side with pleasure found in problematic texts. Namely, however, students will be exposed to a broader range of Japanese cultural texts alongside relevant scholarship, and learn to analyze how texts intersect with gender and sexual politics, ethnicity/race, class, colonialism, and imperialism. Topics include those such as queer and feminist literature; BL, yuri, and otaku cultures; the impact of transnational queer/LGBTQ politics and feminisms; the circulation of Japanese texts within Hong Kong, mainland China, and Taiwan; and the broader context of girls' culture in East Asia.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2013. Queer and feminist solidarity from Hong Kong (6 credits)

What does it mean to practice border-crossing solidarity built on our understandings of political, cultural, and historical realities of the places in which we live? This course outlines problems and theoretical questions that arise when we study gender and sexuality in Hong Kong, connecting gaps in theory with our lived everyday realities. It calls for the study of queer and feminist issues in Hong Kong to engage with colonial histories and layered imperialisms; dynamics between "local" identities, ethnic minorities, mainland Chinese, and expats; and tensions between Cantonese, English, and Mandarin. Namely, feminist and queer ethical practices require an ongoing self-reflexive investigation of the positionalities and places from which we think, feel, and seek to connect with others.
With this starting point, we can begin to theorize solidarity and hope found by engaging with experiences of feminists, queers, racial/ethnic minorities, and those otherwise marginalized in places outside of Hong Kong. How do we enter into fraught conversations across geographical space and time as well as linguistic and political boundaries, often through "bad feelings" and collective trauma? While drawing from Hong Kong studies, the course includes topics such as women of color, Black, Asian American, postcolonial, and transnational feminisms and queer of color critique; transnational flows of queer politics and feminisms through translation and multilingualism in Chinese-speaking contexts; diasporic queer feminist activisms alongside Sinophone studies; recent Japanese and Korean feminisms; racial hierarchies and Orientalisms; femininities and masculinities in East Asia; and creative expression of racially marginalized feminists and queers.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND2014. Gender and sports (6 credits)

This course examines the intersection of gender and sports, exploring historical and contemporary issues of representation, diversity, and sexuality. The world of sports, traditionally dominated by men, has experienced significant pushback from initiatives in recent years promoting women's participation and address the challenges faced by the transgender and differently-abled communities. Using a multidisciplinary approach, this course draws on perspectives from history, sociological and cultural studies, to explore how gender intersect with sports, and how sports activities and systems are deeply gendered. The course, structured thematically, investigates critical gender issues intersecting with race, class, and sexuality across historical and contemporary contexts from local to global levels.
Prerequisite: GEND1001

Assessment: 100% coursework.

GEND2015. Preforming the body through film (6 credits)

This course introduces Performance Studies and Transnational Feminist concepts to examine how women and non-conforming bodies are marked in films and what they reveal about power structures and societal attitudes. We will unpack how the body performs gender, sexuality, and race by considering the role film plays in producing both authentic lives and stereotypes. Whose bodies are seen? How are they framed? We will critically question what it means to perform and interrogate who the real performers are in the framing of marginalized individuals on screen in the last half a century. By applying the body as a site of knowledge, students will explore a broad range of narrative and documentary films from Asia and across the globe to develop a deeper and more layered lens around the power and politics of production. This course offers an intersectional and interdisciplinary approach that embraces multiple viewpoints while recognizing entangled spaces that complicate the narrative. There will be robust in-class discussion to develop powerful communication skills while encouraging creative modes of engagement that expand beyond scholarly text.
Prerequisite: GEND1001
Assessment: 100% coursework.

GEND3001. Internship in Gender Studies (6 credits)

The Gender Studies internship offers students an opportunity to take their classroom knowledge into the community. Drawing on previous coursework in Gender Studies, students will apply a critical and intersectional knowledge of gender and sexuality to an experiential learning endeavor that demonstrates a real impact on society. An internship proposal must be submitted to the course supervisor the semester before the proposed start of internship. The student must pass an interview with the organization before being allowed to register for this course. The duration of the internship will depend on the arrangement between the student and the organization, but should involve at least 40 contact hours of service for the organization. Students will check-in with the supervisor at least twice to discuss internship progress. Students will complete a written report and critical reflection on the internship experience, signed by the organization.
Prerequisites: GEND1001 and at least one 2000-level Gender Studies course.
Assessment: 100% coursework (graded on a pass/fail basis).

GEND3002. Work and our futures (6 credits)

What will the future of work look like, and how do we prepare for our future careers? If in the future every industry will be touched by automation, what transferrable skills does Gender Studies and the Humanities offer that robots and AI cannot replicate? How do we translate the unique knowledge and experiences of a Gender Studies major into a career? Students will explore how Gender Studies scholars examine such workplace problems as the gender pay gap and unconscious bias and will develop skills for navigating their own career journey, from building a professional network to negotiating a first job. Final year Gender Studies majors are strongly encouraged to take this course.
Prerequisites: GEND1001 and at least one 2000-level Gender Studies course.
Assessment: 100% coursework.

Capstone Course

GEND3901. Gender Studies research (capstone experience) (6 credits)

This capstone experience aims at providing Gender Studies majors in their penultimate or final year an opportunity to produce a final project. The course introduces students to doing research on Gender Studies in original and secondary sources. The course will introduce students to the methods of gender studies. Through a rigorous series of guided steps, students will work both collaboratively and independently to produce a research paper or equivalent project.
Note: For Gender Studies majors only.
Prerequisites: GEND1001 and at least one 2000-level Gender Studies course.
Assessment: 100% coursework.

LINGUISTICS

In the Department of Linguistics, students can investigate a variety of different languages and through such investigations, come to a better understanding of the shared structure and broad variation of the world's languages. The BA programme provides a firm foundation so that those students who wish to do so can go on to pursue advanced studies in linguistics.

The undergraduate programme in Linguistics permits students to combine in a single field a variety of Arts and Social Sciences subjects and to develop their analytic skills in depth. Students are encouraged to explore with members of staff the many relationships of linguistics with other fields in order to discover the programme that best suits their individual goals and interests.

The department offers the following majors and minors:

I. Major in General Linguistics
II. Minor in General Linguistics

All courses are assessed by 100% coursework. Coursework assessment may take a variety of formats, including projects, term-papers, essays, portfolios, class tests, and student presentations.

All are taught as one-semester courses. Course availability is subject to staffing considerations.

(I) MAJOR IN GENERAL LINGUISTICS

General Linguistics is a broad and varied field that covers the study of human language in all its aspects. In the Department of Linguistics, students may major in General Linguistics and a number of streams (concentrations) have been defined to help them to select their courses.

The **Sound stream** focuses on the mental representation of speech sounds (phonology) and their physical properties (phonetics). A structured series of courses equips students with theoretical knowledge and practical skills for studying articulatory and acoustic phonetics, sociophonetics, and typology of sound systems and phonological acquisition, while a capstone experience provides students with a practical opportunity to engage in experimental research.

The **Grammar stream** focuses on the various ways languages encode similar meanings to explain the similarities and differences we observe among the world's languages, and how the structures shared among languages may be modeled. We emphasize documentary approaches through the collection of primary data in the field and the laboratory.

The **Language and Mind** stream focuses on the study of language from psychological and neural perspectives. It aims to address questions like how we acquire language, how we comprehend and produce language, how our language use interacts with other cognitive functions, what it means to be multilingual, and how we represent language in the mind and brain.

The **Language Contact and Change** stream addresses how languages change through social pressures and when speakers of different languages interact. We concentrate on linguistically diverse regions and undertake field trips to Asia, Africa, and Europe to study language contact and change in real-life situations.

The **Quantitative Linguistics** stream focuses on how linguistic issues can be investigated with mathematics and computer science. We address how natural language can be processed by machines (speech recognition, speech synthesis, text mining, machine translation etc.), and also how large databases, statistical models or computational simulations can offer fresh perspectives on fundamental linguistic questions.

Course selection depends on students' intended specialization. Students are encouraged to check the Linguistics website for the courses under the different streams and to discuss with staff members which combination of courses is most relevant to their specific interest(s).

These streams only serve as guidelines to help students build their study plan and understand how different courses relate to each other. While it may make sense to complete all the courses of a stream deemed of interest by a student, there is no requirement to complete one or several streams, and there will be no official recognition of the completion of a stream. Students are completely free to choose the courses they want in and across streams.

Students majoring in General Linguistics are required to complete 72 credits of Linguistics courses, including

(a) "LING1000. Introduction to language" (6 credits), with a grade C- or above;
(b) "LING2004. Phonetics: Describing sounds" and "LING2050. Grammatical description" (12 credits), ideally in the second year;
(c) one of the following courses (6 credits), ideally in the second or third years:
    "LING2009. Languages of the world"
    "LING2034. Psycholinguistics"
    "LING2056. Sociolinguistics"; and
(d) 48 credits of levels 2000 and 3000 advanced Linguistics courses, including at least one capstone course.

Students should enroll in the 'English in the Discipline' course for Linguistics. This course provides a learning experience which combines English enhancement with the acquisition of disciplinary knowledge and skills.

(II) MINOR IN GENERAL LINGUISTICS

Students minoring in General Linguistics are required to complete 36 credits of Linguistics courses, including

(a) "LING1000. Introduction to language" (6 credits), with a grade D or above;
(b) two of the following courses (12 credits), ideally in the second or third years:
    "LING2004. Phonetics: Describing sounds"
    "LING2009. Languages of the world"
    "LING2034. Psycholinguistics"
    "LING2050. Grammatical description"

"LING2056. Sociolinguistics"; and
(c) 18 credits of level 2000 advanced Linguistics courses.

Level 1000 Courses – Introductory

LING1000. Introduction to language (6 credits)

This course is an introduction to linguistics, the scientific study of language. The course begins with an introduction to the field, and with a discussion of what 'language' is. We then learn how speakers use language forms to convey meaning. This includes an introduction to the study of (i) sound patterns (phonetics and phonology); (ii) word structure and sentence structure (morphology and syntax); and, (iii) meaning (semantics and pragmatics). These are some of the more fundamental tools that linguists use to analyze language. We also introduce you to the main areas of inquiry in the field, including language variation, language and the brain, language acquisition and linguistic diversity. The aim is for students to get an overview of the diverse field, as well as understand and appreciate the foundations of linguistics.
Note: This course is a prerequisite for the majors and minors in General Linguistics and all Introductory and Advanced Linguistics courses, except for LING1004.
Assessment: 100% coursework.

LING1004. Language structure for language learning (6 credits)

Learning a foreign language can be daunting; teaching a foreign language to bewildered students can be frustrating. This course is for the learner and teacher alike; we will look at general properties of how language is structured -- both generically and through specific examples -- starting with the sounds that make up languages and moving to how those sounds form word, how those words form sentences, and how those sentences are interpreted to have both specific and contextual meanings.
Prerequisite: None.
Assessment: 100% coursework.

Level 2000 Courses – Introductory

LING2004. Phonetics: Describing sounds (6 credits)

Phonetics studies the sounds of speech, as a topic in itself and as a basis for studying other levels of language structure such as Phonology and Morphology. This course focuses on articulatory phonetics; the speech mechanism; the description and classification of sounds of languages; sounds in context; prosodic features; tone and intonation; and practical work.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2009. Languages of the world (6 credits)

This survey of the world's languages covers how languages are classified into families and types as well as issues of linguistic diversity and endangered languages. The course involves regular practical work. The course satisfies the prerequisite for the advanced course, Language typology, and also provides useful background for all courses in linguistics.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2034. Psycholinguistics (6 credits)

This course is an introduction to psycholinguistics and will examine issues concerning how language is acquired and processed in the mind. Essential concepts of the mental processes involved in language comprehension and production and contemporary research will be covered in this course. There will also be practical laboratory classes.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2050. Grammatical description (6 credits)

This course aims at giving the student a comprehensive introduction to basic concepts used in the description of morphology and syntax, independent of any model of grammar. Exercises accompany the topics introduced. Example analyses are drawn from various languages. The following topics in morphology and syntax will be covered: words, morphemes and morphs, word classes, immediate constituents, phrase structure, functional relations, sentence structure. The course provides a grounding in grammatical concepts useful for further study in grammatical theory, typology and language teaching.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2056. Sociolinguistics (6 credits)

This course introduces students to the study of the relationship between language and society. The course includes topics like language variation and change, language and gender, multilingualism and language contact, and language policy. Aspects like the distinction between language and dialect will be covered next to how language attitudes shape our communicative behaviour and the way we perceive speakers. The course has both theoretical and empirical content and includes many case studies and practical exercises from languages and regions around the world. This course is recommended for linguistics majors and is an important asset for anyone who seeks to understand how language affects how we relate to each other in society.
Prerequisite: LING1000.
Assessment: 100% coursework.

Level 2000 Courses – Advanced

LING2003. Semantics: Meaning and grammar (6 credits)

This course focuses on structural and cognitive aspects of meaning which are relevant to the description and theory of grammar. Examples will be drawn from Cantonese, Mandarin and English together with some other European and Asian languages.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2012. Experimental phonetics and phonology (6 credits)

The course covers the theoretical and instrumental study of the acoustic properties of speech sounds; classificatory criteria; speech analysis and synthesis; experimental techniques; and laboratory work.
Prerequisite: LING1000 and LING2004.
Assessment: 100% coursework.

LING2013. Language typology: The study of linguistic diversity (6 credits)

Typology investigates the structural diversity of the world's languages. Topics covered include: notions of language type with particular reference to morphology case marking, and word order; areal distribution of features; universals of language and their explanation.
Prerequisite: LING1000 and LING2009.
Assessment: 100% coursework.

LING2018. Lexical-functional grammar (6 credits)

The course offers an intensive introduction to the architecture of Lexical-Functional Grammar, with a discussion of how this syntactic theory addresses issues such as levels of representation, lexical integrity, complex predicates, serial verbs, optimality, and the syntax - semantics interface.
Prerequisite: LING1000 and LING2050.
Assessment: 100% coursework.

LING2022. Pragmatics (6 credits)

The course introduces students to Pragmatics, the study of meaning in context. Topics include: linguistic meaning, speaker intention, interpretation and understanding, context, deixis, reference, conversational implicature, inference, presupposition, speech acts, politeness, and relevance theory.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2023. Discourse analysis (6 credits)

This course covers fundamental concepts and methods in Discourse Analysis. Several approaches that describe and explain the structure and function of spoken, written and other types of discourses will be presented (e.g. ethnomethodological approach, conversation analysis, and interactional sociolinguistics). Examples will be drawn from different discourse genres, such as everyday conversations and various professional encounters to investigate how language is used. Many examples for this course will come from the unique sociocultural context of Hong Kong. Data collection and handling and practical applications of discourse analytic approaches will constitute an important part of the course as well as the assessment for the course.
Prerequisite: LING1000.
Non-permissible combination: EDUC2204 or EDUC3202.
Assessment: 100% coursework.

LING2027. Phonology: An introduction to the study of sound systems (6 credits)

The goal of the course is to introduce students to the basic concepts in phonology and various phonological systems of human languages. Students acquire experience in analyzing language data and formulating phonological rules.
Prerequisite: LING1000 and LING2004.
Assessment: 100% coursework.

LING2030. Morphology (6 credits)

This course offers an introduction to Morphology, the study of how words are formed, including how new words are coined, and how forms of words vary depending on the surrounding syntactic context. You will be introduced to various morphological phenomena found in human languages (e.g., inflection, derivation, compounding, allomorphy). We consider how morphology interacts with other domains of language such as syntax, phonology, and semantics. We also discuss what morphological phenomena tell us about how words are represented and processed in the human mind. A major goal of this course is to deepen your skills in analyzing linguistic data, and thus much of this course will be devoted to working through data in a variety of languages.
Prerequisite: LING1000, LING2004 and LING2050.
Assessment: 100% coursework.

LING2032. Syntactic theory (6 credits)

The course explores recent theoretical approaches to syntax, focusing on generative grammar.
Prerequisite: LING1000 and LING2050.
Assessment: 100% coursework.

LING2036. Child language (6 credits)

The focus of this course is on how children acquire a first language, including a consideration of the stages of language development, the biological basis of language acquisition, language disorders and cross-linguistic differences in language acquisition.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2037. Bilingualism (6 credits)

This course aims to provide a theoretical understanding of bilingualism from a psycholinguistic and neuropsycholinguistic perspective, with emphasis on bilingual language development and mental representations of the two languages. Various aspects of bilingual behavior such as code-switching and language mixing and various factors that may affect bilingual behavior such as age-related differences, the influence of the first language, the role of attitudes, motivation and learning contexts will be discussed and examined.
Prerequisite: LING1000.
Non-permissible combination: PSYC0038.
Assessment: 100% coursework.

LING2040. Languages in contact (6 credits)

This course is an introduction to the linguistic and social dimensions of language contact and change. Topics include multilingualism, lexical and grammatical borrowing, code-switching, language shift and the emergence of new languages, among them the creole languages of Asia, the Americas and Africa. Presentations, film viewings, in-class discussions and online and offline exercises during lectures and tutorials will provide the opportunity to apply and learn concrete techniques of linguistic analysis. The course is especially relevant to students interested in East-West contacts, the Americas and Africa, colonialism and globalization, and linguistic and cultural change.
Prerequisite: LING1000 and LING2056.
Assessment: 100% coursework.

LING2047. Optimality theory (6 credits)

This course introduces current issues in Optimality Theory, a formal theory of grammar applicable to phonology, morphology, and syntax.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2048. Language and cognition (6 credits)

This course examines various issues regarding cognition and language. Topics to be covered are:

- How is language processed and represented in the mind and the brain?
- Commonalities and particularities of cognitive and neuro-cognitive processing of different languages (e.g., English and Chinese).
- First and second language learning. What are the critical factors that facilitate language learning?
- The Chinese language and the brain; language and reading disorders.
- Applied cognitive psychology of language. Headline designs for newspaper, TV program, and advertisement. Cognitive basis of persuasion.

Prerequisite: LING1000 and LING2034.
Assessment: 100% coursework.

LING2053. Language and the brain (6 credits)

This course is an introduction to the representation and processing of language in the human brain, the systems and processes that enables us to speak, understand speech, learn languages, and read and write. Through attending the course, students will acquire in-depth knowledge of how language is developed, processed, and organized in the brain. Traditional as well as most recent research from linguistics, cognitive neuroscience (e.g. brain imaging) and the study of language disorders will be reviewed.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2055. Reading development and reading disorders (6 credits)

This course aims to provide a deep understanding of reading development and reading disorders in different written languages. Through attending the course, students should be able to understand how different cognitive processes contribute to the development of skilled word reading and text comprehension and what possible problems children may encounter during the course of reading development. Effective treatment and instruction approaches will also be discussed.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2058. Topics in Cantonese linguistics (6 credits)

This course focuses on distinctive aspects of the Cantonese language as spoken in Hong Kong. The language will be viewed in its areal and historical context. Grammatical topics will include parts of speech in Cantonese, verbal aspect, noun classifiers, and sentence-final particles, with a particular focus on aspects of syntax which diverge from written Chinese and Putonghua such as dative, passive and comparative constructions. Topics of sociolinguistic interest such as the use of Cantonese as a written language, ‘lazy pronunciation’ and the growth of ‘trendy language’ will also be addressed.

Prerequisite: LING1000.
Assessment: 100% coursework.

LING2059. Writing systems (6 credits)

Writing is probably the most significant and fundamental cultural invention in the human world. It provides the means to record all aspects of spoken language in a permanent form, to convey information to others, to aid memory, to record historical events and to communicate to others across space and time. This course will investigate different features of writing, from its development, aspects of its classification, and its role in civilization and society. Students will be introduced to familiar and unfamiliar writing systems from around the world and will be able to understand and objectively assess different writing types during the course.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2060. Languages of China (6 credits)

This course surveys languages spoken in China (including Taiwan). These languages belong to various families such as the Sinitic, Tibeto-Burman, Tai-Kadai, Hmong-Mien, Mongolic, Turkic, Tungusic and Austronesian etc. The emphasis of the course will rest on the structure of selected languages from these families rather than the historical relationship between them. The course involves practical work and provides useful background for other courses in linguistics.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2061. Linguistic fieldwork (6 credits)

In this course, students will learn techniques and strategies for eliciting, recording, and archiving data about an unfamiliar language. These skills are necessary for adding to our knowledge of the world's languages. Students will work with a native speaker of an unfamiliar language throughout the semester, both in class and in tutorial sessions, to identify interesting properties of the language, collect data, and ultimately write up a grammar of a subpart of the language.
Prerequisite: LING1000, LING2004, LING2027 and LING2050.
Assessment: 100% coursework.

LING2062. Experimental syntax (6 credits)

This course examines different approaches to the study of syntax. Traditionally topics in grammatical theory have been explored using introspective judgements from native speakers. This course critically assesses the role of acceptability judgements in syntactic studies, and explores different approaches that can be taken. The course will cover how to design and run acceptability judgement experiments, and introduce students to the current thinking and debate on the proper role of experimental syntax. Students will critically assess results that have been obtained in experimental syntax through engaging with extensive readings of recent research. Students will complete homework assignments and a project during the course of the semester.
Prerequisite: LING1000, LING2032 and LING2050.
Assessment: 100% coursework.

LING2064. Language in Africa (6 credits)

Over 2000 languages belonging to six major language families are spoken in Africa, making it the linguistically most diverse continent. This course covers the linguistic diversity of Africa in its social and cultural context in order to foster a multidimensional understanding of the role of language in society in general. The course includes the study of the linguistic structure and social functions of specific African languages (e.g. Swahili, Arabic, Zulu), covers language contact and language loss, European colonial languages spoken in Africa (English, French, Portuguese, Spanish), and the use of African languages and African writing systems in the media, education, and their role in nation-building.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2065. Endangered languages: Issues and methods (6 credits)

This course introduces students to current issues in the field of endangered languages. Students gain an understanding of current theories of language change, shift and death. We examine the nexus between globalisation and loss of linguistic diversity, as well as the tension between modernity and decrease of minor traditional cultures. Students tackle current responses and methodologies involved in language documentation and language revival which aim at slowing down, or preserving, endangered languages. We also discuss skeptical responses to the discourse of endangerment and analyse their foundations. After this course students will be able to understand the reasons that cause language use to change and languages to die out. They will be able to engage in the basic practices of documentation, and have a nuanced understanding of the methods used in revitalisation.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2066. Variation analysis (6 credits)

Language is inherently variable. No two people speak the same way, nor does one person use the same speech patterns in all contexts. This type of variation is not random, but structured, and depends on the identities of the speaker and their audience, the topic of conversation, the speaker's attitude, and a variety of other social and linguistic factors. This course will introduce students to the field of variationist sociolinguistics, which is concerned with the systematic study of language variation and its relationship to linguistic structure and social meaning. This course will focus on phonetic, phonological, and morphophonological variation, but variation at other levels of linguistic structure will also be addressed. Students will learn to describe and interpret patterns of linguistic variation, discuss and evaluate primary studies of sociolinguistic variation, and implement research methods and computational tools for investigating variation. Students will synthesize these skills by conducting a small-scale original study of sociolinguistic variation as a final project.
Prerequisite: LING1000 and LING2004.
Assessment: 100% coursework.

LING2067. Natural language processing (6 credits)

Natural Language Processing (NLP) addresses how machines analyze, produce and understand natural language. The field lies at the crossroads of linguistics and computer science and encompasses a wide range of techniques including automatic speech recognition, text mining, machine translation, and speech synthesis. The goal of this course is to provide a thorough introduction to basic methods and issues of NLP, with a specific focus on text mining. Flipped classroom will be used for most of the lectures to allow more learning activities and hands-on practice in class. No previous experience in

programming is required for this course, and students will experiment with various dedicated software and interfaces.
Prerequisite: LING1000.
Non-permissible combination: LING2001.
Assessment: 100% coursework.

LING2068. Computational approaches to language (6 credits)

Computational approaches are becoming increasingly popular in the social sciences and in the humanities, and linguistics is no exception. Large databases, computer models and statistical analyses – to mention better-known research paradigms – allow to revisit long-debated issues in the field, such as how languages are born, change, compete or die. This course provides an overview of the available methods and of their application to sociolinguistics, historical linguistics, phonology, syntax and other fields. Students will be acquainted with various approaches and eventually be able to assess the benefits of such approaches for their own research. Flipped classroom will be used for most of the lectures to allow more learning activities and hands-on practice in class. Students will acquire basic skills in computational linguistics, such as extracting data from existing linguistic databases or analyzing the outputs of simulations focusing on linguistic diversity or language change.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2069. Origins of language (6 credits)

How and why how human beings acquired language in prehistory is key to understanding who we are today. This course takes a broad perspective on language as a communication system among many others. It adopts a multidisciplinary approach spanning linguistics, paleo-anthropology, ethology and comparative psychology. Students will reflect on animal and human communication contrastively, on attempts to teach language to animals, on past biological and behavioral cues of language evolution, and on recent cases of language emergence such as creoles, sign languages, and artificial languages in experimental settings. This course is communication-intensive and highly interactive. Tutorials and assignments are aimed at enhancing writing skills and digital literacy through methods such as reflective writing, video making and analysis, and communication games.
Prerequisite: LING1000.
Non-permissible combination: LING2057.
Assessment: 100% coursework.

LING2070. Historical linguistics: Languages, genes and human migrations (6 credits)

The history of the world's languages is deeply linked to our history as a species of diverse and inter-connected human communities. This course provides a survey of the latest developments in historical linguistics, with a focus on computational approaches to the relationships between languages, genes and cultures. Students will cover traditional principles of historical linguistics, before getting acquainted with more recent phylogenetic algorithms and other modelling attempts. Debates around the origins of modern languages (e.g. the question of monogenesis versus polygenesis) will be introduced. The diversification of modern languages will be placed within the context of the migrations of early and later Homo sapiens, as revealed by patterns of genetic, phenotypic, and cultural diversity today. The constraints and drivers underlying language change will also be emphasized. Throughout the course, the dispersals of speakers of the Bantu family of languages in Africa will serve as a case study.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2071. Introductory statistics for the humanities (6 credits)

Quantitative studies are growing more and more common in the humanities, and a knowledge of statistics is quickly becoming a valuable asset to follow and conduct research in fields such as linguistics, history or literature. This course aims to equip students with a solid understanding of fundamental concepts and tools in statistics, so they can better approach statistical analyses in research studies and conduct their own research with common basic statistical tools. Flipped classroom will be used for most of the lectures to allow more learning activities and hands-on practice in class. The free software Jamovi will be introduced and used to conduct statistical analyses.
Prerequisite: LING1000.
Assessment: 100% coursework.

LING2072. Advanced statistics for the humanities (6 credits)

Having an advanced knowledge of statistics is quickly becoming a necessity to follow the wealth of quantitative studies published in the humanities. Building on the "Introductory statistics for the social sciences and the humanities" course, this course will lead students closer to current statistical practices in fields such as linguistics, history, literature etc. Topics such as multiple regression, pseudoreplication and parsimony will be covered, along with techniques such as regression modelling, dimensionality reduction or clustering. Flipped classroom will be used for most of the lectures to allow more learning activities and hands-on practice in class. The free software Jamovi and R will be introduced and used to conduct statistical analyses.
Prerequisite: LING1000 and LING2071.
Assessment: 100% coursework.

LING2073. Advanced topics in syntax (6 credits)

In this course, students will learn techniques and strategies for understanding, modeling and explaining syntactic phenomena. Students will be exposed to theoretical models and develop their skills in analysis and argumentation. These skills are necessary for the development of linguistic theory and ultimately to our knowledge of the world's languages. The course consists primarily of lectures and tutorials, with assignments to solidify the students' understanding of the material and a report of an original piece of research.
Prerequisite: LING1000, LING2032 and LING2050.
Assessment: 100% coursework.

LING2074. Introduction to second language research (6 credits)

This course provides a general introduction to research in second language acquisition (SLA). The goal is to introduce students to important findings from SLA research and a range of contemporary approaches to SLA research. This course involves an independent research project and an in-class lecture component.
Prerequisite: LING1000, LING2004 and LING2050.
Assessment: 100% coursework.

LING2075. Issues in language documentation (6 credits)

This course will introduce various practical, philosophical and ethical issues involved in language documentation. Topics to be covered include: the goals of language documentation and revitalisation,

ethical and practical issues of working with speakers, the social responsibilities of linguists in the field, methods for recording and annotating audiovisual data, working with specialist software aimed at field linguists (including, but not limited to, FLEx and ELAN), and metadata/archiving standards for documentary materials. Some basic background in morphology, syntax and phonetics is desirable.
Prerequisite: LING1000 and LING2004.
Assessment: 100% coursework.

LING2076. Mind and body: A holistic approach to the sounds of language (6 credits)

The study of the sound systems of human language is unique in that it considers both the role of our body (Phonetics) and mind (Phonology). How we internalize sound systems (Phonology) is often clearly dependent on the operation of our body (Phonetics); yet grammatical generalizations of sound systems can also abstract away from the physical properties of sounds. How different or similar can phonology and phonetics be? Where exactly does the border between the two lie? Over the course of this semester, we will examine both classic approaches and current theories of the phonology/phonetics interface, and will consider the roles of articulatory, perceptual, and cognitive forces in creating and maintaining phonological patterns. We will also consider the implications of phonological and phonetic findings for theories of embodied cognition to understand the nature of body and mind interaction in creating the sound systems of human language.
Prerequisite: LING1000, and LING2004 or LING2027.
Assessment: 100% coursework.

Level 3000 Courses – Capstone

Students majoring in Linguistics should choose at least one capstone course in their third or fourth year.

LING3002. Extended essay (capstone experience) (6 credits)

This is a one-semester capstone course for individual research on a topic chosen by the student in consultation with staff, in preparation for possible postgraduate work and is offered for majors only. Students intending to study this course are required to attend an interview at the beginning of their third year to give a short presentation on their proposed topic. The thesis should normally be 5,000-6,000 words in length. There is no written examination but an oral exam will be required.
Prerequisite: LING1000.
Note: For General Linguistics majors only.
Assessment: 100% coursework.

LING3003. Linguistics field trip (capstone experience) (6 credits)

This is a capstone course for students majoring in General Linguistics. The field trip typically takes place in the summer between the third and fourth year. Students majoring in General Linguistics should plan their courses with this in mind. The aim of the course is to provide an opportunity for students of linguistics to have first-hand experience with languages as they are spoken and used in particular settings, and to carry out an empirical investigation on some aspect of a language 'on-site' (e.g. structural, cognitive, socio-cultural, or technological aspects of a language). The field trip is the best way of putting knowledge about language structure and use into practice, and forms an essential part of a linguist's training.
To satisfy the requirements of the course, students should (1) participate in a field trip of one to two weeks (e.g. to Asia, Europe, or Africa), led and supervised by faculty members; (2) carry out an empirical investigation of a linguistics topic in consultation with their supervisors; and (3) write up and hand in a report upon return from the field trip.

Prerequisite: LING1000.
Note: For General Linguistics majors only.
Assessment: 100% coursework (participation in the pre-trip course and the field trip and a written report).

LING3004. Senior seminar (capstone experience) (6 credits)

This capstone course is available by invitation to students with outstanding records and/or those considering postgraduate study and research. Participants will read and present primary research literature and debate issues in the field.
Prerequisite: LING1000.
Note: For General Linguistics majors only.
Assessment: 100% coursework.

LING3005. Advanced topics in reading, language and cognition (capstone experience) (6 credits)

This course is a continuation of the course "Reading Acquisition and Developmental Dyslexia". It aims to provide an in-depth understanding of key issues and up-to-date research topics in reading and language. Specific focus will be on the cognitive and neural processes in word reading and reading comprehension, and the development of these processes. Topics such as models and theories of fluent reading and reading development, biliteracy development, biological bases of reading, types of reading disorders (e.g., developmental and acquired dyslexia), teaching of reading, assessment and treatment of developmental dyslexia, and experimental and quantitative methodologies for obtaining data in reading research will be covered. Through attending the course, students will learn to read and write scientific research reports, evaluate methodologies and interpret empirical data, design and conduct experiments on reading processing, and analyze research data using statistical packages such as SPSS. This course will help students to develop a range of skills essential for doing research in reading and language.
Prerequisites: LING1000 and LING2055.
Non-permissible combination: LING2063.
Note: For General Linguistics majors only.
Assessment: 100% coursework.

LING3006. Laboratory linguistics: Practicum (capstone experience) (6 credits)

In the past decade, the field of linguistics has increasingly looked to experimental results to confirm and extend its understanding of language patterns. In this course, we will (a) examine some of the issues involved in deriving experimentally testable predictions from a theory, (b) designing and running an experiment, and (c) interpreting the results. This course involves two main activities; first, students will read and present most recent articles on laboratory linguistics and participate in group discussion. Second, students will actually get involved in experimentation to gain practical skillset needed in laboratory linguistic research.
Prerequisite: LING1000, LING2004 and LING2027.
Note: For General Linguistics majors only.
Assessment: 100% coursework.

LING3007. Seminar in psycholinguistics (capstone experience) (6 credits)

The goal of this course is to introduce to students key topics in the field of psycholinguistics in greater depth and provide them with hands-on research experience.

Prerequisite: LING1000, LING2034 and LING2048.
Note: For General Linguistics majors only.
Assessment: 100% coursework.

HISTORY

The History programme at HKU is a carefully designed curriculum that gives students a broad general knowledge of history with necessary skills of historical analysis, writing and research.

Courses in the Department of History are open both to B.A. students who wish to major in History and to other students in the Faculty of Arts who are not taking, or intending to take, History as a major. Students from the Faculty of Social Sciences and other faculties are also welcome in most courses offered by the Department of History, and a public examination result in History is **not** a prerequisite for any first-year course.

The Programme is offered both as a major and minor. It consists of introductory and advanced courses. Introductory courses are normally taken in the first year while advanced courses are normally taken in subsequent years.

To obtain a major in History, students are required to complete:

- One 6-credit History course at the 1000-level;
- 12 credits of introductory courses from any Arts programme(s) (which may include additional credits in 1000-level History courses); and
- 54 credits of advanced History courses, including at least one 6-credit capstone course; of these 54 credits, at least 12 credits must be in "Asian history" and at least 12 credits must be in "Western history"; this requirement may be met by taking either survey or seminar courses.

Students must take at least 6 credits of capstone courses listed under Capstone Experience Courses. Apart from HIST4015, which can be taken in year 3 or 4, these courses are reserved for final year students and are designed to allow them to apply disciplinary knowledge and principles learned in the previous years. In some cases, students in the sixth semester of study may be permitted to enrol in selected capstone courses.

Minor in History

Students from the Faculty of Arts and other faculties are welcome to declare a minor in History. To obtain a minor in History, students are expected to take a total of 36 credits with the following components:

- One 6-credit History course at the 1000-level; and
- 30 credits of advanced History courses.

HISTORY COURSES

Students should consult the Department of History Office to find out which courses are to be offered in a given semester.

INTRODUCTORY COURSES

Students intending to major/minor in History must take at least one Introductory History course.

HIST1010. An introduction to European history and civilisation (6 credits)

This course introduces students to the development of European civilisation from its earliest beginnings in the Fertile Crescent through the classical age of Ancient Greece, and the Roman Empire, to the Middle Ages, the Renaissance, the Reformation, the Enlightenment and the French Revolution. Selected highlights from these topics will be treated in the lectures and seminars, and coursework assignments will seek to establish linkages between modern western civilisation and its historical foundations. This course is valuable for history students, but should also appeal to others studying literature, art, music or philosophy. It will be especially useful for European Studies Majors. All students are welcome.
Assessment: 100% coursework.

HIST1014. The early modern world (6 credits)

This course offers a broad historical survey which aims at introducing students to the various interactions between the major civilisations of the world from the time of the European Renaissance until the early phase of the Industrial Revolution. The geographical coverage of the course will include Europe, Asia, the Middle East, Africa and the Americas. The course will adopt a comparative approach where possible and will be particularly concerned with the theme of globalisation. This course does not aim to be a comprehensive survey of all aspects of the history of the early modern world, but it does range widely in attempting to acquaint students with important developments in the areas of culture, religion, politics, society, and the world economy.
Assessment: 100% coursework.

HIST1016. The modern world (6 credits)

This course offers a broad historical survey which aims at introducing students to the major developments in world history, in a period from the late eighteenth century to the present during which the world became increasingly interdependent. The course will adopt a comparative approach where possible and will be particularly concerned with the theme of globalisation. This course does not aim to be a comprehensive survey of all aspects of the history of the modern world, but its range allows students to acquaint themselves with important developments in the areas of culture, religion, politics, society and the world economy.
Assessment: 100% coursework.

HIST1017. Modern Hong Kong (6 credits)

This course explores the history of Hong Kong since the early 1800s from several angles: British imperial history, Chinese history, world history, and as a place with its own identity. Topics include: the opium wars, law and the administration of justice, gender and colonialism, Hong Kong and Chinese nationalism, the Japanese occupation, the 1967 disturbances, Hong Kong identity, the fight against corruption, the Sino-British negotiations and the retrocession to Chinese sovereignty, and developments since 1997. The goals of the course are to familiarize students with the history of Hong Kong, introduce the ways in which historians have approached this history, explore how Hong Kong's past has shaped its present, and help students learn to read and write analytically. No previous knowledge of history or Hong Kong is required.
Assessment: 100% coursework.

HIST1018. Europe in the long nineteenth century, 1789-1914 (6 credits)

This course introduces students to the development of European nation states from the French Revolution to the outbreak of the First World War. It focuses on political, economic and social structures, on important historical events, and on various ideologies and national identities of the European powers. It will also deal with the histories of smaller countries. The course will adopt a comparative approach where possible and will be particularly concerned with presenting similarities and differences in the historical development of European nation states in the long nineteenth century.
Assessment: 100% coursework.

HIST1020. Introduction to the history of gender and sexuality (6 credits)

This course offers a broad introduction to history of gender and sexuality from the eighteenth century to the present. It studies how ideas about masculinity and femininity, and sexual identity and desire, have changed over time and across cultures. The course will adopt a comparative approach, surveying changing norms about gender and sexuality in different regions of the world over time. Over the course students will be introduced to the major themes and questions in gender history, including but not limited to: the history of marriage, intimacy and the family, the relationship between science and ideas about sex, the intersection of race, class and sex in the construction of identities, and the role of religion, politics, law and the economy in shaping gender hierarchies and sexual norms.
Assessment: 100% coursework.

HIST1021. Introduction to modern legal history (6 credits)

In recent years legal history has emerged as a thriving field, drawing on ideas from across disciplines to better understand the relationship between legal institutions and practices and historical change over time. Exploring the ways in which the development of law shaped societies across the world in the early-modern and modern period, this course will offer students a broad introduction into this history. We will examine a wide range of questions that touch on law's relationship to topics of fundamental historical importance, including political movements, gender and race relations, economic change, colonialism and imperialism, and religion and tradition. Taking a global and comparative approach to these themes the course will take case-studies from across Asia, Africa, Europe, and the Americas. No previous knowledge of legal history is required.
Assessment: 100% coursework.

HIST1023. Modern East Asia (6 credits)

In this course, we will explore the history of modern East Asia, with a particular focus on China, Japan and Korea, from around 1800 to the present. We will not simply study the histories of individual countries but also pay attention to how countries and regions within East Asia interacted and influenced each other. This course will take students from the turn of the 19th century through the arrival of Western imperialism, and from the establishment of the treaty port system to the Japanese occupation of much of East Asia during World War II and the historical development of the region during the Cold War. The course aims to provide students with a solid understanding of the historical development of modern East Asia, which, in turn, will allow students to better comprehend current developments, interactions and conflicts in the region.
Assessment: 100% coursework.

ADVANCED LEVEL COURSES

(A) Survey Courses

All candidates for the degree of B.A. or from any faculty may enroll in the second- or third-year courses offered by the Department of History. Survey Courses are intended to introduce the history of a geographic area, a country, an event, a historical problem or theme in a specific period. These courses will normally involve two lectures per week.

HIST2003. Twentieth-century China (6 credits)

This course examines the political, social, economic, intellectual and diplomatic history of China from the last decade of Manchu rule to the Communist victory in 1949. Attention will be drawn to the historical forces of continuity and change, and to the themes of nationalism, modernization, militarism, democracy and revolution.
Assessment: 100% coursework.

HIST2013. Twentieth-century Europe, Part I: The European Civil War, 1914-1945 (6 credits)

This period can be seen as a Thirty Years' War fought over the problem of Germany, beginning with the First World War, 1914-18, and climaxing with the total defeat of Germany at the end of the Second World War, 1939-45. Tensions between the Great Powers were exacerbated by new ideologies such as Fascism, Nazism and Communism, which appeared in Europe as part of a general crisis in Western Civilisation after the First World War. An attempt will be made to evaluate the debate between different schools of historians on what Fascism, Nazism and Communism signified. Finally, one of the main aims of the course is to describe, and explain, the mass murders involving the deaths of millions carried out by a new breed of leaders such as Adolf Hitler and Joseph Stalin.
Assessment: 100% coursework.

HIST2014. Twentieth-century Europe, Part II: Europe divided and undivided, 1945-1991 (6 credits)

After the Second World War, Europe was divided into two camps, with Germany itself split into Western and Communist portions. The survey of the Western camp will focus on British, French and West German politics, social change, student revolts, and the growth of the consumer society and mass culture. In studying the 'Other Europe', the course will concentrate on the way Communism evolved and changed in the Soviet Union and its Eastern European empires, concluding with the dramatic popular revolutions that so suddenly toppled the Communist regimes in Eastern Europe in 1989 and the even more momentous collapse of Communism in the former Soviet Union in 1991. As the pace of change in the whole of Europe increased so dramatically in 1989, the course ends with a series of questions. What are the prospects for European unity, economically and politically? What role will the new unified Germany have in Europe? What are the prospects for Russia and the other republics that have emerged from the ruins of the Soviet Empire?
Assessment: 100% coursework.

HIST2015. The United States before 1900 (6 credits)

This is a general survey history of the United States from the colonial era up to 1900. Emphasis will be primarily on the nineteenth century. Key areas of focus include: industrialization and economic growth, urbanization, frontier communities, immigration, slavery, the Civil War, socio-political reform

movements, and the Spanish-American War. This course is continued by **The United States in the twentieth century**, though the two courses can be taken separately.
Assessment: 100% coursework.

HIST2016. The United States since 1900 (6 credits)

This course continues the survey of United States history begun in **The United States before 1900**, though it can be taken separately. It traces the United States' response to its adjustment from an agrarian, small-scale society to a large-scale, urban, industrialized nation, characterized by large organizations. Concurrently, it covers the development into a global power with interests throughout the world.
Assessment: 100% coursework.

HIST2018. The foreign relations of China since 1949 (6 credits)

This course studies developments in China's foreign relations after 1949, with reference to historical influences, ideological premises, and practical political, strategic, and economic considerations. Special attention is given to the interaction between theory and practice in China's foreign relations, the evolution of the impact of China's foreign policy on international politics and vice versa, and the assessment of major paradigms.
Assessment: 100% coursework.

HIST2021. Nineteenth century Russia, 1800-1905 (6 credits)

This course surveys developments within the Russian Empire from the duel between Alexander I and Napoleon through the Revolution of 1905, the dress rehearsal for the Revolution of 1917 which destroyed Tsarism. This course focuses on internal developments, rather than on foreign policy; and thus includes topics such as Slavophilism vs. Westernizers, the tsarist reaction, and then reform under Nicholas I and Alexander II, the revolutionary movement from the Decembrists to the Bolsheviks, industrialisation, the Nationalities Question, and the peasantry before and after Emancipation. This course requires no prior knowledge of European history.
Assessment: 100% coursework.

HIST2031. History through film (6 credits)

This course looks at the manner in which film has portrayed events in history, considering the degree to which film can enhance or be detrimental to our understanding of history. Students may expect to gain some appreciation, not just of the films themselves, but of the degree to which any movie is the product of a certain historical period and reflect its values and preoccupations. This course should be particularly enlightening to students who are taking other United States history courses and American Studies majors.
Assessment: 100% coursework.

HIST2034. A history of education in Hong Kong (6 credits)

This course will provide a chronological overview of education in Hong Kong from its colonial beginning to the present day. It will examine the development of the education system in relation to political, social, and cultural changes in a colony growing under two competing world powers, and identify the politics shaping education reform leading to the post-colonial era. The course will also explore the construction of identities and social hierarchies through education; and in what ways

schooling and education practices were shaped by differences of gender, cultural, political and religious ideals. Students will be introduced to a wide range of primary sources and their application in the research and writing of education history.
Assessment: 100% coursework.

HIST2062. From empire to EU: Culture, politics and society in twentieth-century Britain (6 credits)

The course explores British politics, culture and society from the eve of World War I to the dawn of the third millennium. We will analyze and seek to understand some of the fundamental transformations that have occurred over the last century examining a number of prominent themes, including party politics, Britain and Europe, empire and decolonization, and domestic social transformations. Additionally, we will look closely at how the fortunes of different social groups evolved across the period, focusing in particular on ethnic minorities, women and young people.
This will be an issues-based course, exploring themes of 20th century British history in relation to the wider European context and exploring how they have had an impact on the nature of British and European society today. The subject matter of the course will be shaped around the study of the evolving political system, the effect of industrial (and post-industrial) change on contemporary society, and the relationship of Britain to its former empire, to Europe, and the rest of the world.
Assessment: 100% coursework.

HIST2063. Europe and modernity: Cultures and identities, 1890-1940 (6 credits)

In this course we look at key social and cultural aspects of European 'modernity' in the nineteenth and twentieth centuries, exploring in particular the way Europeans from all kinds of backgrounds were defined and defined themselves in relation to work, leisure, race, gender, regions and cities. We look at the impact of new forms of cultural expression such as advertising, cinema, sport and leisure, as well as the identities (of age, class, gender, race and ethnicity) which Europeans adopted and rejected in their pursuit of ways of belonging within the cultural parameters of urban modernity. In relation to this we will consider expressions of enthusiasm for 'the modern,' as well as outbursts of dissatisfaction or irritation with modern civilisation, expressed not just in aesthetic forms but also in violence against those identified as 'outsiders.'
Assessment: 100% coursework.

HIST2068. The intellectual history of twentieth-century China (6 credits)

This course follows the thematic approach, with attention paid to both the intellectual leaders and the intellectual developments in China during the twentieth century. The leaders include Liang Qichao, Cai Yuanpei, Chen Duxiu, Hu Shi, Li Dazhao, Lu Xun, Gu Hongming, Lin Shu, Liang Shuming, Tao Xisheng, Chen Yinke, Chen Lifu, Xiong Shili, Zhang Wentian, Qian Mu, etc. The discussion of the intellectual waves focuses on such themes as traditionalism, cultural conservatism, liberalism, westernization, modernization, and Marxism.
Assessment: 100% coursework.

HIST2069. History of American popular culture (6 credits)

From well before its inception as a nation, popular culture was an important part of American society. This course draws on recent work in cultural history and considers selected expressions of popular culture in the context of particular historical periods. We will move chronologically from the 18th century to the present drawing on diverse samples of historical documents and texts including

newspapers, magazines, advertisements, photographs, music, cartoons, radio, television programs, films, websites, and blogs. Along the way we will examine difference and common ground between historical eras and modes of popular culture.
Assessment: 100% coursework.

HIST2073. Prussia in the age of absolutism and reform, 1648-1815 (6 credits)

Brandenburg-Prussia and the Hohenzollern Dynasty dominated the period of German history between the end of the Thirty Years' War and the French Revolution. Under the Great Elector and the Prussian Kings, Prussia became a military and political power within Europe, demonstrating its strength in many European wars. It also practiced mercantilism, religious tolerance and an enlightened absolutism. The reign of King Frederick the Great (1740-1786) is marked by wars, economic initiative, and the promotion of Enlightenment ideas. Prussia's capital Berlin became a European centre of science and culture in those years. During the Napoleonic period, the country was able to start a reform movement that paved the way for a modern German nation state.
The course will be organized around such themes as: political rivalries and wars in the 17th and 18th centuries; economic, social and intellectual changes in early modern Europe and their effects on Brandenburg-Prussia; mercantilism; Enlightenment; absolutism and enlightened absolutism; religious toleration; promotion of sciences by academies; the development of Berlin and Potsdam as royal residences; the defeat of the Prussian army by Napoleon; the Prussian Reform Movement of Stein and Hardenberg; and the War of Liberation.
Assessment: 100% coursework.

HIST2076. Germany and the Cold War (6 credits)

During the Cold War period, Germany was divided into two independent states for more than forty years: The western-oriented Federal Republic of Germany (FRG) and the eastern-oriented German Democratic Republic (GDR). Under the auspices of the respective superpowers, USA and USSR, the Bonn and the East Berlin governments developed their own political and economic systems but also a distinct way of life in society and culture. In the international scene, the FRG was a founding member of the European Communities and became one of their staunchest supporters, while the GDR found itself reduced to satellite status inside the Soviet-dominated Eastern Bloc. The 'German Question' remained open until the sudden downfall of the socialist-communist East Berlin regime in 1989 and the peaceful reunification in 1990, events, which also marked the end of the Cold War in Europe.
The course will not only treat Germany as a case study of the Cold War period but will also deal extensively with important phases, milestones and persons in the history of the divided country in a comparative approach.
Non-permissible combination: HIST2135.
Assessment: 100% coursework.

HIST2077. Eating history: Food culture from the 19th century to the present (6 credits)

This course is an introduction to cultural history with a specific focus on the relatively new and rapidly expanding academic field of food history/food studies. The approach will be thematic rather than chronological. In an effort to deepen interdisciplinary as well as disciplinary knowledge, we will engage texts and theoretical perspectives from other fields/disciplines in addition to history.
Assessment: 100% coursework.

HIST2078. Renaissance Europe, 1453-1648 (6 credits)

The intellectual upheavals of the Renaissance and Reformation changed the cultural and religious outlook of the whole European continent and opened the way for the emergence of the modern European state. This course therefore begins by considering the classical background to the Renaissance in Europe and seeks to explain how the intellectual changes of the fifteenth and early-sixteenth centuries contributed to the awakening of religious dissent in the 1520s. These developments are placed in the context of the general political history of the period and the course traces their impact through to the end of the Thirty Years' War.
Assessment: 100% coursework.

HIST2079. Early modern Europe, 1648-1789 (6 credits)

This course examines a crucial period of European history in which the emergence of the modern state, the birth of capitalism, and the expansion of European influence into the American and Asian hemispheres laid the foundations of the modern world. While the course concentrates primarily on political changes in Europe between the Thirty Years' War and the French Revolution, considerable attention will also be paid to social, economic and cultural developments in this period. This course therefore provides a backdrop to the events of the nineteenth and twentieth centuries which have helped to shape modern Europe.
Assessment: 100% coursework.

HIST2082. Europe and its others (6 credits)

This course is an interdisciplinary exploration of the evolution of European perceptions of non-European peoples and cultures from the 18th to the early 20th centuries. Students will learn to investigate how Western representations of non-Europeans were shaped by the various political debates, scientific theories and colonial ideology that dominated European societies of the time. The course uses the conceptual frameworks and methodologies of history and postcolonial studies to analyze a wide range of primary materials that include visual documents, travel narratives, fiction, scientific texts, philosophical treatises, and documentaries.
Assessment: 100% coursework.

HIST2083. Gender, sexuality and empire (6 credits)

Colonial history has been traditionally dominated by narratives of military conquests, pacification, economic exploitation, and political administration, in which the dominant players were explorers, military commanders, soldiers, administrators, and settlers. This course introduces students to a new way of looking at colonial history through the lens of gender. Students will explore how gender and sexuality were used by the colonizing nations to construct the image of their imperial self and manage their relationships with the colonized peoples. Some of the topics we examine include the emergence of "imperial" manliness as a model for manhood, the deployment of sexual(ized) and gender categories in racial stereotyping of the colonized, the politics of interracial mixings, and the rhetoric of imperial motherhood and womanhood. The case studies of the course are based mainly on primary textual and visual materials related to the British and French empires, the two leading imperial powers of the late 19th and early 20th centuries.
Assessment: 100% coursework.

HIST2085. The history of modern sexual identity and discourse (6 credits)

This course focuses on two 'new sciences' arising in the late nineteenth century that have shaped the modern understanding of sexual behavior -- sexology and psychoanalysis. It looks at key thinkers who pioneered sexology such as Havelock Ellis, Edward Carpenter, Richard von Krafft-Ebing, and Marie Stopes alongside the acknowledged founder of psychoanalysis Sigmund Freud. It will investigate primary sources in sexual science that have been subject to censorship and not generally available, until recently, for comparative study with Freudian psychosexual discourse. It will consider the historiographical debate (particularly among gay and feminist historians) as to whether these early investigators of sexology and psychoanalysis formulated progressive or repressive definitions of sexuality. It will explore the far-reaching consequences that these thinkers had on attitudes to the body and perceptions of gender and sexual difference.
Assessment: 100% coursework.

HIST2086. Bismarck: The Iron Chancellor (6 credits)

Otto von Bismarck, a member of the Prussian nobility, began his political career as a conservative deputy of the Prussian diet, became Minister-President and served as Chancellor of the new German Empire. He was regarded as one of the leading European statesmen of his time. During his life span from 1815 to 1898, dramatic upheavals in political, constitutional, economic and social history took place in Prussia and in other parts of Germany, which had a deep impact on European history in the 19th and early 20th centuries. Therefore, the course will not deal with Bismarck's personality and career stations alone but will also study the German Confederation and the German Empire, the Revolutions of 1848-49, the Unification Wars with Denmark, with Austria and with France, German domestic and foreign policies since 1871, and major developments that led into the First World War.
Assessment: 100% coursework.

HIST2091. The British Empire (6 credits)

This course examines the history of the British Empire from the late eighteenth century to the end of the twentieth century. The British Empire once spanned so much of the globe that it is impossible to understand the history of the modern world (including Hong Kong) without considering the role of British colonialism and imperialism. Topics include: the cultural and material foundations and the economic, political, and social consequences of empire; the relationship between metropole and periphery; collaboration and resistance; the dynamics of race, gender, and class; the relationship between empire and art; new national and local identities; decolonization, and independence; and the legacies of empire. The goals of the course are to familiarize students with the history of the British Empire; introduce them to the ways in which historians have approached this history; and help them learn to read and write analytically.
Assessment: 100% coursework.

HIST2092. The United States and Asia (6 credits)

This course is a survey course covering U.S. relations with Asia, focusing largely on the twentieth century, but reaching back earlier. Topics covered include: Principles of American foreign policy; the early U.S. China trade; the U.S. and the opening of Japan; the U.S. acquisition of Hawaii; the Spanish-American War, 1898; the Open Door Notes and the Boxer Rebellion; U.S. Policy, Asia, and World War I; the Washington Conference System; U.S. Policy in the Philippines; the Coming of World War II; World War II in Asia; the Occupation of Japan; the U.S. and the Chinese Civil War; the Korean War and U.S. Pacific Strategy; the U.S. and Decolonization in Asia; the Vietnam War and Its International Context; Japanese and Korean Economic Revival; Richard Nixon's Opening to China; U.S. Responses

to Tiananmen Square; the Impact of the Ending of the Cold War; the Effect of 9/11 and the War on Terror; U.S. Pacific Strategies in the Late Twentieth and Early Twenty-First Centuries.
Assessment: 100% coursework.

HIST2093. Hong Kong and the development of global business after the Second World War (6 credits)

The course explores the history of international business in the twentieth century. It aims to equip students with a comprehensive understanding of the causative factors that drove international business in this period; to offer a firm basis for more advanced work in global business and its history; and to provide the factual grounding and conceptual apparatus necessary to understand the contemporary world. The course will examine the development of many aspects of present-day global business activity, such as the emergence and global expansion of consulting, management, accountancy, corporate law, and branding. Students will examine related developments such as the emergence of business schools, their teaching and research foci, and their diffusion around the globe. The course covers many geographical areas, but focuses on East Asia, and in particular Hong Kong.
Assessment: 100% coursework.

HIST2096. The history of foreign business in modern China, 1800-1949 (6 credits)

After the end of the First Opium War of 1839–1842, China witnessed a rapid inflow of foreign goods and capital. Different forms of foreign enterprises started to operate in various business sectors of China's treaty ports, where an international community of entrepreneurs, including Chinese, Europeans, Americans, and Japanese, facilitated foreign trade and foreign investment in China. In this course, we will examine the history of foreign business in China between the first half of the nineteenth century and the Communist revolution in 1949. We will particularly study the history of British, German, American, Japanese and French businesses in China and explore how they operated in China's ports and interacted with Chinese officials, merchants and bankers, what impact foreign businesses had on Chinese economic development and China's integration into the global economy, and to what extent the history of foreign business in modern China can help us understand the operations of foreign enterprises in China today.
Assessment: 100% coursework.

HIST2098. A history of modern Taiwan (6 credits)

This course examines the political and economic processes that have shaped Taiwan as a part of China until 1895, as Japan's first colony and as the Republic of China on Taiwan since 1949. In particular, the course surveys the evolution of Taiwanese political and economic development and scrutinises the conditions that allowed the process of democratisation to take place on the island and its geopolitical and social consequences. It examines Taiwan's relations with its two key partners, China and the United States, and accounts for the dynamics in this triangular partnership. Finally, the course looks at Taiwan's place in global economy and international relations.
Assessment: 100% coursework.

HIST2103. Russian state and society in the 20th century (6 credits)

This course will analyze major themes and events shaping Russian history in the 20th century -- decline of the Russian empire, the October revolution, the Civil War, the rise of the Soviet Union and World War II, the Khrushchev era and the collapse of the Soviet state in 1991. The course will explore the role of individuals, institutions and trends behind radical transformation of Russian/Soviet society.

Particular attention will be paid to the lives of ordinary people affected by state policies and socialist culture.
Assessment: 100% coursework.

HIST2105. The rise of modern Japan, 1830s to 1950s (6 credits)

Japan's rapid and remarkable transformation from a semi-feudal, isolated island nation to that of a centralized nation state, empire, and eventual global power has had a profound impact on its people, its Asian and Pacific neighbors, and indeed world history. This course explores that extraordinary evolution and in doing so will not only help students understand Japan's past, but also this nation today. By introducing the history of Japan from the mid-19th century to the mid-20th century, this course explores what the 'rise of modern Japan' has meant to its own people and that of others in Asia and the Pacific. Throughout, students will use Japan's modern emergence as a window into its political, social, cultural, environmental, economic, ideological, and military history. This course will focus considerable attention on how Japan's natural environment and this country's emergence as a nation state during a period of global industrialization and military expansion shaped the nature and trajectory of Japan's domestic transformations and its foreign relations. Finally, this course will help students understand more fully how Japan's modern emergence has changed its people, the nation, and the world in fundamental and sometimes profound ways.
Assessment: 100% coursework.

HIST2106. Imperial Japan: Its modern wars and colonial empire (6 credits)

In the one hundred years following its birth as a nation state in 1868, Japan became directly involved in four major wars and countless military skirmishes. It also found itself indirectly involved in larger coalition-based conflicts in Korea and Vietnam. Between the 1870s and 1945, moreover, Japan amassed one of the largest colonial empires in history. This course explores both phenomena. Specifically, we will examine the causes behind the wars Japan fought, how these conflicts were waged, and what role they played in the rise, fall, and rebirth of Japan as a modern nation state. Rather than focus on warfare in a strictly military sense, however, this course will emphasize the broader political, ideological, diplomatic, economic, social and cultural aspects of Japan's wars. This course will also explore how and why Japan emerged as a major colonial power, how it ruled over and collaborated with its colonial subjects, and how it dealt with resistance to its empire from within and from the international community. Finally, this course will help students understand how and why Japan's military and colonial past has shaped Japan's history and how they continue to influence this country's relations with virtually every country in the Asia and Pacific region today.
Assessment: 100% coursework.

HIST2107. The Second World War in Asia and the Pacific, 1931-1952 (6 credits)

Few events in the modern history of Asia and the Pacific have been as important or as transformative as the Second World War. This course explores the far-reaching effects that this conflict had on the state, society, and individuals in, and between Japan, China, the United States, the Soviet Union, and the British and French Empires. Importantly, this course will examine how this conflict helped change war—conceptually and in real terms—from a narrowly defined engagement between military forces to one that encompassed a 'total experience' involving the mobilization of virtually all segments of society. In this course we will also trace the interconnectedness between the transformation of war and the development of new technology, changed concepts of morality, 'just war,' and altered perceptions concerning the relationship between the state and society, the soldier and the civilian. Finally, this course will help students understand more fully how and why this war, and the numerous acts of

barbarism that defined it, still influence relations today on personal, national, and international levels in Asia and the Pacific.
Assessment: 100% coursework.

HIST2108. Empire and the making of modern France (6 credits)

This course examines the history of the French empire and its links with the making of identity in modern France. It focuses primarily upon modern French history as lived experience rather than on 'high politics' while also providing students with knowledge of key events, debates, theories and concepts relating to theories of postcolonialism. The starting point for the course is an understanding of metropolitan France as the centre of an imperial nation-state the 'civilizing' cultural influence of which was understood to radiate out from Paris and large provincial cities to metropolitan France and overseas colonies beyond the héxagone, transforming the peoples and societies with which it came into contact. This course examines the multiple interrelationships developed between centre and periphery in the modern era. It foregrounds the dual influence of metropole and colonies upon imperialism. In doing so it engages with theories of race, identity, governance and culture. It traces the ways in which European identity was reconceptualised in the colonies and how the European presence contributed to the transformation of colonised societies. Examining the decolonisation process, the course also takes up the controversial issues of how the history of the French empire has been written, and the French contribution to the development of postcolonial theory.
Assessment: 100% coursework.

HIST2109. Modern France: Society, politics and culture (6 credits)

The course discusses key events in modern French history, from the revolution to the present day. It examines crucial moments in the evolution of French politics, culture and society, and the actors involved, explaining their meaning and significance for France, Europe and the World. The course examines the French contribution to modern culture, critical scholarly debates on the course of French history and the experiences of different sections of French society as they engaged with the dramatic changes of the modern era.
Assessment: 100% coursework.

HIST2110. China and the West (6 credits)

This course analyses China's political, economic, and cultural relations with the Western Powers from the seventeenth century to 1949. Students will consider the changing structure of Chinese society in order to understand how Imperial China perceived the West. Additionally, this course addresses different strategies employed by the Western Powers to gain influence in China, ranging from missionary work and the opium trade to military invasion. In the twentieth century, Chinese people borrowed such foreign concepts as republican government, revolution, and nationalism to overthrow the Qing dynasty and to launch political, economic, and social reforms that were unprecedented in scale and human cost. This course aims to help students reflect on the perceived and real impact of Chinese and Western civilizations on each other.
Assessment: 100% coursework.

HIST2111. War and medicine in Europe, 1800-1950 (6 credits)

Warfare played a crucial role in shaping European modernity in the nineteenth and twentieth centuries. If the experience of military conflict prompted medical innovation, reciprocally, scientific medicine was central to the rationalization of the military. In 'War and Medicine in Europe, 1800-1950', students

will explore interconnected developments in warfare and medicine, and consider how these developments contributed to the rise of the modern state and to the modernization of European societies. Particular attention will be paid to the relationship between war and infectious diseases. Topics covered will include the rise of pathogenic theories of medicine in the 1860s and 1870s, sanitary discipline, antiseptics and the discovery of penicillin. The course will begin with an account of the Napoleonic Wars and the reorganization of French medicine. It will end with the establishment of public healthcare provisions, notably the creation of the National Health Service in Britain, following World War II. Although the principal focus will be on Western Europe, there will be some discussion of colonial warfare and medicine. Throughout, emphasis will be placed on the ways in which military technologies and the drive for efficient management determined medical practice, as well as the manner in which changes in medical organization, together with shifting conceptions of health and disease prevention, impacted upon military policy.
Assessment: 100% coursework.

HIST2112. Technologies of empire: Science, medicine and colonialism (6 credits)

This course explores the emergence of bioscience and Western medicine as modern technologies that underpinned Europe's colonial expansion from the late eighteenth century to the twentieth century. Employing specific case studies, the course investigates the changing role of professionals involved in researching, developing, implementing and managing such medical technologies in a number of colonial contexts from Africa, to the Subcontinent, the Pacific and Southeast Asia, including Hong Kong. A key focus of the course is on the ways in which such technologies were integral to governmental rationalities and served to legitimate colonial rule.
Students will examine this topic through three overarching themes. First, the course considers the 'colonies' as sites of experimentation, where 'progressive' scientific and medical knowledge was tested in the field. Second, it examines the role of colonial encounters in the formation of Western technologies and traces the complex dynamics between indigenous knowledge and colonial authority, and between centre and periphery. Third, the course investigates the interrelationship between colonising processes and the body, in particular the ways that biomedical technologies were deployed to regulate populations through specific colonial institutions, namely hospitals, schools, prisons, workplaces and the military.
Assessment: 100% coursework.

HIST2113. New worlds: Exploring the history of Latin America (6 credits)

This course introduces students to the history of Latin America from its earliest settlement to the present day. Stretching from California to Patagonia, this region – which has also been eloquently called 'the first America' – encompasses former Spanish and Portuguese colonies, hundreds of native cultures, and its societies have resulted from an intermingling of Amerindian, European, African, and Asian cultures that began half a millennium ago. We will explore the indigenous civilisations of the Mayas, Incas and Aztecs, Iberian colonisation and the varied responses of indigenous peoples, the emergence of multi-racial societies and hybrid cultures as the region became an early site of 'globalisation', and the economic relations, revolutions, and frustrated dreams that have shaped the region's (under)development over the past century. Drawing on a wide array of media, including primary sources, novels, art, and film, this course will give students the tools to understand how this dynamic region has shaped world history. This course is also valuable to students of Spanish and Portuguese languages, literature, fine arts, and political science.
Assessment: 100% coursework.

HIST2114. China and the wider world since 1600 (6 credits)

China has experienced remarkable transformation from the seventeenth century to the twentieth-first century. What has happened in China since 1600 has had a profound impact on both its own people and indeed the world. This course explores development of modern China from a perspective of international history and emphasises the shared experiences the Chinese have had with the rest of the world.
Assessment: 100% coursework.

HIST2115. Sports and Chinese society (6 credits)

This course deals with sports and its impact on Chinese society. Through an in-depth exploration of the roles of sports in defining the relationship between physical culture and Confucian culture, between men and women, between physical education and national identity, between gold medals and national pride, between politics and political legitimacy and international recognition, this course will highlight the roles of sports in Chinese national development, nationalism, and internationalism.
Assessment: 100% coursework.

HIST2117. Nanyang: The Chinese experience in Southeast Asia (6 credits)

This course provides a broad survey of Chinese settlement and society in Southeast Asia from the 15th century until the late 1970s. Through a comparative and transnational approach it introduces key themes of migration, diaspora, entrepreneurship and network. The social, economic and cultural aspects closely associated with the history of the Chinese overseas, such as early Chinese migration, dialect organizations, guilds, occupational structure, and Chinese merchant culture will be discussed. Students will also be encouraged to consider new and important questions still relevant to the Chinese in Southeast today. Was the Chinese story in this region as much about exploitation as entrepreneurship? Why did postcolonial governments across the region come to regard the Chinese as such a 'problem'? And ultimately, what has it meant to be Chinese in a rapidly changing cultural and political landscape?
Assessment: 100% coursework.

HIST2120. International trade and finance in the early-modern world (6 credits)

The modern economic world of international trade and finance is the result of developments which took place in Europe from the early Renaissance through to the Industrial Revolution. This course will examine the foundations of these developments focusing particularly on the pre-modern industrial base of Europe, the change in European trading patterns from a Mediterranean to an Atlantic dominance during the Renaissance, the growth of banking and other financial institutions in the early modern period, and the role of urbanisation as a background to the major economic advances which took place during the Industrial Revolution. This course is open to students from all faculties.
Non-permissible combination: HIST1014.
Assessment: 75% coursework, 25% examination.

HIST2122. The history of sport in modern Europe (6 credits)

The course will focus on the development of modern sport in Europe (with a strong British focus), and develop historical themes of class, gender, age, 'race' and locality. Particular emphasis will be given to the history of sport in relation to themes such as nationalism, empire and public health, in addition to the role of the state, the media and business in shaping and controlling the nature of contemporary sport.

In brief, the course examines how and why sport has been located at the interstices of gender, race and class and has produced, and been generated by, multiple and contested social identities.
Non-permissible combination: HIST2042.
Assessment: 100% coursework.

HIST2125. Nazi Germany, the Holocaust and the Jews (6 credits)

This course provides an overview of the history and historical interpretation of Nazi Germany and the Holocaust, with particular focus on the principal victim of this regime, the Jewish population of Europe. This course examines in detail the development of the Nazi movement from the accession to power in 1933 until its culmination as perhaps the greatest destructive force in modern history with the Second World War. With a focus on political and ideological aspects as well as cultural and transnational issues, this course will also integrate the debates among historians when confronting this subject matter. This comprehensive overview of Nazi Germany, the Holocaust and the Jews will examine how a dictatorship arose out of a democracy; the role and importance of propaganda and new media; the establishment of a racial state and the persecution of minorities; the responses to persecution and various forms of resistance; global reception and responses to the Nazi state; film, music, art and the cultural politics of German fascism; the causes of and evolution to the Second World War and the Holocaust; and the principal interpretations of and continuing debates regarding the Holocaust and responses by the wider world.
Non-permissible combination: HIST2134.
Assessment: 100% coursework.

HIST2126. The American family: Histories, myths, and realities (6 credits)

This course is an introduction to topics and themes within the broad domain of the history of the American family. It engages an archive of material that illuminates various aspects of family life in the US via speeches and documents, sociological surveys, popular culture, and life narratives. Lectures will touch upon pivotal events and demographic shifts over the course of three centuries with particular emphasis on the period from 1900 to the present. Drawing heavily on works and theoretical approaches within the fields of social and cultural history, the course considers diverse accounts of family life as well as stereotypes and generalizations about "America" and "American families" that circulate inside and outside of the US. Students will consider their own family history in relation to lectures, readings, and insights gleaned throughout the term.
Assessment: 100% coursework.

HIST2127. Qing China in the world, 1644-1912 (6 credits)

This course examines Qing China's frontier and foreign relations from the beginning to the end of the dynasty, addressing specific administrative policies, their ideological and ritual background, and their wider political, military, and economic context. Particular attention is paid to local variations on individual Qing frontiers in response to differences in economic and trade conditions, terrain, and prevailing religious and cultural norms.
Assessment: 100% coursework.

HIST2129. Living through war: Society, culture and trauma (6 credits)

This course analyses war as a historical, social and cultural phenomenon. It goes beyond political and military dimensions of war to explore its long-term effects on society. The wars caused death, destruction, trauma, suffering and profound social change. War experiences unified and alienated

people, fostering unique popular cultures, which will be examined through war narratives by witnesses, war reporters, writers and historians, who exposed the human costs of military conflicts. This course will examine several themes and case studies drawn from the major international wars of the 20th century, including the Russo-Japanese War (1904-5), the Great War (1914-1918), World War Two (1939-1945), the Korean War (1951-3), the Vietnam War (1954-1975), the Afghan War (1979-89), and the Global War on Terror (2001-present).
Assessment: 100% coursework.

HIST2130. The civilizing mission and modern European imperialism (6 credits)

This course introduces students to the history of the formation and dissemination of the discourse of civilizing mission, one of the master narratives European powers deployed to justify and legitimate their domination and exploitation of vast regions of the world during the heyday of high imperialism from the late 19th century to the interwar years. The course is divided into three modules. In the first part of the course, we engage in a critical study of the political, cultural, and scientific tenets underpinning the discourse of the civilizing mission through a close analysis of some of the core texts European politicians and thinkers had written on the subject. In module 2, we are going to examine how the idea of the civilizing mission was sold to the general public of the metropoles through a vast array of media ranging from textual and iconographic materials to state-sponsored propagandistic apparatuses such as colonial exhibitions, museums, and monuments. In the last module, we will look at the responses developed by both the colonized peoples as well as anti-colonial Europeans to challenge the claims that European colonization would help to bring progress to the underdeveloped nations and improve the lives of the subject peoples. The case studies of the course are based mainly on primary textual and visual materials related to the British and French empires, the two leading imperial powers of the time.
Assessment: 100% coursework.

HIST2136. The Graeco-Roman world: From Homer to Augustus (6 credits)

This course covers the history of the Graeco-Roman world during the first millennium BCE: from the Greek Early Iron Age to the rise of the Roman Empire. The main topics include material culture, the Greek city-states, the Persian Wars, Greek politics and theatre, Athenian imperialism, ancient daily life, mythology and religion, Alexander the Great, the Hellenistic kingdoms, and the Roman Republic and Empire (about 70/30% Greece/Rome). While the focus is on Greece and Rome, attention will also be paid to their interaction with neighbouring cultures such as Persia and Anatolia, as well as to the reception of the Classical world up until today. We will reads selections from many well-known ancient texts in English translation.
Assessment: 100% coursework.

HIST2137. Pandemic!: Contagious histories (6 credits)

This course considers the social, cultural and political impact of catastrophic infectious disease outbreaks from the nineteenth to the twenty-first centuries. Focusing on specific case studies, including cholera in Europe, The Third Plague Pandemic in Asia, the 'Spanish Flu,' and HIV/AIDS, which to-date has claimed over 25 million lives, the course adopts a comparative approach to address four interrelated questions: to what extent were these crises the consequence of the globalisation of infectious disease? How have pandemics shaped development? In what ways have human societies produced the conditions for disease to flourish? And, finally, what can past pandemics teach us about the future?
Assessment: 100% coursework.

HIST2138. Humanity in crisis: Humanitarianism in the modern world (6 credits)

This course charts the rise of humanitarianism from the formation of antislavery and missionary movements in the nineteenth century to the establishment of the Red Cross, the Geneva Convention, and peacebuilding interventions in the contemporary world. The course considers the relationship between humanitarianism, diplomacy and the military, exploring the forces that have shaped modern humanitarianism, including the development of the modern nation-state, warfare, terrorism, the media, NGOs, and global governance. Finally, it explores the ways in which humanitarian interventions have been justified in the name of justice, human rights, compassion, and expediency.
Assessment: 100% coursework.

HIST2142. The German Empire, 1871-1918 (6 credits)

This course traces the rise and fall of the German Empire from its inception after the Franco-German War of 1870/71 to its demise, in defeat and revolution, in 1918. It examines crucial moments in the evolution of high politics, economy and society, and the actors explaining their meaning and significance for Germany, Europe, and the world. Figures such as the Empire's founder Bismarck, the three emperors Wilhelm I, Friedrich III, and Wilhelm II, the imperial chancellors, and the militaries will be studied, and major ideologies such as conservatism, liberalism, nationalism, socialism, and imperialism will be examined. A global and transnational perspective will be employed when studying the forces of unification, industrialisation, colonisation, and militarisation as they combined to propel the German Empire from new nation to European major power which found itself militarily defeated at the end of the First World War.
Assessment: 100% coursework.

HIST2143. Love and loyalty: Women and gender in Chinese History (6 credits)

This course discusses two concepts – love and loyalty – in Chinese history through the perspective of women's history and gender studies. The purpose of this course is to provide students with a base of knowledge regarding the changing historical experiences and contexts of women and gender in Chinese history from ancient times to the present.
Non-permissible combination: SINO2013.
Assessment: 100% coursework.

HIST2144. History of the Second World War in the West, 1939-1945 (6 credits)

This course will examine the Second World War in Europe and the Mediterranean. In exploring its significance the focus will be on international relations and military affairs.
Assessment: 100% coursework.

HIST2145. Tokugawa Japan, 1600–1850 (6 credits)

The establishment of the Tokugawa shogunate marked a turning point in Japanese history, bringing peace to a country that had experienced centuries of civil and international warfare. The Japanese economy flourished at first, but later periods were marked by successive crises and attempts at reform by samurai rulers who saw an increasing gap between their ideal vision of Japanese society and the emergent social realities around them. This course will examine the political, economic, social and cultural life of the Tokugawa period, ranging from the intimate realm of the domestic sphere to Japanese relations with other countries in the region. We will consider the development of popular education, the structure and dynamics of the Tokugawa economy, the ways gender and social status shaped the daily

lives of individuals, and the impact of interactions with China, Korea, and Europe. No prior knowledge of Japanese history is assumed, and students will be encouraged to think critically and comparatively about parallels between Tokugawa Japan and other early modern societies.
Assessment: 100% coursework.

HIST2147. Germany's Weimar Republic, 1918-1933 (6 credits)

The course surveys the history of Germany's first republic named after the national assembly that convened in Weimar in 1919 and drew up a new constitution after the German Empire had been defeated at the end of the First World War. The Weimar Republic was influenced by changing parliamentary majorities but democracy was working. Ensuing economic recovery led to political pacification. With regard to the arts, science and culture some sections of the German people were for a short time able to refer to the "golden Twenties". It was a period characterised by an intense but brief flowering, since the fall of the Republic could already be foreseen in the great global economic crisis of 1929. As a result of the crisis, Hitler's national-socialist movement became the strongest political force in Germany. However, the turbulent fourteen years of the Weimar Republic were not only a desperate and grudging experiment in democracy but also offered a panoply of world-wide recognised political, economic, social, and cultural models, some of which blended imperceptibly into the Nazi ideology while others survived until nowadays.
Non-permissible combination: HIST2133.
Assessment: 100% coursework.

HIST2148. Sino-Southeast Asian connections in the age of maritime exploration (6 credits)

This course explores the historical connections between China and Southeast Asia that are often blurred by the established geographical divisions of East Asia, Southeast Asia, and South Asia. We will look at the circulation of people, goods, ideas, and institutions that foster Sino-Southeast Asian connectivity and examine how these exchanges further engendered societal, economic, and political changes. This course is broadly divided into two periods. In the first half of the course we will examine Sino-Southeast Asian connectivity before the arrival of Europeans by looking at, for example, the forging of overland and maritime trade routes, tributary relations, networks of diasporas, and the spread of religion. The second half of the course looks at how, due to enhanced maritime technology and Western presence, these connections are further expanded within a wider and global context.
Assessment: 100% coursework.

HIST2149. Contemporary China (6 credits)

This is a multi-disciplinary history course that aims to provide a comprehensive introduction to contemporary developments in China using an analytical and forward-looking approach. The major areas of investigation include China's unique political system and the nation's dynamics of reform, growth strategy and its potential impacts on the world economy and global finance, social and cultural dimensions of recent change, and external relations especially in regard to Asia, the United States and the European Union. An introduction to China's different geographical regions will help students to understand and explore China's complex environment as a vast country with a very long history. There will be a two-day trip to Guangzhou and Shenzhen, the two major cities of southern China, while Hong Kong's position and relations with the Chinese mainland will also be considered. This course will be offered in the Summer Semester only.
Assessment: 100% coursework.

HIST2150. Global capitalism: The last 100 years (6 credits)

This course will survey the fall and rise of global capitalism, from the first wave of globalization at the turn of the century, through its collapse in the interwar period, and its second globalizing wave after World War II. Any survey of capitalism is necessarily global, as all countries in one way or another were confronted with its powerful political and economic impulses, even those, like the Soviet Union, that were for a long time presumed to have laid outside of capitalism's ebbs and flows. These changes in capitalism included the Great Depression, the construction of the postwar financial and commercial regime known as Bretton Woods, the Cold War, decolonization, the financialization of the world economy that began in the 1970s, the Asian crisis of the 1990s and the recent global crisis, all of which will be covered in the course. We will explore the intersection between politics and economics, providing a lens for understanding these crucial structural changes in the international history of the 20th century and in the nature of capitalism. No prior knowledge of economics is required; the course aims instead to explain basic concepts so that students may read and understand with confidence any current events of contemporary international political economy, a crucial domain for understanding the world we live in.
Assessment: 100% coursework.

HIST2154. American capitalism in the long nineteenth century (6 credits)

This course will examine the development of American capitalism, with a particular focus on the period from American independence in the 1780s until the First World War. In this period, the United States grew from an Atlantic outpost to a major figure in a globalizing economy. This period saw the rise of wage labor, the development of a market society, the emergence of corporations, the construction of railroad networks, and the innovation of new financial and legal instruments. We will examine the reasons for and effects of these developments, examining the culture as well as the economy of capitalism. Writers ranging from popular pamphleteers to prominent novelists registered and commented on these changes, and we will look at how the development of capitalism changed family structures and ideas about the self. Finally, we will consider capitalism as a historiographical as well as a historical phenomenon, and consider why historians today are drawn to this field.
Assessment: 100% coursework.

HIST2155. Slavery and democracy in the United States (6 credits)

One of the enduring questions of American history is how professed ideals of liberty and self-governance could, for so long, coexist with a brutal system of slavery. From the American War of Independence (1775-1783) to the American Civil War (1861-1865), the role of slavery in the American republic was the focus of near constant political debate. This course will look at the history of slavery in the United States, in its social, economic, and political dimensions. We will first consider how slavery functioned as a social system and what life was like for enslaved persons. The work they performed was critical to the growth of American capitalism, and we will consider next the place of slavery in a rapidly developing economy. The profitability of slave labor made its abolition a particularly controversial topic, and we will consider finally how debates over the future of slavery were central to American ideas of democracy and ultimately precipitated the Civil War. This course will help students think critically about race as a category of analysis, and ask them to consider the ways in which political ideology and economic practices are interrelated.
Assessment: 100% coursework.

HIST2156. American urban history (6 credits)

This course examines the development of American cities from the early nineteenth century to the present, considering the governmental, infrastructural, and social challenges posed by urban growth. The history of the city provides a critical lens into American culture and society. As the United States urbanized in the nineteenth and twentieth centuries, cities became the subjects of political debate, engines of economic growth, and centers of cultural change. This course will trace the development of urban spaces from the compact walking city to the dense industrial metropolis and finally to the sprawling suburb of the late twentieth century. Using the United States as a case study, we will examine the ways in which social inequality manifests in the urban landscape, and consider how infrastructure created long ago continues to shape our lives. In order to do so, we will engage with a variety of primary texts, including urban newspapers, maps, and the built environment itself.
Assessment: 100% coursework.

HIST2157. Globalisation and Asia (6 credits)

This is a course designed for students who wish to acquire a better understanding of the major world trends of development with special reference to Asian perspectives and experiences. The focus of inquiry is Globalization from past to present together with its many promises, problems and challenges, especially in the context of Asia's regeneration since the 1980's and its interactions with other parts of the world. Particular attention will be given to China's rise as a major economic power and its impacts. The course will also look into the cultural aspects of change and address the issues of political and social governance in a globalizing world.
Assessment: 100% coursework.

HIST2158. Women in Hong Kong history: Private lives and public voices (6 credits)

This course revisits Hong Kong's multifaceted history from a thematic approach with women as the focus of inquiry. Embedded in the very fabric of Hong Kong society, women's narratives, though often being left out in history writing, have documented the encounters of cultures, the politics of patriarchy and colonial rule, and the construction of class differences, gender inequality and cultural identities in social, political and economic changes.
Drawing from a wide range of sources, this course examines women's lives and experiences in colonial Hong Kong under the themes of sex, marriage and family; female education; women at work; and philanthropy and social activism. The course also discusses the role of narrative in historical understanding, the use of gender as a category of historical analysis, and the link of the personal to social change in writing Hong Kong's history.
Assessment: 100% coursework.

HIST2159. Chasing the dragon: Alcohol, drugs and imperialism in Asia, c. 1700-2000 (6 credits)

This course aims to introduce students to key themes and debates in the study of intoxicating substances and imperialism, with a focus on Asia. It will explore the various uses to which alcohol and drugs were put in the colonies and in the independent countries which were confronted with the realities of imperial hegemony. It will unpack the myriad interests which underpinned and therefore characterised colonial drug policy. Whilst it acknowledges the impact of colonial policies on the rise of nationalist movements, the course seeks to transcend the paradigm of exploitation and resistance. For instance, it will examine how the farms and monopolies that were established to ensure the steady supply of alcohol and drugs introduced new opportunities as well as challenges for subject populations, and probe the transnational networks that both enabled and regulated their consumption. To this end, students will be invited to

think critically about the political, economic and social dimensions of the subject in order to derive a nuanced understanding of the interrelationship between drugs and power.
Assessment: 100% coursework.

HIST2160. Visualizing history (6 credits)

This is a hands-on course for learning how to "see" and analyze visual sources as historians do. Students will work with a variety of historical sources such as photos, comics, maps, and movies. We will consider theories about visuality, read successful examples of visual history, learn methods for engaging with visual material (including how to apply lenses of gender, race/ethnicity, and class), and analyze visual sources that students themselves select. By the end of the course, students will be able to see the world anew.
Assessment: 100% coursework.

HIST2161. Making race (6 credits)

This course examines the history of race and race-making in a global context. We begin by framing theories of race, examining race as a social construct and understanding how race intersects with other structures of social difference such as gender and class. We then examine histories of race-making at several sites: race and the body (scientific racism, reproduction, and slavery), race and "civilization" (colonialism and orientalism), race and culture (identity and consumables), race and space (borders and segregation), and race and forgetting (privilege and memory). We may consider how race takes root in hair and ramen, soap and tap dancing, sex and policing. By the end of the course, students will understand how race travels across oceans and borders, but also how race is made every day, close to home.
Assessment: 100% coursework.

HIST2164. Making a metropolis: An urban history of New York City from New Amsterdam to the age of Trump (6 credits)

This course aims to introduce students to the key themes and methodologies of urban history through the lens of New York City. It asks students to explore the importance of place as a category of analysis and consider how demographic change, civic regulation and industrial capitalism shape urban spaces and environments. Using New York as a case study, the course will cover the major themes of urban history, including immigration, industrialization, urban planning and municipal regulation, the dynamics of race and class, and the role of commerce, culture and capital in the development of the modern city. Each week students will work with primary sources that explore the different perspectives and experiences of the urban populace, from city planners and architects to political bosses and social radicals. In particular, students will use digital archives and visual sources to explore the construction of New York City's iconic neighborhoods and landmarks, including Greenwich Village, Harlem, Central Park, the Empire State Building and Coney Island. The major essay will require students to consider the key themes of course in the context of other global cities and to apply the methods of urban history to a topic of their choosing.
Assessment: 100% coursework.

HIST2165. Protest and politics in modern U.S. history (6 credits)

This course introduces students to the political history of the United States from the bottom up by looking at the diverse and dynamic social movements that emerged across the twentieth century. It invites students to consider the interplay between people, power and the state in the making of U.S. politics. The course traces a variety of social movements from the far left to the far right, emphasizing

the interaction and overlap between different social movements. In particular, the course will trace the long relationship between movements for women's rights and the black freedom struggle. Overall, students consider how and why social movements emerge in particular historical moments, what constitutes a movement, and who organizes social movements, with a particular emphasis on the role that race, gender, sexuality and class play within social movements. By identifying the goals, successes and failings of different social movements, students will become familiar with the major themes and issues in US political history from the late-nineteenth century to the present.
Assessment: 100% coursework.

HIST2168. The idea of India, c. 1600-1992 (6 credits)

Home to great ethnic diversity and stark socioeconomic disparities, the world's largest democracy remains a fascinating enigma to many observers. This course aims to introduce students to key themes in Indian history, from the earliest times to the recent past, so as to equip them with the knowledge and perspectives that they need to understand the role of history in shaping contemporary India. Through an examination of broad processes of political, social, and economic change, the course will invite students to engage critically with the ideals that gave rise to this 'unlikely nation' and the forces that have threatened to thwart those ideals at almost every turn. It will draw on debates pertaining to secularism versus communalism, democracy versus dictatorship, federalism versus regionalism - to name just a few - in unpacking the 'idea' of India.
Assessment: 100% coursework.

HIST2169. History of love in modern China (6 credits)

How has the concept of love been introduced, adapted, and engineered for the building and rebuilding of a modern nation? This course will look into the different adaptations and usages of love by China's writers, intellectuals, and political leaders, in order to reveal the versatile nature of love as a critical mechanism within modern Chinese politics.
We will also discuss the role of emotions in the project of Chinese modernity and the meaning—and most importantly, the politics — of love, and its relation to Christianity, Confucianism, popular religions, and political religion.
Assessment: 100% coursework.

HIST2170. The making of the Islamic world: The Middle East, 500-1500 (6 credits)

This course provides an introduction to the history of the premodern Middle East and Islamic civilization. Rather than putting religion at the center, however, we will examine evidence for a variety of interacting forces that played a role in long-term historical change, including the region's physical environment, human ecology, politics, economics, technology, and social and cultural practices, in addition to Islamic beliefs and rituals. In so doing, we will attempt to understand the shared features that have distinguished Middle Eastern and Islamic societies. The course begins with a focus on the region's environment and the ways in which farmers, pastoralists, and city-dwellers adapted, along with the emergence of agrarian empires in Antiquity. With this background, we turn to the appearance of Islam, the Arab conquests, and the formation of an Islamic empire. The remainder of the course explores the evolution of Islamic civilization in the wake of the breakup of the early Islamic empire, including a focus on institutions that survived until the early modern period, and others which can be found in different forms today. Alongside lecture, we will read and discuss samples from key historical texts, which will illustrate some of the challenges of reconstructing early Islamic history and the debates surrounding the emergence and formation of Islamic civilization.
Assessment: 100% coursework.

HIST2171. American legal history (6 credits)

This course introduces students to major developments and controversies in US history through the study of legal history. The course will be structured around court cases, primarily drawn from the nineteenth and twentieth centuries, that illuminate the contested nature of citizenship and rights in US history. It will emphasize the role that sex, class, race and religion have played in the construction of rights and the production of tiered conceptions of citizenship. Throughout the course, students will critically consider the role that law has played in shaping US society and evaluate the major developments in American jurisprudence. Students will work directly with court case materials as a primary source base and develop an analytical research paper on a topic of their own choosing.
Assessment: 100% coursework.

HIST2172. Revolutionizing health in modern China (6 credits)

This survey course investigates the intersections of health, politics, and culture in the People's Republic of China (1949 to the present). We will first investigate how the Communist revolution transformed Chinese health care during the Maoist era, focusing on patriotic health campaigns, the standardization of traditional Chinese medicine, and the barefoot doctor program. We will then examine how the subsequent Reform and Opening era impacted health and disease, paying close attention to growing differences between rural and urban regions. We will probe the sociopolitical logics of reproductive control, the uneven privatization of health care, and the growing intersection of infectious disease and health inequalities. In the final part of the course, we will explore emerging political and moral economies of health in the contemporary period. Topics in this section include the linkages between environmental pollution and cancer, the growing mental health epidemic, and the globalization of biotechnology and experimental medicine. Students will have the opportunity to engage in original research by conducting oral history interviews on Chinese experiences of health seeking and illness.
Assessment: 100% coursework.

HIST2175. Medicine, propaganda, and colonialism in Asia: 1895-1945 (6 credits)

This course looks at medical propaganda produced in early twentieth century Asia. Through discussions of films, photographs, posters, and pamphlets, students will become familiar with breakthroughs in European medical science about 1900 and analyse how these insights were translated into public health messaging. Students will learn about the motivations that shaped Dutch, French, British, American, and Japanese colonial policies through the lens of medicine. Finally, through hands-on source analysis and an introduction to visual theory, students will learn about the iconography of health, disease, and medicine that pervades public health messaging today.
Assessment: 100% course work.

HIST2176. Doing business in modern China, 1800 to the present (6 credits)

This course will trace the evolution of Chinese businesses from the traditional Chinese family firm into modern Chinese corporations between the early 19th century and the present day. We will explore how different kinds of enterprises in China – ranging from shipping and merchant companies to banks, railways and manufacturers – developed during the 19th and 20th centuries, how both private entrepreneurs and successive Chinese governments tried to modernize Chinese enterprises, and how Chinese businesses dealt with the growing foreign presence in the Chinese economy and China's increased entanglements with the global economy. While the focus of the course will be on the evolution and modernization of Chinese business enterprises, the course will also take into account the larger economic and political context these businesses operated in and explore how they took advantage of or dealt with economic and political events and developments, such as the First World War or the Great

Depression. Finally, we will also discuss how exploring the trajectory of Chinese business during the 19th and 20th centuries can help us better understand how Chinese businesses operate today.
Assessment: 100% coursework.

HIST2177. The economic history of modern China, 1800 to the present (6 credits)

In this course, we will follow the development and transformation of the Chinese economy from the early nineteenth century to the present day. We will first explore the basic characteristics of the premodern Chinese economy before moving on the question of the "Great Divergence" and the reasons why China fell behind the West in terms of economic development. We will then discuss the economic depression China experienced in the first half of the nineteenth century and investigate the impact both internal rebellion and foreign incursion had on the Qing economy. As we enter the twentieth century, we will look at the efforts of both political and economic elites to modernise and strengthen the Chinese economy – in particular attempts to push for industrialization – and evaluate to what extent they were successful in the period before the outbreak of World War II. Finally, the course will explore the post-1949 attempt at building a socialist economy in China and Deng Xiaoping's post-1978 economic reforms that led to sustained rapid economic growth. Overall, the course will offer students an understanding of the historical development of the modern Chinese economy and a historical perspective on the Chinese economy today.
Assessment: 100% coursework.

HIST2178. Trials of history: The courtroom from historical perspective (6 credits)

The courtroom is a physical location where judges and juries sit to hear cases and deliver justice. It is also a site of intrigue, drama and controversy, and as this course will examine, a tremendously rich and important source of history. Taking a transnational and comparative perspective, this course will examine how the trial came into being in its modern form. The course will first examine how various components of the trial developed over time. Comparing these developments in different places and at different times, case-studies will include the history of the judge, the jury, the professional lawyer, and the expert witness. The course will then move through a series of courtroom trials that range from everyday cases that received almost no attention in their time, to high-profile cases involving political leaders and internationally famous celebrities. Placing these trials in their wider political, social and cultural context, the course will encourage students to consider the place of law in history, and history in law.
Assessment: 100% coursework.

HIST2179. Law, empire and world history: From pirates to human rights? (6 credits)

The introduction of the 'rule of law' provided perhaps the most widely referenced justification for the forcible imposition of imperial power around the globe in early modern and modern history. However, discourse around British justice cannot be simply understood as an alibi propagated to consolidate imperial legitimacy. Legal structures provided a ruling frame to organize, discipline and police newly conquered societies, leaving lasting legacies in postcolonial nation-states, the British post-imperial state, and in international law. Taking case studies from Ireland, India, Malaya, Hong Kong, Jamaica, Australia, South Africa, Kenya and Aden, the course will examine the rise of imperial, and later international legal orders, through various formative moments in the legal history of the British Empire. In dividing the world into rulers and ruled, it is in the legal history of empire where we can begin to consider the origins of concepts and questions that still dominate political discussions in the contemporary world. These include human rights, humanitarianism, racism, violence, and sovereignty.
Assessment: 100% coursework.

HIST2180. The origins of scientific thought (6 credits)

This course examines the development of science in cultural and intellectual context from antiquity to the early modern period. The course begins with an examination of perspectives towards the natural world in the poetry, philosophy, and medicine of ancient Greece, and follows the movement of the classical tradition into medieval Islam and Christendom. The final part of the course focuses on the transformation of European science during the sixteenth and seventeenth centuries. Throughout our investigation of what 'science' has been in the past, we shall pay particular attention to issues that still have relevance today, such as the interaction between science and religion, the importance of different institutional settings for science, and the relationship between science and government.
Assessment: 100% coursework.

HIST2181. A sea of stuff: Commerce and colonialism in the Indian Ocean, 1500-2000 (6 credits)

This course will explore and analyze commercial linkages across the Indian Ocean region from the early modern period to the present day. We will examine the forces shaping commerce in the region and track their fundamental transformations by paying close attention to particular commodities and the networks within which they circulated. Students will be introduced to the field of commodity history and invited to apply its insights to illuminate wider economic processes. Starting with a focus on pepper and other spices that brought European conquerors to Asian shores, we will turn our attention to commodities like tea, opium and cotton that have shaped the modern world before ending with a look at fossil fuels, which power the contemporary world economy on the one hand while simultaneously posing a huge threat to it on the other. Analyzing why trade in each of these commodities became particularly lucrative at different historical moments, will allow us to interrogate and better comprehend economic systems like mercantilism and capitalism and to assess their relationship with colonial expansion.
Assessment: 100% coursework.

HIST2183. Geopolitics and grand strategy in the history of China's foreign relations (6 credits)

This course examines how geopolitics and grand strategy designs have contributed to the shaping of China's foreign relations from the Qing Empire to its transformation into a modern nation-state. Attention will be drawn to the patterns of change and continuity in China's relations with both regional neighbours and global superpowers through an interdisciplinary focus on the intersection between political history, military history, international relations theory, and strategic studies.
Assessment: 100% coursework.

HIST2184. China and Japan since the 19th century (6 credits)

This course examines the history of Sino-Japanese relations from the mid-nineteenth century to the present day. It studies how political, economic, and cultural relations between the two countries have evolved through multiple stages of conflict and cooperation. Throughout the course students will be introduced to the following major themes: economic development and modernisation in East Asia, colonialism and imperialism, Japanese and Chinese nationalism, cross-cultural fertilizations within the Sinosphere, and the relation between war, memory, and national identity.
Assessment: 100% coursework.

HIST2185. A history of propaganda in East Asia (6 credits)

This course focuses on the history of propaganda in East Asia during the twentieth century. It adopts a comparative approach surveying recurring patterns and innovations in the propaganda of four political regimes in the region: imperial Japan, the Republic of China, the People's Republic of China, and the Democratic People's Republic of Korea. Students will firstly be introduced to broad themes and issues such as the nature of propaganda, the relation between propaganda and technological development, and the role of propaganda in one-party states. The course then moves on to examine the following themes through the lens of the propaganda production of these four polities: modernity, nationalism, racism, imperialism, revolution, and the Cold War.
Assessment: 100% coursework.

HIST2188. The making of modern South Asia (6 credits)

This course will explore the history of the Indian subcontinent from the 18th century to the present day. We will begin by examining the twilight of the Mughal empire on the one hand, and the gradual expansion of European power across the region on the other. After looking at the ways in which the Portuguese and the Dutch established themselves around the Indian Ocean littoral at a time when territorial control was firmly in the hands of local rulers, we will then examine how large parts of this region were incorporated into the British Empire in the 18th and 19th centuries. In the process we will examine the pivotal political, economic and social transformations witnessed under colonial rule and examine its legacies. Using a focus on South Asia to probe and better comprehend the development and dissolution of colonialism, we will simultaneously probe forms of colonial control to identify the forces that have most profoundly shaped the region today.
Assessment: 100% coursework.

HIST2189. Terrorism: A global history from anarchists to ISIS (6 credits)

This course focuses on the history of terrorism from the late 19th Century to the early 21st Century. It adopts a comparative approach surveying multiple terrorist campaigns across Europe, the Americas, and the Middle East. Students will firstly be introduced to broad themes and issues such as "what is terrorism?", "who is a terrorist?", and the connection between terrorist political violence and the rise of modern forms of political control by nation-states and empires. The course then moves on to examine these themes in depth by focusing on pre-World War II anarchist terrorism; far-right, far-left, and state terrorism during the Cold War; and radical Islamist terrorism since the end of the Cold War.
Assessment: 100% coursework.

HIST2190. Animals in history (6 credits)

Animals, as the American naturalist Henry Beston (1888-1968) put it poetically, are "other nations, caught with ourselves in the net of life and time, fellow prisoners of the splendour and travail of the earth." This course examines the changing interactions of nonhuman animals and humans from the eighteenth century to the present times. By exploring the ways these relations developed, the course looks into the various socio-economic and cultural positions involving animals: in agriculture, transportation, food, industrialization, warfare, medicine, experimentation, and sports and entertainment. Taking a global and interdisciplinary approach to these themes, the course will investigate animals within varying scales across Africa, Asia, Europe, and the Americas.
Assessment: 100% coursework.

HIST2191. History of Chinese Christianity (6 credits)

This course surveys the history of Chinese Christianity, spanning the seventh-century Nestorian communities, Matteo Ricci and the Ming Dynasty, nineteenth-century missions and empire, and Wenzhou 'boss Christians' in the twenty-first century. Over a broad chronology, this course highlights how various Chinese Christianities shaped and reshaped based on changes in Christianity worldwide and the shifting Chinese political, economic, social, and cultural context. Students will explore the role of missionaries and indigenous agents, the many expressions of Christianity, and the tensions in forming Chinese Christian identity. Using both primary and secondary sources, this course seeks to highlight the thorny nature of religious encounter and its surprising outcomes in World History.
Assessment: 100% coursework.

HIST2192. Introduction to modern Southeast Asian history (6 credits)

Southeast Asia is one of the world's most diverse and multifaceted regions. Bounded by India to the west, China to the east, and Australasia to the south, and some of the world's largest oceans and most contested waterways, it has long been a region in flux. This course aims to introduce students to the Southeast Asian world and its past, from the early modern period through to the end of the twentieth century. Specifically, this course will focus on both mainland and maritime Southeast Asia, examining countries such as Indonesia, the Philippines, Vietnam, Malaysia and Myanmar, amongst others, and their historical antecedents. Similarly, it will focus on the region's transnational connections, stepping beyond orthodox national boundaries. The course charts the rise and fall of local polities and Western empires, the transnational and transregional movement of peoples, commodities and ideas, and the evolving impact of Southeast Asia's geographies, economies and environments. Students will be introduced to areas of Southeast Asia that are seldom studied, and will be challenged to investigate issues of historical significance, contemporary relevance and continuing social and cultural interest. This course will encourage students to question how Southeast Asia shaped—and was shaped by—the world around it, and how it has in turn impacted key issues in our contemporary society. Students will be introduced to basic themes in historiography, and will be encouraged to evaluate source materials and historical literature for bias and significance. Finally, this course will demonstrate why Southeast Asia is such an important region worthy of historical investigation.
Assessment: 100% coursework.

HIST2193. A history of energy and humankind: From deep history to the present (6 credits)

In our modern environment, lit up by electric lights, connected by combustion engines and produced by power stations, we often forget the extent to which society is ultimately powered by the sun. And yet the means through which societies gather and deploy sun power affects the very way in which we organize our social and political lives. This course will introduce students to the transformations societies underwent in garnering solar power from wood, water, wind, plants and human and animal muscle to solar power's more modern forms of coal, oil and gas. From the Great Divergence of the late 18th century that saw the rise to prominence of the West over other regions of the world, through the political changes that followed alterations in the energy regime from coal to oil, to the environmental challenges we face today, we will examine energy as a driving force in history. The class will make a global tour of technological, environmental, political, economic and social history in order to deepen our appreciation of the ways energy has structured and continues to organize the world we live in.
Non-permissible combination: HIST1019.
Assessment: 100% coursework.

HIST2194. Food and empire in colonial Asia (6 credits)

This course explores the cultural world of food and drink in colonial Asia (since 1500). By investigating the economic, political, and cultural interactions of food and drink cultures, the course examines the transformations and contestations as seen in the development of plantation economies, trading networks, migration, foodways, national identities, food technologies, sanitation, nutrition, and environments. Taking a global and interdisciplinary approach, the course will investigate the historical processes in which colonialism and globalization have informed food and drink cultures in Asia.
Assessment: 100% coursework.

HIST2196. Race, gender, and sexuality in American Empire since 1898 (6 credits)

This course explores the role of race, gender, and sexuality in the imagination of American empire since 1898. On the one hand, we will consider how dominant images of race, gender, and sexuality have often served to conceal American imperialism, construct an image of U.S. racial democracy, and legitimize violence and war. We will explore images that range from the exoticism of the China Mystique to the primitivism of Josephine Baker's banana skirt to the sexualized Latin American cartel queen. On the other hand, we will also consider how imperial encounters opened up possibilities to imagine alternative worlds, intimacies, alliances, and solidarities. We will consider the dissonance of Tejana divas in the U.S.-Mexico borderlands, the diasporic solidarities of the Black Power movement through music, and the multiracial alliances of Asian American activists during the Vietnam War. An exploration of culture from nightclub shows to rock 'n' roll and Hollywood films will be an important component of this class.
Assessment: 100% coursework.

HIST2198. World prehistory (6 credits)

The main goal of this course is to imbue students with a sense of what experts know about the ancient world thus far, based on a reading of archaeological material culture and human remains. The methods used and archaeology's multidisciplinary approach to the study of the human past give us a range of clues through which we may investigate what we used to do as a species, and the reasons why certain technologies and cultural behaviors have persisted until contemporary times. Through lecture activities and tutorial discussions, students will regularly encounter ongoing debates currently being held regarding the study of prehistory: What meanings and values may we attribute to ancient objects, and how can we be sure we are not imparting our modern-day assumptions on to prehistoric finds? Should artefacts in museums be repatriated and returned to where they were found? What should specialists do, if anything, about the use of cultural heritage (or its destruction) in the name of political agendas and ideologies? Archaeologists around the world are working hard at refining their methods and substantiating their claims about humanity. Ultimately, students will discover where we came from, and how we may all engage in conversations about our evolution and development since that point of origin.
Assessment: 100% coursework.

HIST2199. The Mongol empire in world history (6 credits)

In the thirteenth and fourteenth centuries, the Mongols established the largest continuous empire in world history, stretching over most of the Eurasian landmass from Korea to Hungary and from the Persian Gulf and Burma to Siberia. This course explores the history of this empire from a world-historic perspective, with attention to the deep transformations in political, cultural, and intellectual history brought forth by its establishment. Thus, we will learn more about the fundamental structure of the Mongol nomadic empire and how it interacted with the various settled peoples it came to incorporate. But we will also investigate the impact of the Mongol conquests on trade, technology, and culture, and their heritage in the early modern world.

Assessment: 100% coursework.

HIST2201. China and the Islamic world (6 credits)

This course explores the long-interlocking history of two major world civilizations, China and the Islamic world. Temporally and spatially broad, the course covers the 1,400 years since the rise of the Tang Dynasty to the east and Islamic caliphates to the west. For most of these fourteen centuries, China and the Islamic world have been home to the largest, most splendid cities of their time. Before the European expansion, these cities served as pivotal points in a dense network of material and cultural exchanges that accounted for most of the world's economic activity and some of its most impressive cultural achievements. Their richness all but erased from memory by colonial conventions, territorial divisions, and restrictive interpretations of history, these exchanges tell a story of interconnectedness and difference in Asia. In the face of a present-day resurgence of nationalisms and increased rigidity of frontiers worldwide, it has become especially urgent to chart this deep historical interconnection.
Assessment: 100% coursework.

HIST2202. Christianity in Asia (6 credits)

In 1910, 18% of the world's Christians were in the Global South. One century later, this number has exploded to 61%, with one fifth in Asia and the Pacific. How and why did this astronomical increase take place? This course surveys the history of Christianity in Asia from the early modern period to the present, focusing on the nineteenth and twentieth centuries while covering China, Japan, Korea, Southeast Asia, and others. Over a broad chronology, this course highlights how Asian Christianities were shaped and reshaped within specific regional contexts and in parallel with changes in Christianity worldwide. Students will explore the interactions between missionaries and indigenous Christians, the various expressions of Christianity, and context-specific constraints such as imperialism, nationalism, and broader interreligious settings. Using both primary and secondary sources, this course illustrates the shape of Asian Christianity from past to present, the thorny nature of religious encounter, and its surprising outcomes in World History.
Assessment: 100% coursework.

HIST2203. The Philippines and the Asia-Pacific world (6 credits)

The course examines the development of Philippine society from the precolonial beginnings and the onset of Spanish colonization (mid-1500s) to the second EDSA People Power Revolution in 2002. By situating the Philippines within the connections and movements of Asia and the trans-Pacific world, this course investigates Philippine culture and society as a product of internal and external contexts, contestations, and transformations. Significant topics include: colonization, ilustrado nationalism, modernization and urbanization, reform and resistance, migrant diaspora, neocolonialism, and conjugal dictatorship. The course also seeks to compare and contrast the Philippines with the development of colonial Hong Kong to demonstrate similarities and differences of colonial rule, the connections between them, and the trajectories of these relationships.
Assessment: 100% coursework.

HIST2204. Technology and society: A modern history (6 credits)

This class introduces students to the history of technology since the late 18th century. We will cover both the major tenets of the development of technology during the past two centuries and major debates among historians of technology. The course will not only cover major technologies that have influenced and changed modern society, such as the steam engine, railways or the computer, but also explore how

new technologies and modern society influenced each other. The scope of the course is global, but it will particularly focus on developments in Europe, North America and East Asia. By the end of the course, students will have developed a better understanding of the historical development of technology in the modern period, which, in turn, will give them a new perspective on the role technology plays in society today.
Assessment: 100% coursework.

HIST2205. Digital history: From concordances to big data (6 credits)

This course investigates how the advent of computing and society's ongoing digital transformation have influenced historical practice. Students will be introduced to the major topics and debates in digital history, including the fragility of new media, the creation of biographical databases, data analytics, and computer-assisted interpretations of the past. Hands-on lab sessions will teach computational methods tailored to historical inquiry, such as digital forensics, text mining, geographic information systems, network analysis, and machine learning. On this foundation, students will develop their own digital history project, which will either apply a computational approach to a traditional historical research topic or reimagine how historical research should be conducted in an age of big data. No background in programming is assumed.
Assessment: 100% coursework.

HIST2207. Printer, typesetter, reader, scribe: A global history of books (6 credits)

Picture a book. Do you think of an e-reader and digital text on a screen? Or do you think of words printed on a physical page? Does a book have to be bound? What about a scroll, a tablet, or a handful of written pages? How about your phone? What makes any of these "a book"?
In this class we'll explore what books are today, and what they have been in the past. We'll look at how different technologies have shaped the material forms in which texts have been inscribed, considering developments from the papyrus scroll to born-digital books. Above all, we'll focus on the physical form of the book, paying close attention to what different material forms can tell us about how readers have used books, changing ideas of authorship, the place of books in society, and the impact (or lack thereof) of printing. By examining books in this way, you'll gain an understanding of how cultures have shaped what we think of when we think of "books" — and how cultures have been shaped in turn.
This course includes hands-on examination of books and manuscripts both in HKU's Special Collections and digitally in other archives. You'll learn to analyze a book through a semester-long "Pet Book" project and build on our in-class discussions of books as objects, vehicles for text, and social forces through a final digital essay of your design. Though this class will focus on early books in Western Europe and East Asia, we will also consider the textual cultures of Latin America and Sub-Saharan Africa. Students who are interested in using books for future research projects will learn new skills through which to approach books as material objects, and all students will gain a deeper appreciation of the textual world around them.
Assessment: 100% coursework.

HIST2208. The Silk Roads (6 credits)

The Silk Roads were a network that connected peoples and regions across the Afro-Eurasian landmass. The circulation of people, information, and cultural and material wares through this network impacted the history of all societies involved, shaping political interactions and bringing new technologies, art forms, and ideas. This course will examine how the Silk Roads linked and transformed regions and societies through trade, diplomacy, religion, and conquest. We will explore how societies interacted across vast distances; the emergence and interaction of the religious traditions of Buddhism, Zoroastrianism, Islam, and Christianity; the journeys of people, objects, and ideas; and the roles of

nomadic conquest and imperialist competition. By analyzing sources of various kinds, from historical texts to archaeological artifacts, frescos, and maps, students will gain insight into the connected history of Afro-Eurasia and appreciate the lasting impact of the Silk Roads in today's cultural landscape.
Assessment: 100% coursework.

HIST2209. Nineteenth-Century colonial Hong Kong (6 credits)

Hong Kong in the nineteenth century as a small but dynamic colony witnessed modernising impulses, racial tension, class distinction and cultural exchanges that were unique in their own ways but also relevant to other British colonial and Chinese urban contexts. Beyond the simple narrative of a barren rock transformed into a vibrant port city, this course explores the complexities in the co-existence of different communities, the challenges in governing a diverse transitory population, and the constant transnational interactions. By focusing on primary source materials in the tutorials and assignments, this course will provide an opportunity for students to familiarise themselves with sets of source materials useful for Hong Kong history, laying foundations for them to develop research projects on Hong Kong history in the future.
Assessment: 100% coursework.

HIST2211. Nasty women: Gender, sexuality, and race in early America (6 credits)

This course explores a diverse group of women, including those of Amerindian, European, Euro-African, and African descent, who lived in the Americas during an era of profound social and ideological change. Between 1500 and 1800, European imperial expansion triggered mass migration, colonial conquests, the Atlantic slave trade, and plantation slavery. These developments sparked new religious, cultural, and political movements. Our goal is to develop a more inclusive, representative and robust historical account of women's lives during this critical era. A large number of women were enslaved and forcibly transported across the Atlantic Ocean. Some faced persecution for sexual deviancy and witchcraft. Others exploited new economic, spiritual, and sexual opportunities overseas. Throughout the semester, historically specific events and figures will provide an entrée into the broader debates and discussions that animate women's and gender studies. We will primarily study people from the past who were identified or self-identified as women, and thus remain marginalized in the historical record. However, women will not be treated as a monolithic or essentialized group. Rather, we will contemplate how gendered subjectivities intersected with other social identities, including rank, wealth, age, race, religion, kinship ties, and marital status. We will scrutinize the dynamic between lived practice and cultural discourse and consider the degree of agency or autonomy exercised by women inhabiting varied colonial settings.
Assessment: 100% coursework.

HIST2214. Death and the Dead in Modern History, 1800-2000 (6 credits)

This course explores how attitudes towards death and management of the dead transformed throughout the nineteenth and twentieth centuries. How did scientific-medical development, secularisation, imperial expansion, rise of nationalism and rapid urbanisation affect how societies and individuals viewed death and treated the dead? Have death and the dead become increasingly invisible in the modern age? Do the dead still hold sacred power over us? To study such transformations on a global scale, this course looks into, compares and sees linkages of case studies from Asia, Europe and Latin America. It also guides students to uncover emotions, attitudes and cultural norms of people in the past from source materials.
Assessment: 100% coursework.

HIST2215. Global Environmental History: From Columbus to the Climate Crisis (6 credits)

This course will introduce students to the relatively new but increasingly important field of environmental history. After looking at how the field has evolved over the last few decades, during a time of increasing environmental instability, this course will examine the central themes that have dominated this field and track how these have changed over time. In the process, this course will highlight the ways in which environmental historians have transformed the discipline of history and unsettled traditional ideas about our relationship with the world around us. Reading key texts in the field alongside primary documents, we will explore these new approaches pioneered by environmental historians and assess their importance for the contemporary world. At a time when the climate crisis has emerged as one of the most important problems confronting our planet, this course will examine the past, present and future of environmental change and probe the forces shaping them.
Assessment: 100% coursework.

HIST2216. History of European Socialism, 1850-2000 (6 credits)

This course explores the historical development of socialism in Europe from the mid-19th century to the end of the 20th century, examining its origins, evolution, and impact within diverse political, social, and economic contexts. Students will analyze the emergence of socialist ideologies as responses to industrialization and inequality, tracing their transformation across key historical milestones, including the revolutions of 1848, the rise of labor movements, the spread of Marxist theory, and the establishment of socialist states in the 20th century. The course also delves into the diversity of socialist schools of thought, highlighting their philosophical foundations and practical applications, as well as the challenges they faced in adapting to changing political landscapes. By engaging with primary sources, historiographical debates, and case studies, students will develop an understanding of socialism's role in shaping modern Europe and its enduring legacy in contemporary political discourse.
Assessment: 100% coursework.

HIST2218. Medieval and Early Modern Korea (6 credits)

This course offers an overview of the major themes in Korean history from the fall of the first-generation states to the turn of the nineteenth century. Topics include the challenges of establishing centralised rule, the dynamics between the central state and local societies, diplomatic relations, and the role of philosophy, religion, literature, and the arts. Particular emphasis will be given to the ways that Japanese colonialism, Cold War politics, globalisation, the Korean Wave, and South Korea's transformation into an advanced digital society have shaped, and continue to shape, contemporary understandings of Korea's medieval and early modern past. All readings are provided in English. In addition, students will learn to navigate the wealth of digitised primary sources available to historians of premodern Korea with the aid of digital and artificial intelligence tools.
Assessment: 100% coursework.

The following courses are classified as 'survey courses' and are counted towards the major and minor in History: ARAB2025, ARAB2027, ARTH2108, CHIN2225, CHIN2226, GLAS2111, GLAS2112, GLAS2114, GLAS2118, GLAS2119, GLAS2122, GLAS2124, GLAS2133, GLAS2141, GLAS3104, JAPN2089, JAPN2091, JAPN2092. Please refer to the relevant syllabuses for details.

(B) Seminar Courses

Seminar Courses involve more advanced study of special topics in History and a higher level of training in the use of primary documents or historiography. These courses will normally offer no more than one lecture per week, but will also include one hour of seminar, tutorial or workshop classes each week.

The seminar courses listed may not be offered every year. Students should consult the Department of History Office to find out which Seminars are to be offered each year**.**

HIST2046. The modern European city: Urban living and open spaces (6 credits)

Over the past century and a half, the majority of Europeans have become urban dwellers. On an individual, civic, national and international level, every aspect of social life has been influenced by this evolution. Consequently, the study of cities provides a powerful perspective upon European history. An essential part of the process of urbanisation involved the allocation of urban open spaces to specific social and cultural functions. A key focus for public and private life, the city's open spaces – parks, gardens, streets and squares – had a fundamental influence upon the nature of urban living. As those in positions of power influenced the provision and purpose of these areas, important developments in European social, economic, cultural and political life were linked closely to the evolution of open spaces in cities.
In this course the changing use and allocation of urban open spaces and the evolution of meanings of public and private space will provide a lens through which the development of modern European cities will be analysed. The importance of open spaces will be addressed with recourse to a number of key themes, including the 'greening' of cities of the nineteenth century, the construction of ideal Fascist and Socialist cities in the 1930s, functionalism and post-war reconstruction, and the 'sustainable city' of the 1990s. By the end of the course the students will not only be more familiar with historical approaches to urban 'space' but will also have received an introduction to the evolution of European cities and the changing cultural importance of public and private open spaces.
Assessment: 100% coursework.

HIST2048. The history of childhood and youth (6 credits)

Responses to and representations of young people provide a valuable insight into the values of the societies and cultures that generated them. The aim of this course will be to compare changing experiences of growing up with evolving representations of the life-stages used to identify the young (childhood, adolescence and youth) in the nineteenth- and twentieth century world. It therefore considers what it has meant to be young in different times and places. Through comparison of experiences and representations the course will reconsider the validity of terms used to describe the young, highlight the social, political and cultural motives for advancing different roles and representations of young people and generate a broad insight into regional patterns of similarity and difference in the history of this group. This course aims to teach students the importance of the historical context in shaping young people's lives by addressing variables such as class, gender and race. It will also introduce students to a variety of different methodological and theoretical approaches to the topic.
Assessment: 100% coursework.

HIST2053. The Cold War (6 credits)

There is not a week that passes in which we do not learn from some opinion piece or another that the world is heading for another Cold War, or perhaps the world is in one already, and has been for many years, or that it might be we can avoid it. This makes the "Cold War" something more than some historical period. It has become a paradigm for understanding some kind of political reality, both old and new. What is this Cold War? This course will focus on the history that has come to define the

Cold War, and which is analogized in so many opinions in many, often contradictory ways. But it will also focus on the historiography of the Cold War, that is, on the ways historians and other scholars have defined the Cold War over the decades, and how that definition and its historical meaning has changed over time. What the Cold War was remains unclear and contested. This course aims to explore why that is and what that means for our future.
Assessment: 100% coursework.

HIST2070. Stories of self: History through autobiography (6 credits)

Who has felt authorised to narrate their life history and what has compelled them to tell explanatory stories that make sense of their lives? How accurate is it to call autobiography the history of the self? Do we encounter other histories or selves in autobiography? What is the history of autobiography and how do we read it? Historians reading autobiography for documentary evidence of the past and endeavouring to write about it objectively will find that their task is complicated by the autobiographer's subjective and often highly creative engagement with memory, experience, identity, embodiment, and agency. This course is intended for students who wish to explore the interdisciplinary links between autobiography, history, literature, and personal narrative, and to acquire strategic theories and cultural understanding for reading these texts.
Assessment: 100% coursework.

HIST2081. Gender and history: Beauty, fashion and sex (6 credits)

How do societies define what it means to be a man and a woman? Everyone, whatever their age, sex or social status, has an opinion on this issue, even if this is not always articulated consciously. Often, in fact, ideas about gender - the relations between the two sexes - are assumed to be 'natural' or 'normal' and timeless. However, by analysing the question of what being a 'man' and being a 'woman' means at different times and in different places this course sets out to illustrate how these identities are socially constructed. HIST2081 aims to introduce students to the various ways through which scholars have sought to understand gender over time. Beginning with the earliest efforts to write 'women's history,' selections from the recent deluge of historical writing and new research on gender will be highlighted. The topics to be covered will include beauty norms, dress reform, prostitution, women's suffrage, the impact of War on constructions of manhood and womanhood, permissiveness in the 'swinging' sixties and so on, down to the present day. A comparative geographical focus will be used, and the course will draw on a wide variety of material from the Early Modern period to the 21st Century, to facilitate the study of changing gender norms.
Assessment: 100% coursework.

HIST2089. History's closet: Clothing in context (6 credits)

Fashion has been called the mirror of history, and this seminar course will examine how the growth of the fashion industry, the democratization and mass production of clothing, and changing dress styles in outer as well as underwear reflect new understandings of women, their bodies, sexuality, and roles in society from the mid-nineteenth century through to the present day. HIST2089 will introduce students to a large, complex and vibrant field of study and suggest how the relationship of women to fashion constitutes a complicated pattern of conformity, self-expression, resistance, and subversion in which issues of identity, ideology, nationality, race, ethnicity, religion, class, and socioeconomic aspirations compete for influence.
Assessment: 100% coursework.

HIST2095. The World Wars through documents (6 credits)

This course focuses upon the two world wars. It aims at helping students to assess and analyze critically different types of documents generated in the process of war, and to enhance their ability to handle original sources. It is taught as a seminar course, with students required to attend one lecture and one seminar per week. The course focuses upon a variety of documentary materials, including: official reports; public statements; speeches; newspaper and media reports; propaganda; letters; diaries; memoirs; and oral histories.
Assessment: 100% coursework.

HIST2097. Mao (6 credits)

The aim of this seminar is to critically examine existing accounts of the life of Mao Zedong, whether he is portrayed as a great revolutionary, a paranoid tyrant or a mass murderer. We will do so by exploring not only a variety of secondary sources, including texts, images and films produced by historians, but also by looking at some of the primary sources which have been used in biographies of Mao Zedong, for instance his own writings, interviews with journalists, reminiscences by contemporaries and key documents from the campaigns he instigated.
Assessment: 100% coursework.

HIST2116. Oceans in history (6 credits)

This seminar explores the historical role of oceans as spaces of human interconnection and global transformation. Oceans have long been studied as linear conduits of exploration, imperialism, piracy, etc. Beneath these currents, historians have also taken new soundings in the depths, revealing stories of voluntary and forced migrations, of resistance and empowerment, of sudden fluctuations and centuries-long patterns, and of loss and gain. Focusing on the 'Age of Exploration' (1450~1800), we will read noteworthy historical scholarship that has made the ocean its unit of analysis, its transformational element. As our point of departure, we begin with Fernand Braudel's vision of the Mediterranean as a coherent region unified by its internal sea. We shall then navigate the new history of the Atlantic, with its emerging stories of transatlantic slavery, radicalism, changing ecologies, and diasporas. We conclude on the latest frontiers of Pacific history, and in humanity's first ocean, the Indian Ocean.
Assessment: 100% coursework.

HIST2118. Chinese and Americans: A cultural and international history (6 credits)

China and the United States are two very important nations in the world today. Their interactions and relations have had deep impact on both Chinese and American lives and the rest of the world. This course will explore Sino-American relations in the last several hundred years with special focus on their shared values and experiences and emphasize both diplomatic and people-people relations from cultural and international history perspectives.
Assessment: 100% coursework.

HIST2119. Changing lives: Women's history from Fin-de-Siècle to the interwar years (6 credits)

The decades of late 19th and early 20th centuries had witnessed the emergence of new identities for women variously described as "Eve nouvelle," "the New Woman," "xin nuxing," or "la garçonne." In this course students will be introduced to the historical formation of these new images of women

through a critical reading of a diverse range of primary sources such as advice literature, women's self-writings, fiction, visual arts, and periodicals. A comparative cross-cultural perspective which draws on case studies from different national and cultural contexts will be adopted in this course.
Assessment: 100% coursework.

HIST2123. Meiji Japan, challenges and transformations, 1853-1912 (6 credits)

This course examines the transformation of Japan from a decentralized semi-feudal society to that of a highly centralized nation state and burgeoning regional power from 1853 to 1912. In essence, this seminar course explores the challenges, successes, and failures of nation building in Japan at a time of heightened international imperialism in East Asia and the Pacific and upheaval at home. It explores how Japan's governing elites attempted to create a stable state and society that balanced oligarchic rule with participatory democracy, economic authoritarianism with international capitalism, cosmopolitanism and internationalism with traditional cultural values, beliefs, and practices, and local and regional identities with those of the emerging Japanese nation state. Moreover, this course focuses on the writings, ideas, hopes and fears of people, elites and non-elite actors, who helped forge and maintain the institutions that helped make Japan a modern state and society.
Non-permissible combination: HIST2008.
Assessment: 100% coursework.

HIST2124. Taishō and Shōwa Japan: Perfecting state, society and nation, 1912 to 1989 (6 credits)

This course examines efforts undertaken by elites, institutions and citizen groups to overcome problems—perceived and real—that many believed modern Japan faced in both the domestic sphere as well as internationally. At home, these problems included: urbanization and poverty, exploitative industrialization, pollution, and labor unrest, socialism and ideological threats, moral degeneracy, crime and juvenile delinquency, agrarian decline and economic depression. Abroad, these threats included international diplomatic and economic isolation, racial inequality and discrimination, and foreign imperialism. Apart from exploring the perceived problems of Japan, this seminar also examines the various prescriptions advocated by officials and non-governing elites to ameliorate the afflictions that many believed threatened state, society, and the Japanese nation and empire. In doing so, this course will examine how and why concepts of reform, reconstruction, restoration, and even radical revolt and warfare influenced politics, economics, society, and Japan's relations with foreign powers during much of the twentieth century.
Non-permissible combination: HIST2009.
Assessment: 100% coursework.

HIST2131. Growing up 'girl': Histories, novels, and American culture (6 credits)

This course focuses on novels about girlhood/womanhood, with a particular emphasis on growing up in the US. Accompanying films will be considered as will the ways in which these texts concurrently "teach" history and are themselves historical documents. Noting various critical responses to (and public debates surrounding) these novels, lectures will explore diverse types of cultural/historical work the novels do as they tell stories about particular times, places, people, and episodes in US history. Supplementary reading/discussion considers author biography/autobiography, conduct literature, myths, visual art, and recent theoretical works on youth and gender. The course considers the ways in which novels reflect and influence historical changes and will underscore connections between "real" and imagined girls, and how both have helped to shape and are shaped by notions of race, nation, gender, sexuality, and consumption in both the US and Hong Kong.
Assessment: 100% coursework.

HIST2133. The Weimar Republic through documents, 1918-1933 (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in the period of Germany's Weimar Republic (1918-1933). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.
Non-permissible combination: HIST2147.
Assessment: 100% coursework.

HIST2134. The Third Reich through documents, 1933-1945 (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in the period of Germany's Third Reich (1933-1945). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.
Non-permissible combination: HIST2125.
Assessment: 100% coursework.

HIST2135. Cold War Germany through documents, 1945-1990 (6 credits)

In this seminar course students learn to assess and analyse critically different types of documents generated in West Germany and East Germany during the Cold War (1945/49-1990). Students' ability to handle original sources will be enhanced by identifying documents clearly, set them in their historical context, comment on specific points, and sum up the documents' historical significance. A variety of documentary materials is used, including: official reports; public statements; speeches; newspaper and media reports; letters; diaries; and memoirs. Students' presentations in a weekly seminar are combined with one lecture per week.
Non-permissible combination: HIST2076.
Assessment: 100% coursework.

HIST2139. Greek religion, society and culture in the Classical Age (6 credits)

This seminar course focuses on the social, cultural and religious life in ancient Greece in the fifth century B.C., a period also known as the 'Golden Age of Athens'. It will approach Classical Greece from its political, social and cultural contexts, paying particular attention to the interaction between religion and politics and other categories in the historical process. Major themes that will be discussed include ethnicity and identity, gender relations, the Athenian invention of democracy, mythology and religion, Greek drama, archaeology of sacred space, Greek art and architecture, and the monumentalization of the Greek past. Students will encounter a range of evidence from literary texts to Greek poetry and drama, archaeology of cult, Greek art and iconography. Classical Athens will be the focus because of the preponderance of surviving evidence from Athens, but other Greek cities will also be considered.
Assessment: 100% coursework.

HIST2140. Health, medicine and society in late imperial and modern China (6 credits)

This course will first examine the historiography of the history of health, medicine and society in the West and in China. It will then look at the changing meaning of disease, health, and the body in traditional and modern Chinese society. The course will be composed of lectures and discussions based on English publications in the history of medicine, with occasional reference to Chinese primary sources. Students are required to read assigned materials and participate in discussions.
Assessment: 100% coursework.

HIST2146. The Cultural Revolution, 1966-76 (6 credits)

Over the past decade or so, a whole diversity of new sources have changed the ways in which historians approach the Cultural Revolution. We will work very closely with these sources, which range from archival evidence to oral history, in order to develop specific skills of documentary analysis and historical interpretation. The student will also be introduced to a series of historical debates about the Cultural Revolution. What was the Cultural Revolution? Why did Mao launch it? What did it achieve? Why did so many students respond to his call? What role did the army play? Historians are divided over these issues, and many other historiographical problems as well. One way to making these questions more interesting will be to move beyond the narrow confines of elite politics in Zhongnanhai, the headquarters of the party in Beijing, and take into account the many ways in which the Cultural Revolution was experienced by people of all walks of life. The skills to be acquired during the seminar are not specific to the Cultural Revolution, but are part of the baggage of the historian that can be used in other fields of the arts and humanities, from a critical reflection about the nature of one-party states to an awareness of the huge diversity of human behaviour in times of extreme terror and violence.
Assessment: 100% coursework.

HIST2151. God, guns, sex: Religion, revolution, and gender in late imperial and modern China (6 credits)

This course discusses the interrelationship between religion, revolution, and gender in Chinese local society from the late imperial to modern times. The purpose of this course is to provide students with a base of knowledge regarding the changing historical experiences and contexts in Chinese history in the past three centuries. It aims to help students better understand how politics and revolutions constructed, challenged and transformed religious identity and gender relations in local communities. The course will be organized chronologically with specific thematic focus on different regions of China. We pay particular attention to analyze how power relations in local society are shaped by the negotiation between the state and local discourses of gender and religion.
Assessment: 100% coursework.

HIST2152. Late socialism and the 1989 revolutions (6 credits)

This course covers the history of late socialism from the late 1960s to the collapse of communism around the world in the 1980s. Despite its origins in the Russian Revolution and in Stalinism, the Communist world underwent important changes in this period that more immediately explain the political and social reality today of Russia, Eastern Europe, Central Asia and other countries that adopted Communism. The course will explore these changes—from the rise of mafia networks in Eastern Europe to the ideological and cultural changes toward individualism and the free market—as well as the historical currents that flowed into the revolutions of 1989. We will look at the different interpretations scholars have developed to explain these revolutions, examine witness accounts, and

consider their ongoing influence and changing meaning in post-socialist societies as well as their significance to us today.
Assessment: 100% coursework.

HIST2153. Stalin (6 credits)

Stalin looms large in the imagination of people everywhere. In the West, he came to be a part of a democratic identity that often understood itself in contrast to that ruthless, totalitarian dictator. In Russia itself, Stalin is increasingly seen as a ruthless, but historically necessary leader. The one issue everyone agrees on is that his will changed the fate of a vast Eurasian landmass stretching from Central Europe to the Pacific, encompassing what are today dozens of countries. Since the collapse of the Soviet Union in 1991, a wealth of archival documents has come to light that have reshaped our understanding of both Stalin and Stalinism. This seminar will look at the different, contentious accounts of both his life and the society and system of rule that bear his name. We will examine these debates among historians, and consider the different methodologies and primary source bases that have served to analyze this Georgian of humble origins who so decisively shaped the 20th century.
Assessment: 100% coursework.

HIST2162. Saving the world: A history of global humanitarianism (6 credits)

This course explores an age-old question of humanity: why do we give to distant strangers in need? Investigating this question across time and cultures will help students better understand what lies behind the human impulse to assist those who suffer, whether from natural disasters, famine, or human brutality. In examining global humanitarianism from both theoretical perspectives as well as through numerous historical case studies ranging from 18th century abolitionists' campaigns to the 2004 Indian Ocean Tsunami, students will better understand the factors that influenced people give more to some "distant strangers" than others. We will also assess the role that the media, religious organizations, NGOs, and governments have played in fostering empathy, sympathy and mobilizing relief. A broad, cross-cultural and multidisciplinary approach will enable students to assess whether history's examples of humanitarianism suggest that compassion toward sufferers is an innate human characteristic or primarily a constructed phenomenon. We will also explore what humanitarians have hoped to achieve through giving apart from the amelioration of misery, and ask whether giving has primarily been altruistic or opportunistic. Finally, where possible, we will explore how recipients have interpreted humanitarian offerings, welcomed and used aid, expressed gratitude, or even resisted the charitable impulses of people far away.
Assessment: 100% coursework.

HIST2166. Gender and sexuality on trial: A global history of sex and scandal, 1690-1990 (6 credits)

This course uses the courtroom as a site to study historical controversies surrounding sex, gender and sexuality from around the globe. The course will investigate a wide range of legal cases concerning such issues as interracial sex, infanticide, murder, adultery, divorce, cross-dressing and witchcraft. In each class, students will study several cases that illuminate these themes from different geographical and national contexts. The course assumes no prior knowledge in legal history or gender history. It will use legal cases to introduce students to key concepts in gender history, examining moments when social rules have been transgressed to consider the ways that the boundaries of gender and sexuality have been constituted, challenged and maintained over time. In doing so, the class will explore the instability of sex, gender and sexuality as categories of identity while also examining how such categories have constructed and reinforced social hierarchies. Finally, students will analyze the role of the law in

constituting the boundaries of sex, gender and identity, and consider how people have used the courtroom as a site for social change.
Assessment: 100% coursework.

HIST2167. Anarchism, radicalism, utopianism: Actors, communes and movements in the modern world (6 credits)

Anarchism is a global phenomenon—the same holds true for radicalism and utopianism. They have been serious strands of cultural, political and social thought and practice providing critical interventions in the modern world. Even actors, groups and movements with conflicting political and religious aspirations shared similar goals and means of liberation, and many of them tested their ideas in communal projects. Despite verifiable similarities and connections across national, imperial and regional boundaries, anarchism, utopianism and other strands of radical thought and revolutionary practice have been and still are often approached within (mostly nationally) confined perspectives—the most predominant being Eurocentric. This course, on the contrary, brings nineteenth- and twentieth-century anarchism, radicalism and utopianism into conversation. It will cover a variety of actors, communes and movements in and between Asia, Europe, Africa, Australia and the Americas. It attempts to overcome the dismissal of anarchism, radicalism and utopianism as idealistic or premature interventions, and demonstrate the horizon of possibilities anarchist, radical and utopian theory and practice has to offer—then and now.
Assessment: 100% coursework.

HIST2173. American antistatism (6 credits)

By the late twentieth century, the United States had emerged as the predominant global superpower with the world's largest military and economy. Despite the undeniably strong presence of the US state, both domestically and internationally, many Americans remained deeply skeptical of centralized state power and drawn to "small government" politics. This seminar course addresses this apparent paradox by tracing the long history of anti-statist ideas in US politics from the American Revolution to the present. Students will study the great variety of people drawn to anti-statist politics across US history including the Revolutionary founders in the eighteenth century, laissez-faire capitalists in the nineteenth century, anarchists and anti-vaccinationists at the turn of the twentieth century, libertarians and anti-communists at the mid-twentieth century, African-American and white leftist anti-statists in the 1960s-1970s, and the array of evangelicals, free market advocates, and social conservatives who embraced anti-statist politics at the end of the twentieth century. In this course, students will be required to develop a research essay across the semester on an aspect of American anti-statism of their choosing.
Assessment: 100% coursework.

HIST2174. Hell in the pacific: The Japan-America War and its legacies today (6 credits)

The conflict between Japan and America changed our world and altered the way war has been conceptualized and fought ever since. This four-year struggle, waged over the largest and most diverse theatre of war in history, was also defined by some of the most savage acts of brutality ever witnessed during 20th century combat. Well-established rules or principles of war were routinely abandoned by both combatants and afterwards in the "war crimes" trials that followed. What accounted for the savage inhumanity unleased during this conflict and the scale upon which it was delivered? Why did it become so easy to obliterate the distinction between combatant and civilian and how did this development change the nature of conflict, surrender, and post-conflict "justice" then, and to this day? Why did two empires that had grown increasingly tied economically over the previous thirty years ultimately reverse course quickly and jeopardize all they had forged? In exploring these and other questions, students will be encouraged to examine the Japan-America war within larger thematic frameworks and through "big

ideas," rather than merely a narrow investigation of individual battles or elite level personalities. By doing so, students will be offered opportunities to develop new understandings of one of the most gratuitous and consequential performances of inhumanity in history.
Assessment: 100% coursework.

HIST2186. Death and destruction from above: A history of aerial bombing, from zeppelins to drones (6 credits)

Since World War I, millions of soldiers, civilians, and suspected terrorists have died as a result of aerial bombing. Conventional and atomic bombings, moreover, have resulted in the destruction of countless military targets and the incineration of vast square kilometres of urban landscapes. What factors have made this possible, accepted, and "legal"? Throughout this course, students will explore the technological and military developments that have made such killing and wanton destruction possible. Moreover, students will examine the ideological, political, and doctrinal thought from Douhet to Mutual Assured Destruction (MAD) that has not only attempted to legitimate, but advocate, the targeting of civilians from above. Students will also be asked to investigate why legal proscriptions or conventions against aerial bombing never materialized in the pre-World War II era and examine why many nations have still refused to adhere to any restrictions on aerial warfare. Upon completion of this course, students will have a better understanding of how airpower, whether in the form of bombers, ICBMs, or unpiloted drones, has revolutionized warfare and changed the way strategists have conceptualized targets. Students will also gain a better understanding of how the indiscriminate yet effective employment of air power has often obliterated any distinction between combatants and civilians in today's world.
Assessment: 100% coursework.

HIST2187. Critical approaches to the end of empire in Southeast Asia (6 credits)

During the first half of the twentieth century, most of Southeast Asia was administered by Western empires. After WWII, however, these colonial governments collapsed and gave rise to new post-colonial states. Decolonisation precipitated some of the greatest changes to shape modern Southeast Asia: the rise of post-colonial nationalisms, the reconfiguring of local identities, and the re-organising of geopolitical alignments and economic systems. But, as this course will show, many of the most profound changes were not simply these processes of imperial withdrawal, but rather the active, popular attempts at wresting freedom. This course challenges students to critically explore experiences of decolonisation that are seldom covered in history. What about ethnic, religious and linguistic minorities who were left behind in post-colonial state formation? What about women, children and other subaltern voices? It will encourage students to familiarise themselves with important themes in historiography relating to empire, decolonisation and post-colonial state formation in a number of comparative Southeast Asian contexts, including—but not limited to—Indonesia, Vietnam, Myanmar, the Philippines and Malaysia.
Assessment: 100% coursework.

HIST2195. The United States and China: An international and transnational history, since 1945 (6 credits)

This course explores the history of international and transnational relations between China and the United States. The course begins with the end of the Pacific War and the origins of the modern Sino-American relationship in the postwar era and ends with a consideration of the contemporary relationship between the United States and a risen China.
Assessment: 100% coursework.

HIST2197. The Chinese Revolution, 1921-1949: A documentary approach (6 credits)

This research seminar approaches the Chinese Revolution (1921-1949) from a documentary point of view, using a variety of primary sources. The main objective is to help students identify, assess and use a variety of different documentary sources, mainly archival material but also published documents, for instance memoirs, eyewitness accounts or even diaries. Students will learn how to approach history from the bottom up and formulate their own interpretation on the basis of documentary analysis.
Assessment: 100% coursework.

HIST2206. Between the two rivers: The rise of the world's first civilizations (6 credits)

This course explores the world's first civilizations that emerged from Mesopotamia, a historical region of West Asia that primarily occupies modern Iraq, and in the broader sense, parts of present-day Iran, Kuwait, Syria, and Turkey. It covers the period of Mesopotamian history from the Chalcolithic period (c. 6,000–4000 BC), a transition period from the Neolithic revolution (c. 10,000–4,000 BC) to the Urban Revolution during the Bronze Age (c. 3,500–1,155 BC), when southern Mesopotamia was first permanently settled by a Sumerian-speaking, West-Asian people, to the fall of the Neo-Babylonian Empire in 539 BC. The course will guide students to explore and assess key aspects and processes of the emergence and development of the major Mesopotamian (primarily Sumerian, Babylonian, and Assyrian) civilizations, with a focus on urban, regional, and imperial development, within the framework of global history. These include: the transition from the Neolithic settlements to Sumerian city-states and later to imperial capitals, prominent and multifunctional institutions represented by their monumental buildings; law and order; major scientific advancements (e.g., mathematics, astronomy, and medicine) and technological advancements (e.g., data and information management); conception and organisation of time and history; major aspects of cultural development (e.g., literacy, literature, mythology, religion, and philosophy); physical and communication infrastructure development; household and daily life, warfare; and the rise of major empires. Attention will also be given to continuities and discontinuities, tradition and innovation, and cultural exchanges in the development and transmission history of the Mesopotamian civilizations. We will also examine the impact of the Mesopotamian civilizations on the wider regions and on later periods of history, such as biblical Israel, Classical civilizations, a process which contributed to the Mesopotamian civilisations' prestigeous status in the world's cultural heritage and memory. We will also explore an unabated and renewed influence of the Mesopotamian civilisations on the modern world, starting with a series of momentous archaeological discoveries of epigraphical/textual, architectural, and other material remains from the early 19th century, and the sensational decipherment of cuneiform texts towards the end of the century, which galvanized the long-standing historical and cultural interests, prompted heated intellectual and theological debates (e.g., the Bible-Babel controversy), and were used for social, cultural and political identity constructions by the competing Western powers (e.g., British, French) and the rulers in Iraq (e.g., Saddam Hussein). Students will be assigned readings from modern scholarly publications as well as from ancient sources (in English translation).
Assessment: 100% coursework.

HIST2210. Religion in Hong Kong history (6 credits)

Nearly half the schools and colleges in Hong Kong are Christian, yet only 10% of the population claims to be Christian, while 3 out of 5 Chief Executives have professed Catholic faith. According to a 2010 survey conducted by the Hong Kong Taoist Association, 1 in 7 identify with Taoism, yet the abundance of altars dedicated to earth deities in shop fronts exceeds this ratio. Such anomalies invite us to ask: how and why did religion develop across Hong Kong history? What is its meaning and use in both past and present? This course examines the many entanglements of religion in Hong Kong history, from missionary schools to Buddhist philanthropy, from Taoist tourism to everyday popular religion.

Through lectures, discussions, and assignments, students will come away from this course with a broader understanding of 'religion' as well as its undeniable and enduring relationship with Hong Kong's social, economic, cultural, and political landscape.
Assessment: 100% coursework.

HIST2212. Performing history in the 20th and 21st centuries (6 credits)

This course applies perspectives from Performance Studies to the study of history. Whether we are looking at historical actors or those who interpret their actions for future generations, performance offers a creative and critical lens through which to engage with the past. Throughout the term we will explore how individuals who live in different times and places can be likened to performers on a stage. Concurrently, we will interrogate how historians can also be likened to performers as they gather evidence and narrate the past. Performance Studies provides a critical lens to explore answers to questions such as: Whose voices are heard and archived? How do ideas of performance illuminate the intersections of history with identities and institutions? What are the racialized, gendered, and cultural performances that shape historical memory, structures, and societies? We will rethink what it means to perform, explore why performative processes matter, question how historical memory connects with performances of power, challenge binary framings, and complicate dominant narratives. With a performance based approach, students will explore a broad range of performances including but not limited to films, social media, dance and theater, visual art, political events, protest, and everyday happenings.
Assessment: 100% coursework.

HIST2213. Witchcraft, magic, and the devil in early modern Europe and America (6 credits)

In 1692, hundreds of people, including men, women, and children, were accused of witchcraft. Twenty were executed. What led the members of a small community in Salem, Massachusetts, to persecute and even kill each other? Historians have sought to answer this question for decades. They have approached Salem from a variety of angles, using economic, social, legal, anthropological, and gender studies frameworks to explain the occurrences of 1692. During the semester, we will explore some of these methods. While the events that took place in Salem remain the most sensational and well-known, they were not isolated incidents. Thus, we will connect the Salem Witcraft Trials to the massive witch hunts that took place in Europe between 1400 and 1700. During this time, widespread fears about witchcraft led to the persecution and execution of tens of thousands of people. Fascinating and chilling, witchcraft raises productive and provocative questions about human society and belief, about fear and responses to fear, about the cultural norms that permit and even encourage the deadly persecution of individuals, and the patterns of gendered expectations that put one gender (usually female) at heightened risk for witchcraft accusations.
Assessment: 100% coursework.

HIST2217. Modern Transformations: Nature and Technology in Asian history (6 credits)

This course will interrogate the role of natural and technological transformations in the making of Modern Asia. How has the environment been understood and transformed in Asia over the past five centuries? And how have these transformations intersected with technological developments during this time? We will address these questions by exploring the complex relationship between the "natural" world and built environments in the region. By bringing new scholarship on the environment in conversation with insights from the emerging field of STS, this course will invite students to consider how even the most pristine landscapes have been transformed by the human hand, and how our grandest infrastructural projects bear the imprint of their physical environment. Through the course we will ask

whether Asia's forests have been shaped any less by human activity than its dams, and whether the region's biggest cities have really liberated themselves from their environments.
Assessment: 100% coursework.

HIST3022. History by numbers: Quantitative methods in History (6 credits)

This course seeks to introduce students to the various quantitative approaches used by historians in research and to provide an opportunity for students to learn to use some of these methodologies in a workshop environment. Its focus is therefore both theoretical and practical, and students will learn skills which will be readily transferable to the workplace. This course is available only for History majors in their final year of study.
Note: For History majors and minors only.
Assessment: 100% coursework.

HIST3025. Hitler and the National Socialist ideology (6 credits)

Adolf Hitler's books *Mein Kampf* (My Struggle) and *Zweites Buch* (Second Book), both written in the 1920s, offer a clear and succinct statement of his views on the world. Preaching a message of hatred, violence and destruction the books reveal both the presence of a genocidal mentality and the statement of an implicitly genocidal message. Much of the interpretative challenge lies in appreciating the significance of the simple but extensive sets of synonyms and antonyms that Hitler uses throughout his writing. However, if we wish to understand how the National Socialist genocide of the Jews occurred it is with Hitler's books that we must start. In the course we will concentrate on those writings and evaluate their intellectual and philosophical roots in a 19th and early 20th century tradition, and their background and motivation in Hitler's own biography.
Assessment: 100% coursework.

HIST3027. Natural disasters in history, 1700 to present (6 credits)

Natural disasters have had a destructive and often transformative impact on cities and rural landscapes, cultures and societies, and nation states for much of history. This course is designed to encourage students to look differently at natural disasters and their role in shaping the histories of peoples and nations across time and space from 1700 to the present. Using natural disasters as revealers or windows into the past this course will compel participants to think critically and creatively about fundamental relationships in society: What makes a natural phenomenon such as an earthquake, a cyclone, or a volcanic eruption a natural disaster; how have people interpreted disasters and what does this tell us about our relationships with religion, science and technology; how have disasters been portrayed or represented in art, literature, and the media and for what interpretative ends; and how have disasters and the reconstruction processes that followed been used by opportunistic leaders or non-governmental agencies to redevelop landscapes and remake societies? By focusing on case studies from around the globe from 1700 to the present, this course will cross cultures, disciplines, and time, and demonstrate how disasters and catastrophes are cultural constructions that reflect and reinforce, yet sometimes overturn our understanding of nature, science, society, and the cosmos.
Assessment: 100% coursework.

HIST3029. Transnational history: A new perspective on the past (6 credits)

How can we move beyond ethnocentric approaches to history focusing upon the nation? What is the significance of the movement of individuals and institutions through networks spanning places, spaces, regions and political units to processes of historical transformation? Recently, calls have been heard for

historians to respond to critiques of the national and comparative paradigm by adopting what has been referred to as a "transnational" or "entangled" perspective on the past. This involves the study of the flow of ideas, people and commercial goods across the networks and institutions that linked and overlay particular political units, rather than the units themselves. This course allows students to become familiar with this new perspective. Through small group discussion it provides an opportunity to discuss the problems and possibilities of transnational history and to critically evaluate recent works advancing attempts to move "beyond the nation" from fields as diverse as the history of empire, migration, politics, and youth.
Assessment: 100% coursework.

HIST3065. Workshop in historical research (6 credits)

The research skills and methodologies used by historians are based on the critical analysis of primary and secondary sources. Competency in these skills and an acquaintance with the various methodologies of the historian are central to advanced studies in the historical discipline, but these skills and methodologies are also highly transferable to the workplace. In this course, students will work in small groups on a research project. Learning will be through directed group discussions and coordinated individual research tasks. The course will introduce students to a wide range of historical sources, equip them with the skills to analyze and interpret those sources, and will also encourage students to develop leadership and team-work roles in solving real historical problems.
Assessment: 100% coursework.

HIST3075. Directed reading (6 credits)

The aim of this intensive reading course is to provide an opportunity for students to pursue a specialized topic of study with a faculty member. Throughout the semester, the student and teacher will consult regularly on the direction of the readings and on the paper or papers (not to exceed 5,000 words) that will demonstrate the student's understanding of the material. This course cannot normally be taken before the fifth semester of candidature and is subject to approval. Students wishing to take this course should consult with a teacher who is willing to supervise the reading project before enrolling.
Assessment: 100% coursework.

HIST3076. Tourism and history (6 credits)

Tourism has been described as the largest peaceful movement of people. It also plays an important economic function in many societies. But tourism is never simply about travel and economics. It both reflects and influences identity, culture, society, urban planning, politics, and history. National or local identity, for example, is often forged though images produced or reproduced for tourists, while tourism often represents how a place views itself, how it is viewed by others, and how it wants to be viewed. This course considers these issues by examining a range of works on tourism worldwide and asking how they apply to tourism in Hong Kong since the mid-1900s. The course examines both the outward-facing aspects (a place presenting itself to the world) of tourism and the inward-looking aspects (convincing the local public that it should open that place to tourists).
Assessment: 100% coursework.

HIST3077. Gandhi: A global history (6 credits)

This course will focus on the life, ideas and legacies of Mohandas Karamchand Gandhi. One of the most significant, controversial, and complicated political actors in modern history, the course will give students an opportunity to think critically about his philosophy of non-violence, his critique of

modernity, and his opposition to colonial rule. The course will be divided into three modules. The first module will examine Gandhi before his national and international prominence, focusing upon his childhood in India, his legal training in Britain, and his turn towards political activism in South Africa. The second module will examine Gandhian political thought and action in the context of India's rising nationalist movement and through to his assassination in 1948. The final module will trace the global legacy of Gandhian ideas in non-violent movements across the world, spanning South Africa, Myanmar, the United States of America, and Hong Kong.
Assessment: 100% coursework.

HIST3078. Cold War science fiction (6 credits)

Science Fiction as a genre was established at the turn of the 20th century, partly, as a medium through which to envision a future beyond capitalism, in other words, as a means to envision socialism. Some of the genre's foundational tracks in both the United States and Russia made for important discussions on this question. With the advent of the Cold War, science fiction continued to provide an important venue in both the East and the West for imagining liberal and socialist futures and for making critiques of liberal and socialist presents. Historians of the Cold War routinely invoke an almost existential battle between capitalism and socialism as the core of the object of their study: the Cold War. But they rarely show much understanding or interest in what these two systems were historically. This course follows science fiction writing in both East and West to develop a more grounded understanding of the Cold War as a battle between two systems than that provided by Cold War historians. It will provide a schematic history of the Cold War, while fronting questions of historiography as well as those of social thought arising from science fiction texts.
Assessment: 100% coursework.

HIST3079. The 1970s: A global history of the decade that changed the world (6 credits)

All decades are special, but the 1970s was perhaps a bit more special than most. That decade introduced a transformation from one kind of modern industrial society to another. Scholars often think of it as the origins of our current era. This course will survey what that means, while exploring the radical changes the decade introduced in economy, culture, politics and global society. From the rise of a new conservatism, through the rage of punk music, to deindustrialization in the rich world and the development of so-called service economies, the 1970s saw social transformations globally of a range, depth and consequence that makes it unique. We will aim to develop a holistic view of these changes in order to better understand our present and possible futures.
Assessment: 100% coursework.

HIST3080. Historical gaming (6 credits)

History takes many forms in the world around us. It is an academic discipline practiced professionally in universities. It is taught out of textbooks in schools. And it often takes the form of commercial entertainment, such as heritage sites, museums, movies and magazines. In the past few decades, computer games have emerged as another popular source of representations of the past as entertainment. But while such games regularly feature the past as a setting, historians have rarely taken them seriously or considered them as a potential medium for the delivery of historical research. However, some historians, especially those concerned that professional history with its emphasis upon detailed evidence, critical argument and open debate should be more accessible, have begun to explore the benefits of using this medium to push beyond the limitations of written history. They have asked new questions. Can computer games help historians to reach new audiences? Could this medium allow the immersive effects of film and the complexity of written scholarship to be combined? This course focuses upon history as practice and methodology. It challenges students both to reflect upon the disciplinary

conventions of academic history and to innovate by applying these to the medium of gaming. In the course, students design a historical game based upon academic research, combining truthfulness with playability, and enhancing access to the past as a source of open-ended discovery and critical debate.
Assessment: 100% coursework.

HIST3081. Sporting together: Sports in the shared history of Sino-American relations, 1870s to the present (6 credits)

This course connects the history of China and the United States, and US-China relations through sports. It is well-known that ping pong diplomacy between Mao Zedong and Richard Nixon in the early 1970s broke deep hostilities and established better relations between the People's Republic of China and the US. Less well-known is that sports not only shaped the respective national developments of China and the US, but more importantly, played an important role in establishing a shared history of Sino-American relations from 1870s to the present. This course aims to study this long-ignored yet important topic. The seminar will first discuss historical issues concerning the way sports influenced and shaped Chinese and American national developments. Then we will devote time to the historical question of how sports became an effective vehicle or tool to bring Chinese and Americans together diplomatically, culturally and socially.
Assessment: 100% coursework.

HIST3082. Birth counts: The politics of reproduction in the modern world (6 credits)

Birth Counts explores the modern history of human reproduction and shows how the state and elites strove to regulate fertility in the name of nation-building between 1800 and 2000. Based on several regional case studies, the course shows how pregnancy, childbirth, contraception, and infertility treatments were more than personal events. They were highly politicized issues that intersected with categories of gender, race, class, age, disability, and sexuality. Using small group discussions, students are encouraged to inspect how the politics of reproduction simultaneously empowered and oppressed individuals across social strata.
Assessment: 100% coursework.

HIST3083. Intellectual history of early modern East Asia (6 credits)

This seminar explores the dynamic relationship between ideas and social change in early modern East Asia. Students will engage deeply with a selection of primary sources from China, Japan, Korea, Vietnam, and the Ryūkyū Kingdom, understanding their themes, conceptual frameworks, and rhetorical strategies. Students will also learn to craft their own method for situating these texts within historical contexts, drawing insights from Western and East Asian traditions in the history of ideas, history of mentalities, and cultural history. Topics to be discussed include nativism, nature and society, and learning. Selections are drawn from the works of Han Yu, Wang Anshi, Su Shi, Zhu Xi, Wang Yangming, Yi Kyubo, Sŏng Hyŏn, Yi T'oegye, Yi Yulgok, Kumazawa Banzan, Ogyū Sorai, Itō Jinsai, Lê Quý Đôn, Lý Văn Phức, Sai On, and others. All readings will be provided in English translation.
Assessment: 100% coursework.

The following courses are classified as 'seminar courses' and are counted towards the major and minor in History: CHIN2235, CLIT2076, CLIT2093, GLAS3102. Please refer to the relevant syllabuses for details.

(C) Capstone Experience Courses

HIST4015. The theory and practice of history (capstone experience) (6 credits)

This course aims to acquaint students with some of the theoretical and practical considerations which underlie the study and writing of history by considering the development of the discipline of history from its beginnings in the ancient world through to the postmodernist critique. The course is especially recommended to those who wish to pursue history at the postgraduate level. All students taking **HIST4017. Dissertation elective (capstone experience)** are required to take **The theory and practice of history (capstone experience)**.
Note: This course is open to students in Year 3 and 4.
Assessment: 100% coursework.

HIST4017. Dissertation elective (capstone experience) (12 credits)

This is a research course which requires submission of an extended written dissertation. All students taking the **Dissertation elective** are required to take **HIST4015. The theory and practice of history (capstone experience)**.
Co-requisite/Prerequisite: HIST4015.
Note: For History majors only; a whole-year course.
Assessment: 100% coursework.

HIST4023. History research project (capstone experience) (6 credits)

Students who wish to undertake a research project on a specialized historical topic in either semester of their final year of study may enroll in this course with the approval of the Head of the School of Humanities on the recommendation of the departmental Undergraduate Coordinator. The course aims at providing an opportunity for intensive research leading to the production of a long essay (not exceeding 7,000 words) which will be supervised by a faculty member with expertise in the chosen area of study.
Note: For History majors and minors only.
Assessment: 100% coursework.

HIST4024. Writing Hong Kong history (capstone experience) (6 credits)

This course looks at various themes, problems, and issues in Hong Kong's history since the 1800s. Rather than focusing on historical events, we will look at the ways in which certain themes have been studied. Thus we will be less concerned with dates and facts than with analysis and interpretation. Topics include: general approaches to Hong Kong history, the Opium War and the British occupation of Hong Kong, colonial education, regulation of prostitution and the mui tsai system, colonial medicine, colonialism and nationalism, WWII and the Japanese occupation, industrialization and economic development, history and identity, legacies and artifices of colonial rule, and history and memory. The goals of the course are to introduce students to the ways in which scholars have approached Hong Kong history, assess how theories based on other historical experiences can be used to understand Hong Kong history, and help students learn to argue effectively in written and oral presentations.
Assessment: 100% coursework.

HIST4026. History publishing (capstone experience) (12 credits)

This course expects students to draw together the various strands in their undergraduate history training in a project which aims to (1) allow individual students to produce a professional piece of historical writing suitable for publication, and (2) bringing several of these written outputs together in a volume designed and produced by the course participants. The course will enable students to learn all the stages and methods of book production through practical involvement in creating a published volume of historical essays as a group project. Publishing professionals will be involved in teaching the course and professional standards will be encouraged throughout the project work. This course will be of particular interest to students who are interested in pursuing careers in any area of publishing, but it will also be valuable to those who intend to pursue postgraduate studies or careers in writing.
Note: For History majors only; a whole-year course.
Assessment: 100% coursework.

HIST4028. History without borders: Special field project (capstone experience) (6 credits)

Enrolment in this special course is extended to students majoring in History by invitation, and on a performance-related basis. For those students invited to apply for enrolment this exclusive capstone course will provide an opportunity to design their own field project in a subject related to the History discipline. It will also provide funding to support field work undertaken across geographical, political and cultural borders, in Hong Kong and/or overseas. The course thus provides History majors with a unique, funded opportunity to design, plan and make their own creative contribution to historical knowledge.
Students invited to submit a project proposal must do so by the specified deadline. The department panel will then notify applicants of approval or non-approval within the period specified. Those students eligible to enroll in the course who are interested in taking up the Department's invitation and whose project proposals are successful will be provided with financial support to be used for the purpose agreed. A range of innovative activities may be designed by students, including, for example, travel overseas to conduct field research, the editing and publication of a special online journal, attendance or organisation of a conference, workshop, or specialist history summer course. Each student will be supervised by a staff member working in a related field.
Note: For History majors only, and by invitation.
Assessment: 100% coursework.

HIST4030. Europe fieldtrip (capstone experience) (6 credits)

This course will engage students in a particular historical theme or period of history, in one or more geographical areas of Europe through a field trip to examine historical sites and historical remains in the field or in museums and archives. The nature of the field trip will vary from year to year depending upon the expertise of the teacher and the needs of students.
Note: This course may be taken as a Summer Semester course before the commencement of the final year of studies.
Note: For History majors and minors only.
Assessment: 100% coursework.

HIST4031. East Asia fieldtrip (capstone experience) (6 credits)

This course will engage students in a particular historical theme or period of history, in one or more geographical areas of East Asia through a field trip to examine historical sites and historical remains in the field or in museums and archives. The nature of the field trip will vary from year to year depending upon the expertise of the teacher and the needs of students.

Note: For History majors and minors only.
Assessment: 100% coursework.

HIST4032. Great Kanto earthquake and the reconstruction of Tokyo (capstone experience) (6 credits)

This course explores the most deadly and destructive natural disaster in Japan's history, the Great Kantō Earthquake of 1923 and the reconstruction of Tokyo. In a general sense, this course will encourage students to reflect on the interconnections between nature, science, religion, the media, arts, politics, economics, the built environment, and society that large-scale disasters reveal. In a specific manner, this course will challenge students to explore questions such as: what did this catastrophic earthquake mean to the residents of Tokyo, how did they and others interpret this calamity, how was this localized or regional disaster constructed as 'Japan's greatest tragedy,' why did grandiose plans for a reconstruction imperial capital fall victim to contentious political debates, how was the city rebuilt and what influences shaped its design, and how did people mourn and remember the dead and commemorate this catastrophe?
Assessment will focus on students developing an extended research essay drawn from a large collection of translated primary sources, images, and art.
Assessment: 100% coursework.

HIST4033. Museums and history (capstone experience) (6 credits)

Museums have become one of the most popular ways of telling history. Many scholars argue that museums are not neutral places; rather, they are often used for a wide range of strategic purposes: regulating social behavior, building citizenship and national identity, and expanding state power. But museums also face a variety of constraints and challenges: culture, money, politics, physical space, locating and selecting appropriate artifacts, and forming narratives. This course considers these issues by looking at history museums and heritage preservation in Hong Kong. The goals of the course are to familiarize students with a range of theoretical approaches to museum studies; explore the ways in which museums and heritage preservation can be used to further certain political, cultural, and commercial agendas; and help students learn to write an analytical research essay based on readings and museum fieldwork.
Non-permissible combination: HIST2094.
Assessment: 100% coursework.

HIST4034. Oral history and ethnographic research methods (capstone experience) (6 credits)

Oral history and ethnographic research are important ways of recording the past that provide powerful alternatives to conventional written history. While the written record often privileges elite viewpoints, oral history and ethnographic research have the potential to document the voices of ordinary people and highlight the dynamics of everyday life. This course explores the practice, politics, and ethics of oral history and ethnographic research. Students will learn the skills required to conceptualize, conduct, analyze and disseminate oral history interviews and ethnographic research in the unique postcolonial British/Chinese/global context of Hong Kong. The first part of the course will provide a historical overview of oral history. We will examine key theoretical perspectives and discuss a variety of case studies in order to understand the value and potential of oral history and ethnographic research methods. We will pay close attention to issues of power, including the politics of memory and how researcher attributes (such as gender, age, race, nationality, family history, etc.) shape interview dynamics. In the second part of the course, we will focus on the practical skills required to conduct and analyze oral history interviews and ethnographic research in Hong Kong. Students will gain experience documenting oral histories and conducting ethnographic fieldwork with subjects and topics of their choice. We will

discuss key issues such as interview strategies, transcription, indexing, and narrative analysis. We will examine important ethical and legal considerations, including questions of informed consent and institutional research ethics compliance. The third part of the course will provide students with the opportunity to reflect upon and disseminate their research experiences. We will discuss the challenges and dilemmas involved in conducting oral history and ethnographic research. Students will gain experience disseminating their research results through an oral presentation and online exhibit.
Assessment: 100% coursework.

HIST4035. History applied: Internship in historical studies (capstone experience) (6 credits)

This capstone course allows students to apply historical thinking in the community. Under the supervision of the course coordinator students select from among a wide variety of partner institutions, organizations, associations, businesses and others, and embark upon the collaborative challenge of uncovering their past. Instead of simply requiring students to work for specified hours at 'historical sites' (museums, archives, etc.) the course requires them to use the research techniques and methodological approaches they have learned in the discipline to construct and present a history of their selected community partners. They build preparatory research into polished consultancy papers detailing key findings about the partner, their development over time, and the passions and preoccupations of the individuals who have played an especially prominent role in their development. The course provides History students' with a unique opportunity to design, plan and present creative contributions to historical knowledge and to engage with community members in discussions about the value and potential uses of history in the present. During the internship, students prepare and present their research-based consultancy paper. They also write a journal critically detailing their own initial expectations and reflecting upon the actual experience of conducting research, communicating their findings and putting history to use.
Assessment: 100% coursework.

HIST4036. World War III: A history? (capstone experience) (6 credits)

In 1949 Albert Einstein told his friend, chemist Alfred Werner, "I don't know [what weapons will be used in World War III], but I can tell you what they'll use in the fourth – rocks!" This course explores the weapons that convinced Einstein and others that WWIII would be a civilization-as-we-know-it ending event. What were those weapons and the technologies behind them? How, where and why were they developed, tested, deployed, used, stolen and reproduced? Why were these weapons almost used in 1962 and 1983 and what kept humanity from crossing the Rubicon of annihilation then, and at other times? When has the limitation of such weapons proven effective or failed and why? Seminar participants will explore these questions as well as examine the history of post-nuclear apocalypse imaginary as expressed through film and writings to better understand how technological developments and more accurate assessments of "the end" and "the aftermath" shaped popular culture and society.
Assessment: 100% coursework.

HIST4037. Automating the Past: Artificial Intelligence and the Historian's Craft (capstone experience) (6 credits)

This course offers an accessible introduction to the careful and effective uses of artificial intelligence (AI) in automating parts of a historian's research workflow. Topics include archival management, semantic search, prompt design, and chain-of-thought reasoning. Students will learn how to pretrain or fine-tune transformer-based language and multimodal models tailored for their individual capstone projects, as well as critically reflect on the role of AI in historical inquiry. No programming experience is required.
Assessment: 100% coursework.

MUSIC

The Department of Music offers courses designed to meet the needs of students reading for a degree with either a specialist or non-specialist emphasis on music. Our curriculum has been designed with the following aims in mind:

- To deepen students' understanding of the functions, concepts, structures, and values of music and its role in society;
- To broaden students' knowledge of the diverse musical cultures of the world and their histories, styles, and ideas;
- To train students to think critically about music and equip them with the verbal skills which will enable them to articulate their thinking;
- To promote creative activity in the composition and performance of music as a mode of discourse that uniquely complements other modes of discourse in the humanities;
- To provide a comprehensive education that integrates the activities of scholarship, composition, and performance, connecting them to the larger world of learning in the humanities, the sciences, and commerce.

The curriculum consists of a series of courses covering a wide range of topics and approaches at introductory and advanced levels. Cross-cultural and cross-disciplinary interests are particularly encouraged.

All courses carry 6 credits unless otherwise specified. Prerequisites, if required, are stated in the course descriptions. In exceptional cases, these requirements may be waived. All major and other course selections are subject to the approval of the Head of the School of Humanities on the recommendation of the Department's Undergraduate Coordinator.

Music Majors

First year music scholars and intending majors must take:

MUSI1023 Materials and structures of music (6 credits)
MUSI1025 The art of listening (6 credits)
An introductory course taken from any Arts programme (6 credits)

A major in Music shall consist of 54 credit units of Level 2000, 3000, and 4000 courses from the music syllabus taken in the third to eighth semesters. As a prerequisite, music majors must take:

MUSI2010 Music of China (6 credits)
MUSI2070 Fundamentals of tonal music (6 credits)
MUSI2074 Introduction to contrapuntal styles and techniques (6 credits)
MUSI2081 Music in Western culture I (6 credits)
MUSI2082 Music in Western culture II (6 credits)

In addition, all music majors must take at least 24 elective credits from Level 2000, 3000, or 4000 advanced courses, of which at least one course should be a Capstone Experience course (see below), and no more than two courses can be performance courses (MUSI2047, MUSI2066, MUSI2068, MUSI3019, MUSI3021, MUSI3032, MUSI4001, and MUSI4002). This also applies to exchange credits transferred to fulfil the major requirements.

Capstone Courses

Capstone Experience is a graduation requirement for music majors. Capstone Experience courses are designed to allow students to advance their analytical thinking by permitting the application of disciplinary knowledge and principles learned in the first and second years. The requirement can be fulfilled by taking at least one of the following courses:

MUSI3028	Red is the colour: music and politics in post-1949 China (capstone experience)
MUSI3029	Music and scientific thoughts: past and present (capstone experience)
MUSI3030	Tonal counterpoint (capstone experience)
MUSI3031	Special study (capstone experience)
MUSI3032	Special performance study (capstone experience)
MUSI3033	Topics in ethnomusicology (capstone experience)
MUSI3034	The qin (capstone experience)
MUSI3035	Music analysis II (capstone experience)
MUSI3037	Opera (capstone experience)
MUSI3039	Methodological perspectives in music II (capstone experience)
MUSI3042	Music production: From ideation to realization (capstone experience)
MUSI4002	Advanced music performance 4 (capstone experience)
MUSI4003	Dissertation (capstone experience)

Music Minors

To obtain a minor in Music, students are required to take "MUSI1025 The art of listening" (6 credits) and at least ONE of the following two courses:

MUSI2081	Music in Western culture I (6 credits)
MUSI2082	Music in Western culture II (6 credits)

In addition, all music minors must take at least 24 elective credits of Level 2000, 3000, and 4000 courses from the music syllabus taken in the third to eighth semesters, of which at least three courses should be advanced courses, and no more than two courses can be performance courses (MUSI2047, MUSI2066, MUSI2068, MUSI3019, MUSI3021, MUSI3032, MUSI4001, and MUSI4002). This also applies to exchange credits transferred to fulfil the minor requirements.

Level 1000 Courses

All Level 1000 courses are introductory courses and are normally taken in the first year.

MUSI1004. Introduction to musics of the world

This course introduces a range of musical traditions from around the world and examines them in their social, cultural, and historical contexts. The course explores music as both a reflection and creation of society, discusses issues raised by cross-cultural research, and provides a theoretical framework for understanding the relationship between music and culture. Formal lectures will be supplemented by in-class demonstrations and hands-on experience of selected musical styles.
Assessment: 100% coursework.

MUSI1018. Advanced music performance 1 (for students in their first year of study)

This one-year course provides students with the opportunity to develop their musicianship and perform in public. The coordinator offers the students advice in choosing repertoire, helps them plan their

rehearsals and performances, and invites both local and overseas visitors to conduct two-hour masterclasses. The students offer two public recitals, one in the Autumn semester and one in the Spring; attend all masterclasses; write programme notes for their chosen pieces; and discuss their selection of works with the course coordinator. Repertoire changes every year and reflects the students' abilities as well as interests. Places in this course are limited and admission is by audition.
Assessment: 100% coursework.

MUSI1022. Performance study 1 (for students in their first year of study)

Students taking this course have to enrol in two performance ensembles or workshops offered by the Music Department over two semesters. Ensembles may include the HKU Chamber Singers, HKU Early Music Ensemble, HKU Gamelan, and HKU Percussion Ensemble. Performance workshops offered vary from year to year and may include individual or group lessons in voice, percussion, or any instrument of the student's choice, as approved by the Music Department.
Assessment: 100% coursework.

MUSI1023. Materials and structures of music

This course develops students' conceptual and perceptual understanding of the basic materials and structures of music, including rhythm and meter, intervals and scales, modes and keys, as well as melody, harmony, and contrapuntal practices. The course integrates ear training with the analysis of a wide array of musical examples. Students completing this course are expected to have established a clear and solid understanding of the rudiments of music, and be able to make practical demonstrations of this knowledge. The course will serve as a thorough review of aural and theoretical skills necessary for those intending to major or minor in music. It is also available as an elective to students in other departments who seek a solid foundation in music fundamentals.
Assessment: 100% coursework.

MUSI1024. Jazz: history and appreciation

This course will examine jazz from its origins to the present, its relation to other forms of music including blues, gospel, R&B, soul, etc. Different styles within the jazz genre will also be explored, including Early Jazz, Swing, Bebop, Cool Jazz, Hardbop, Soul Jazz, Bossa Nova, Post-bop, Avant Garde, etc. Special attention will also be given to pivotal figures in the history of jazz such as Louis Armstrong, Bix Beiderbecke, Duke Ellington, Count Basie, Coleman Hawkins, Lester Young, Charlie Parker, Dizzy Gillespie, Thelonious Monk, Miles Davis, John Coltrane, and Ornette Coleman. Representative and monumental instrumental and vocal recordings from the past one hundred years will also be explored. Class time will be spent listening to, analyzing, and discussing a wide variety of recorded jazz performances and watching jazz videos. Visiting artists may also be invited to perform in class and lecture on relevant topics.
Assessment: 100% coursework.

MUSI1025. The art of listening

Music moves us, and we know not why, and it is harder still to explain what we are listening to. Taking these issues as a point of departure, this course introduces students to a wide array of music, as well as a range of ways of thinking, talking, and writing about music. Attention will be given to the development of listening skills and the vocabulary necessary to articulate an engaged response to the repertoire studied. The majority of music dealt with will be drawn from the classical music repertoire, with supplementary examples from other musical cultures when appropriate.

Assessment: 100% coursework.

Level 2000 Courses

Except for the two introductory courses MUSI2010 and MUSI2070, all Level 2000 courses are advanced courses. Introductory courses are normally taken within the second year of study, while advanced courses may be taken within the second, third, or fourth. Note that the two performance courses MUSI2047 and MUSI2066 are designated for students in their second year of study.

MUSI2010. Music of China

This course presents the essential features of the music of China, its role in Chinese culture and history, and its position in world music. Subjects will include the *qin* and other musical instruments, theatrical genres such as *kunqu*, Peking opera and Cantonese opera, narrative songs such as Peking drum song, Suzhou *tanci*, and Cantonese *nanyin*, folk songs, and music in Confucian, Buddhist, and Taoist rituals. The course aims not only to introduce students to traditional Chinese music, but also to explore the nature of Chinese culture through its musical practices. Important works of Chinese music will be introduced, as well as issues such as change/stasis, politics/aesthetics, theory/practice, literati/masses, professional/amateur, ritual/entertainment, home-grown/foreign-influenced, and Han/Minority.
Assessment: 100% coursework.

MUSI2015. Popular music

This course is an introduction to the historical and sociocultural study of popular music. The course will mostly focus on Anglo-American and East Asian popular musics of the second half of the 20th century up to the present. The goal of the course is to develop our analytic and critical tools to better understand popular music and culture in our daily lives, and to familiarize ourselves with the dominant themes and issues in the study of popular music.
Assessment: 100% coursework.

MUSI2026. Fundamentals of music composition
Conducted in the form of lectures, seminars, and one-to-one supervision, this course presents theoretical and practical bases of music composition with a view to expand students' knowledge about styles, structures, notation, and score presentation. The emphasis is on the applications of these knowledge via both composition and analysis of repertoire. The course culminates in a workshop showcasing student compositions.
Prerequisite: MUSI1023, or instructor's consent.
Assessment: 100% coursework.

MUSI2029. Chinese music history

This course introduces the history of China through an examination of selective source material including bells from the bronze period, the *Book of Music* attributed to Confucian philosophy, the earliest known musical notation of a composition from the 6th century A.D., major encyclopaedic compilations of musical sources from the Song dynasty, and Mao Zedong's Talks at the Yan'an Conference on Literature and Art in 1942.
Assessment: 100% coursework.

MUSI2044. Film music

What does music contribute to a fiction film? When is it used? And why is it there in the first place? Directors use music with an effect in mind and it is music's force in the "here and now" of the movie-going experience that we will try to describe. To do so, we will study films from various cinematic traditions through the various ways in which music functions within them as a powerful meaning-making element. Under the assumption that film is an *audio-visual* medium, we will examine individual works representative of different genres—musicals, horrors, dramas, comedies, and cartoons. Consideration will be given to the relationship between music and image as well as music and sound as they emerge from close readings of individual scenes. We will also look at how music is represented in the story world of the film, whether a character performs, listens to, or ignores it.
Assessment: 100% coursework.

MUSI2047. Advanced music performance 2 (for students in their second year of study)

This one-year course provides students with the opportunity to develop their musicianship and perform in public. The coordinator offers the students advice in choosing repertoire, helps them plan their rehearsals and performances, and invites both local and overseas visitors to conduct two-hour masterclasses. The students offer two public recitals, one in the Autumn semester and one in the Spring; attend all masterclasses; write programme notes for their chosen pieces; and discuss their selection of works with the course coordinator. Repertoire changes every year and reflects the students' abilities as well as interests. Places in this course are limited and admission is by audition.
Assessment: 100% coursework.

MUSI2054. The piano

The course is open to all students with either some experience with, or interest in, the piano. It offers an overview of the history of the piano through a montage of lectures that focus on the personalities that were involved with it, the repertories they either composed for or performed on it, and the social and cultural milieus that provided the context for its extraordinary rise as arguably the most important instrument in the history of Western classical music. Students will be given the opportunity to study the piano as a medium of musical exploration and expression, the occasion for the display of virtuosity, a staple of the 19th-century bourgeois home, and an object of almost maniacal veneration. The course will end with an overview of the dissemination of the piano in East Asia, with particular reference to the piano culture of Hong Kong.
Assessment: 100% coursework.

MUSI2055. Chinese opera

This course starts with an exploration of the structural and theoretical aspects of Chinese Opera, including the classification of tune types, text setting, and performance practice. While examples are mostly drawn from *kunqu*, Peking opera, and Cantonese opera, other regional derivatives will also be introduced for comparison and analysis. The second half of this course comprises a series of reading and examination of representative operas and their performances, through which the interplay between Chinese opera and its religious, social, cultural, and political contexts is investigated.
Assessment: 100% coursework.

MUSI2059. Music, mind, and body

This course considers music as a phenomenon of human behaviour and examines various aspects of the relationship between music, mind, and body. We will explore questions such as how humans came to be musical, how people listen to, understand, and perform music, and why we listen to and make music. Following the evolutionary bases for musicality and the psychoacoustic/physiological foundation of auditory perception, we will move to the cognitive issues of how the mind represents musical structures and how expectation works in the process of listening to music. We will also consider the role of the multimodal body in performing and listening, music and emotion, and music and the brain. The significance of social and cultural contexts for musical experience will be underlined, and the embodied approach will be introduced in the discussion of music, mind, and body. Students will have the opportunity to pursue their own interests in-depth within the individual project.
Assessment: 100% coursework.

MUSI2066. Performance study 2 (for students in their second year of study)

Students taking this course have to enrol in two performance ensembles or workshops offered by the Music Department over two semesters. Ensembles may include the HKU Chamber Singers, HKU Early Music Ensemble, HKU Gamelan, and HKU Percussion Ensemble. Performance workshops offered vary from year to year and may include individual or group lessons in voice, percussion, or any instrument of the student's choice, as approved by the Music Department.
Assessment: 100% coursework.

MUSI2068. University gamelan

This one-year course introduces students to the exciting world of Balinese *gamelan*. Students will learn to play all the instruments of the *gamelan gong kebyar* while working together as an ensemble to perform both traditional and contemporary music. The *gamelan* performs on a regular basis and often collaborates with composers and other instrumentalists. No prior musical experience is needed for this course.
Assessment: 100% coursework.

MUSI2070. Fundamentals of tonal music

This course further explores tonal procedures, of which the fundamentals were introduced in "MUSI1023 Materials and structures of music". It examines the tonal logic and the voice-leading principles of diatonic and basic chromatic harmonic practices. Simple formal structures such as binary, ternary, and sonata forms are explored. Students completing this course are expected to have attained a thorough understanding of tonal syntax in the context of diatonic and simple chromatic harmony and to be able to analyze music in simple forms.
Prerequisite: MUSI1023.
Assessment: 100% coursework.

MUSI2074. Introduction to contrapuntal styles and techniques

This course examines the principles of linear structure and voice-leading through an intensive study of species counterpoint in two and three parts. This will help students to understand the logic of music – how notes fit together, their implications and resolutions. In turn, this will provide students with a solid basis for analysing and composing music.
Prerequisite: MUSI2070.

Assessment: 100% coursework.

MUSI2076. Instrumentation and orchestration

This course provides students with a working knowledge of the instruments of the modern orchestra. Instrumentation study investigates the technical idiosyncrasies and timbral potential of individual instruments. Orchestration covers fundamental techniques in combining instruments for various ensemble contexts. Throughout the course students will undertake analysis, listening, and scoring projects, and will acquire the skills to create professional-quality scores and parts.
Assessment: 100% coursework.

MUSI2077. Music and culture: an overseas field trip

This course focuses on the study of music and its cultural context during an overseas field trip. Students may study performance in a traditional setting or conduct an ethnographical study. Students will be required to produce a field-trip report after their return.
Assessment: 100% coursework.

MUSI2079. Introduction to arts administration

This yearly course is designed to provide students with a comprehensive overview of arts administration, with a supervised practicum element. Through discussions, interaction with guest speakers, and project-based internships, major topics to be explored include planning, development, marketing, artist relations, organizational structure, outreach, venue management, as well as issues and challenges commonly faced by arts administrators today.
Assessment: 100% coursework.

MUSI2080. Music analysis I

This course endeavours to develop students' understanding of tonal procedures in the melodic and harmonic construction of music during the 18th and 19th centuries, focusing in particular on the music of the Classical period. Students are expected to develop skills in music analysis, primarily through examining Schoenberg's ideas of motif, phrase, period, sentence, and developing variation, in order to understand the construction of tonal form.
Prerequisite: MUSI2070.
Assessment: 100% coursework.

MUSI2081. Music in Western culture I

The course examines topics in musical practices, works, and aesthetic ideas from the 17th to the mid-19th centuries. Various musical styles as well as conceptual ideas behind the musical practices are examined. The course emphasises the socio-cultural context in which the music was created, performed, and consumed, as well as its relationship to the other art forms. Together with MUSI2082, the course promotes students' foundational knowledge in music history and stylistic listening skills. It is also designed to enhance student's ability to critically think about music and communicate these thoughts. The focus of course content may vary from year to year.
Assessment: 100% coursework.

MUSI2082. Music in Western culture II

The course examines topics in musical practices, works, and aesthetic ideas from the mid-19th century to the present day. Various musical styles as well as conceptual ideas behind the musical practices are examined. The course emphasises the socio-cultural context in which the music was created, performed, and consumed, as well as its relationship to the other art forms. Together with MUSI2081, the course promotes students' foundational knowledge in music history and stylistic listening skills. It is also designed to enhance student's ability to critically think about music and communicate these thoughts. The focus of course content may vary from year to year.
Assessment: 100% coursework.

MUSI2083. Music performance (for exchange students from overseas)

Exchange students taking this course have to enrol in three music performance components administered by the Music Department over one semester. Possible components include Advanced Music Performance and Performance Study ensembles/workshops, including HKU Chamber Singers, HKU Early Music Ensemble, HKU Gamelan, HKU Percussion Ensemble, and EITHER Vocal Workshop OR Instrument Workshop, as approved by the Music Department. Entry to the course is at the discretion of the Head of the School of Humanities on the recommendation of the Department's Undergraduate Coordinator.
Assessment: 100% coursework.

MUSI2084. Books, images, and artifacts: historical sources for Asian music

This course will take you to the heart of how music history is written. What are the raw materials from which the timeline of human discourse is constructed? When were the sources written, where did they come from? Who wrote them and why? Are the sources and their interpretation trustworthy? Depictions in the visual arts tell their own story too, especially in respect of instrumental technique, ensemble formation, social context, and performance practice. For the most ancient types of music, archeological artifacts are the only sources that scholars can deploy. Where were the artifacts excavated? What were their conditions? Were similar objects recovered elsewhere? How can these treasured items be preserved from degradation? By answering these questions, this course explores the material culture of music from pre-modern China and her neighbouring countries. Emphasis will be on the fields of organology, archaeology, source studies, ritual studies, as well as collecting and archiving.
Assessment: 100% coursework.

MUSI2085. Recording techniques and sound design

This course covers fundamentals of studio recording techniques and sound design. The first part of the course is devoted to conceptual and practical skills needed for quality sound productions. The second part teaches the basics of sound design as well as their application for moving images and other media. Students will learn theories, techniques, and will develop their own aesthetics in sound design through a variety of hands-on projects.
Assessment: 100% coursework.

MUSI2086. Music business

This course provides an overview of the music business, with a different thematic or sector focus every year. It aims to equip students with the knowledge needed to grasp the business side of the music industry. Via a variety of case studies, this course will 1) discuss critical areas of the music industry

(from the basics of music contracts and the economics of deals to issues unique to a specific music genre or market); 2) introduce the major players in the business (record labels, producers, managers, lawyers, etc.); and 3) address new business trends and opportunities that are actively transforming our shared musical future. Throughout, the course will balance industry knowledge with critical-cultural insights.
Assessment: 100% coursework.

MUSI2087. Music and entrepreneurship

This course provides students with an overview of entrepreneurship and investment opportunities within the music industry. We will explore ways to identify business opportunities and to create and maximize value. We will focus on how to spot a start-up opportunity, build a business plan, raise capital, execute a growth strategy, and prepare exit strategies when needed. We will discuss how to value music catalogues, identify undervalued assets prime for investment, and design management strategies once assets are acquired. Other topics include but are not limited to mergers and acquisitions, as well as routes to creating valuable music IP. The overall goal is to equip students with tools needed to identify entrepreneurial opportunities in the music business, evaluate the upside and risks, structure deals, and effectively manage ideas and assets. Throughout, the course will balance industry knowledge with critical-cultural insights.
Assessment: 100% coursework.

MUSI2088. Music, AI, and the future of creativity

Generating a song in a split second is now a reality with advancements in AI, and in extreme cases it requires little to no prior musical training and is therefore accessible to most. Has this technology "democratized" music-making? Are we living in the best era to be a creative thanks to these "creativity-extending" tools? Or is this technology threatening the essence of creative expression and work, flooding our soundscape with algorithmically generated music "spam" and "deepfakes"? Is AI the end of art or the future of creativity? And what is creativity anyway? This course explores such questions at the intersection of music, AI, and creativity, drawing from the rapidly expanding critical scholarship on AI as well as perspectives from popular media and within the music industry. While this course prioritizes socio-cultural and philosophical approaches to critiquing AI, we will also engage with the history of science and media studies, as well as writings from such fields as music information retrieval (MIR) and computational creativity. There will also be options to take on creative projects (e.g., AI-assisted songwriting and composing) in the course of the semester.
Assessment: 100% coursework.

MUSI2089. Electronic dance music culture

This course introduces students to electronic dance music (EDM) through critically surveying key cultural practices. In the process, students will journey through important episodes within EDM history and gain insight into how the EDM industry and its diverse scenes operate and are perpetuated.
Assessment: 100% coursework.

MUSI2090. Music improvisation

This course is designed to develop students' skills in musical improvisation through an integrated approach combining lectures and practical workshops. Lectures focus on the application of core musical materials, encouraging students to explore a broad range of stylistic and structural elements through multiple perspectives. Workshops provide opportunities for experiential learning, with an emphasis on

ensemble-based improvisation and real-time musical interaction. Students will actively participate using their primary instrument or voice, applying concepts in a hands-on, collaborative environment that supports both individual creativity and group cohesion.
Assessment: 100% coursework.

Level 3000 and 4000 Courses

Level 3000 and 4000 courses are all advanced courses. All Level 3000 courses can be taken in either the third or fourth year, except for the two performance courses MUSI3019 and MUSI3021, which are for students in their third year of study only. All Level 4000 courses can only be taken in the fourth year.

MUSI3019. Advanced music performance 3 (for students in their third year of study)

This one-year course provides students with the opportunity to develop their musicianship and perform in public. The coordinator offers the students advice in choosing repertoire, helps them plan their rehearsals and performances, and invites both local and overseas visitors to conduct two-hour masterclasses. The students offer two public recitals, one in the Autumn semester and one in the Spring; attend all masterclasses; write programme notes for their chosen pieces; and discuss their selection of works with the course coordinator. Repertoire changes every year and reflects the students' abilities as well as interests. Places in this course are limited and admission is by audition.
Assessment: 100% coursework.

MUSI3021. Performance study 3 (for students in their third year of study)

Students taking this course have to enrol in two performance ensembles or workshops offered by the Music Department over two semesters. Ensembles may include the HKU Chamber Singers, HKU Early Music Ensemble, HKU Gamelan, and HKU Percussion Ensemble. Performance workshops offered vary from year to year and may include individual or group lessons in voice, percussion, or any instrument of the student's choice, as approved by the Music Department.
Assessment: 100% coursework.

MUSI3023. Composing for the concert world

A continuation of MUSI2026, this course guides students to adopt an eclectic approach in writing music by introducing them to a wide array of strategies in organising and manipulating various musical parameters. It also helps students to experiment with the incorporation of extra-musical inspiration and alternative aesthetics.
Prerequisite: MUSI2026.
Assessment: 100% coursework.

MUSI3024. Composing for the commercial world

This course cultivates the fundamental literacy skills required for commercial music composition. The topics covered will include pop songwriting, beat making, film scoring, and jingle production. Students will be introduced to contemporary practices in the music industry through music demos, instrumental tracking, music arrangement, and music production techniques.
Assessment: 100% coursework.

MUSI3028. Red is the colour: music and politics in post-1949 China (capstone experience)

This course examines the relationship between music and politics in post-1949 China. It aims to provide students with a critical perspective on the complex role that politics has played in shaping contemporary Chinese musical culture. Major issues explored include music and national identity in modern China, the conflict between Western-style conservatories and Chinese traditional genres, music as propaganda under the Maoist regime, music of the Red Guards and Jiang Qing's model works during the Cultural Revolution, music in post-Mao China, and the politics of globalization since the 1990s.
Assessment: 100% coursework.

MUSI3029. Music and scientific thoughts: past and present (capstone experience)

This course investigates the link between music and science in Western history. Music has been frequently associated with science, but the way the two realms have been interconnected with each other varies throughout history. In exploring each case of scientific thoughts on music in history, students are expected to obtain a contextual understanding of music and science as socio-cultural products and to gain insight into the interdisciplinary nature of the study of music.
Assessment: 100% coursework.

MUSI3030. Tonal counterpoint (capstone experience)

This course investigates the contrapuntal styles of the 18th century with special reference to the works of J.S. Bach. Students are expected to develop a comprehensive understanding of the techniques and stylistic features of 18th-century counterpoint through score analysis and compositional projects. A substantial original work in 18th-century style is required as a final project.
Prerequisite: MUSI2074.
Assessment: 100% coursework.

MUSI3031. Special study (capstone experience)

In this course, the student works on a one-to-one basis with a supervisor throughout the year. The project may be an extensive research paper or a composition portfolio. Students planning to take this course must demonstrate competence in the particular area in which they wish to work. Entry to this course is at the discretion of the Head of the School of Humanities on the recommendation of the Department's Undergraduate Coordinator.
Assessment: 100% coursework.

MUSI3032. Special performance study (capstone experience)

Pending approval from the course coordinator, students enrolling in the course are required to work on a topic with ostensible ties to their own performative practices throughout the academic year. Assessment will be based on a 20-30 minute lecture-performance event, as well as a supplementary reflective essay of no less than 1,200 words, demonstrating competency in cross-specialism synthesis of performative and theoretical knowledge. This course may be taken to fulfil the capstone requirement. Entry to the course is at the discretion of the Head of the School of Humanities on the recommendation of the Music Department's Undergraduate Coordinator.
Prerequisite: Completed at least one of MUSI1022, MUSI2066, or MUSI3021.
Assessment: 100% coursework.

MUSI3033. Topics in Ethnomusicology (capstone experience)

This course is an introduction to the theories and methods of ethnomusicology, which is the study of music in its sociocultural context. Historically, ethnomusicologists have tended to focus on non-Western musical traditions, although more recent trends have opened the field to include any music culture, regardless of origin or place, including popular musics, Western art and contemporary musics, as well as folk and traditional music cultures. This course will provide an overview of the history of the discipline, as well as introduce students to the key themes and issues that have shaped ethnomusicology up to the present time. The focus of the course content may vary from year to year.
Assessment: 100% coursework.

MUSI3034. The *qin* (capstone experience)

Redolent of the scholar, aristocrat, and literatus, the *qin* has a deep and distinguished lineage within the pantheon of Chinese musical traditions. This course is a survey of *qin* music from the late Bronze Age to the present times. Several themes are examined in detail: basic playing skills, semiotics of notation and the earliest known *qin* score, different styles and pivotal figures, representative works from the repertoire, typological analysis of historical instruments, and transmission and appropriation of the *qin* in East Asia. Readings from musicology, anthropology, archaeology, and art history introduce a variety of approaches to the interpretation of *qin* music.
Assessment: 100% coursework.

MUSI3035. Music analysis II (capstone experience)

This course is an in-depth introduction to Schenkerian analysis. Through a series of assignments, students will learn voice-leading procedures and concepts of tonal coherence, as well as engage in critical and historical reflection on such theories.
Prerequisite: MUSI2070.
Assessment: 100% coursework.

MUSI3036. Chromaticism and post-tonal techniques

This course examines chromatic harmonies and larger forms in classical music, and is a continuation of MUSI2070. The later part of the course will focus on the post-tonal techniques, using the pitch-class set theory and other methods to analyze contemporary music.
Prerequisite: MUSI2070.
Assessment: 100% coursework.

MUSI3037. Opera (capstone experience)

This course will chart the history of opera in the Western world in both its relationship to social and political history and that of other major musical and theatrical genres. Through the close reading of the genre, students will learn about opera as the art of singing, poetry, and stagecraft, and make their acquaintance with some of the remarkable protagonists of its history, be they singers or composers, poets or designers, impresarios or monarchs. Attention will also be placed on the strength and resilience of local, as opposed to national or continental, traditions, such as the ones that flourished in Rome and London in the 17th century, Naples in the 18th, or St. Petersburg in the 19th, to name a few. The course will also provide students with an appealing and vivid demonstration of the diversity of musical and literary traditions in Europe during the period between ca. 1600 and 1900. The course will end with a

reflection on the current state of Western opera as performed and consumed in East Asia, with particular reference to China.
Note: Not taken MUSI2063.
Assessment: 100% coursework.

MUSI3038. Methodological perspectives in music I

This course aims to equip students with critical research methods by focusing on specific musical works (in any media), artifacts, or issues. It approaches an object of investigation from various methodological perspectives (e.g., historical, theoretical, philosophical, and anthropological), and will provide an overview of the reception history of the scholarship around the object as well as the latest research. The course promotes students' critical reflection on such methods and scholarly traditions. The object for investigation may vary from year to year. During the course, students will be required to formulate their own research question and carry out their own research. The course is designed to give undergraduates insights into the ethos of post-graduate research and form a bridge between the two "realms."
Prerequisite: MUSI2070; and either MUSI2081 or MUSI2082.
Assessment: 100% coursework.

MUSI3039. Methodological perspectives in music II (capstone experience)

This course aims to equip students with critical research methods by focusing on specific musical works (in any media), artifacts, or issues. It approaches an object of investigation from various methodological perspectives (e.g., historical, theoretical, philosophical, and anthropological), and will provide an overview of the reception history of the scholarship around the object as well as the latest research. The course promotes students' critical reflection on such methods and scholarly traditions. The object for investigation may vary from year to year. During the course, students will be required to formulate a research proposal and to give a written presentation in the form of a conference paper. The course is designed to give undergraduates insights into the ethos of post-graduate research and form a bridge between the two "realms."
Prerequisite: MUSI2070; and either MUSI2081 or MUSI2082.
Assessment: 100% coursework.

MUSI3040. Electroacoustic music

This course explores both historical and current creative approaches in electroacoustic music through a variety of research and composition projects. Composers, repertoires, techniques, stylistic and aesthetic trends from approximately 1900 to present will be covered.
Prerequisite: either MUSI2085 or MUSI2067, or instructor's consent.
Assessment: 100% coursework.

MUSI3041. Music and the environment

This course concerns the relationship between music and the environment, broadly construed. The key question this course asks is, how can we understand music as an ecological phenomenon? The course aspires to answer this question in several ways: firstly, the course will introduce ecological models of musical and cultural analysis; secondly, we will discuss the concept of nature in various music traditions, including Western art music and Japanese traditional music, among others; and thirdly, the course will attend to the role of music in the ongoing global environmental crisis. Components of the course will cover soundscape studies, ecocriticism, as well as the more recent field of ecomusicology.
Assessment: 100% coursework.

MUSI3042. Music production: From ideation to realisation (capstone experience)

This course offers students the opportunity to develop an idea for a musical production—be it a digital recording, live performance, or multimedia work. Blending practical and theoretical perspectives, the course combines lectures, workshops and master classes with practitioners (performers, directors, sound engineers—to name a few). Taking advantage of the facilities in the Music Department and the new tech lab housed in the Faculty of Arts, students will engage with and reflect on the impact of new technologies on the creation and dissemination of music across a wide range of genres. The course culminates with the student-driven realization of the idea(s) created collaboratively over the first half of the semester.
Prerequisite: Successful completion of any two courses offered by the Music Department
Assessment: 100% coursework.

MUSI4001. Performance study 4 (for students in their fourth year of study)

Students taking this course have to enrol in two performance ensembles or workshops offered by the Music Department over two semesters. Ensembles may include the HKU Chamber Singers, HKU Early Music Ensemble, HKU Gamelan, and HKU Percussion Ensemble. Performance workshops offered vary from year to year and may include individual or group lessons in voice, percussion, or any instrument of the student's choice, as approved by the Music Department.
Assessment: 100% coursework.

MUSI4002. Advanced music performance 4 (capstone experience) (for students in their fourth year of study)

This one-year course provides students with the opportunity to develop their musicianship and perform in public. The coordinator offers the students advice in choosing repertoire, helps them plan their rehearsals and performances, and invites both local and overseas visitors to conduct two-hour masterclasses. The students offer two public recitals, one in the Autumn semester and one in the Spring; attend all masterclasses; write programme notes for their chosen pieces; and discuss their selection of works with the course coordinator. Repertoire changes every year and reflects the students' abilities as well as interests. Places in this course are limited and admission is by audition.
Assessment: 100% coursework.

MUSI4003. Dissertation (capstone experience)

This two-semester research course requires submission of a musicological dissertation or a substantial composition portfolio. Students wishing to take the course must contact their proposed supervisor(s) in advance to secure agreement for the project. It is recommended that this be done before the end of June. Entry to this course is at the discretion of the Head of the School of Humanities on the recommendation of the Department's Undergraduate Coordinator, and is contingent on the student providing a working title, plan, and bibliography no later than 1 September.
Prerequisite: MUSI3031 or supervisor's recommendation.
Assessment: 100% coursework.

PHILOSOPHY

Studying philosophy improves our critical and creative thinking. It helps us understand our society, and our system of beliefs and values. In addition, philosophy provides excellent training for a variety of professions. Most philosophy courses are organized as lectures or seminars and typically include tutorials. All courses are assessed by 100% coursework.

Major in Philosophy (72 credits)

Students wishing to major in Philosophy must complete 72 credits of courses, including:

- Either PHIL1012 or PHIL1034 (6 credits);
- 12 credits of introductory courses taken from any Arts programme(s), which may include additional credits in 1000-level Philosophy courses;
- 54 credits of Philosophy courses from among those at the 2000-, 3000-, and 4000-levels, including PHIL3920 or PHIL4810 or PHIL4920 (capstone experience).

Minor in Philosophy (36 credits)

Students wishing to minor in Philosophy must complete 36 credits of courses, including:

- Either PHIL1012 or PHIL1034 (6 credits);
- 30 credits of Philosophy courses from among those at the 2000- and 3000-levels.

Recommendations about Course Selection

- The Department welcomes students who want to study philosophy but have no intention to major or minor in Philosophy. We do recommend that they complete PHIL1012 or PHIL1034 before enrolling in courses at the 2000- level or above.
- PHIL1012 or PHIL1034 is usually taken in the first year of study, but students may also take them in other years.
- Courses at the 2000- level are divided into four groups according to their subject matter:
    - Knowledge and reality
    - Mind and language
    - Moral and political philosophy
    - History of philosophy

  We strongly recommend major students to select courses from all four groups to ensure a broader training in philosophy.

1000-LEVEL COURSES

All 1000-level courses are introductory courses with no prerequisites. They are open to students in all years of study.

PHIL1012. Mind and knowledge: an introduction to philosophy (6 credits)

This course is an introduction to philosophical issues about mind and knowledge. These include metaphysical questions about what minds are, such as whether the mind is something non-physical or whether it is some kind of computer, and questions about what knowledge is and how we can obtain it. We also address epistemological questions about the limitations of human knowledge, such as whether we can really know what other people's experiences are like or whether God exists.
Assessment: 100% coursework.

PHIL1034. Ethics and politics, East and West: an introduction to philosophy (6 credits)

This survey course is a comparative introduction to philosophy focusing primarily on topics in ethics and politics. Lectures and readings will draw equally on the Chinese and Western philosophical traditions and indicate various respects in which the two can be put into dialogue. Readings include Confucius, Mòzǐ, Mencius, *Dàodéjīng,* Xúnzǐ, Zhuāngzǐ, and Hán Fēi, on the Chinese side, along with Plato, Aristotle, Epictetus, Hobbes, Locke, Hume, Kant, Hegel, Bentham, Mill, Marx, Nietzsche, Bakunin, Russell, Berlin, Hart, Wolff, Rawls, Nozick, Taylor, and Scanlon, on the Western side.
Assessment: 100% coursework.

PHIL1068. Elementary logic (6 credits)

This is an introductory course in formal logic. Formal logic uses special symbolic notations to study reasoning and arguments systematically. In this course we shall look at some basic concepts in logic, and learn how to use special logical symbols to construct and evaluate arguments. We will cover proof systems in propositional logic as well as predicate logic.
Note: Students who have taken PHIL2510 may not take this course.
Assessment: 100% coursework.

2000- LEVEL COURSES

The following courses are normally open to students in the second, third, and fourth years of study. Please note that not all of them are offered every year. The Department will publish on its website the list of courses that will be offered in the coming academic year.

The courses are divided into four groups. Philosophy majors are recommended to select courses from different groups to ensure a broader exposure to different areas of philosophy.

Group I: Knowledge and Reality

PHIL2000. Tools for Philosophers (6 credits)

This course is an introduction to some of the basic logical and formal techniques and concepts in contemporary analytic philosophy. Very often they are taken for granted in specialist philosophical writing. The aim of the course is to explain the meaning and application of these ideas clearly without the less important details, focusing on their philosophical relevance to show how these ideas can improve the clarity of various debates. The ideas to be discussed are taken from areas such as formal logic, probability theory, mathematics, linguistics, and the philosophy of language.
Assessment: 100% coursework.

PHIL2100. Paradoxes of decision (6 credits)

The aim of the course is to introduce a variety of tools from decision theory. Decision theory is arguably one of the most important topics in philosophy because of its pervasive influence on a wide range of traditional philosophical topics, including ethics and epistemology. The central question is: which actions are rational in the face of risk or uncertainty? Some of the writings on this topic are very technical, but the course will try to skip over technicalities as much as possible and introduce most of the main topics via a series of paradoxes or puzzles. Topics which will be covered include objective and subjective expected utility theory; Newcomb's problem and causal decision theory; game theory and the Nash equilibrium; and evolutionary game theory and the evolution of the social contract.

Assessment: 100% coursework.

PHIL2105. Vagueness, indeterminacy, and uncertainty (6 credits)

Many major areas of philosophy somehow have to deal with imprecision, or the absence of various facts. For example, many of the terms of ordinary language, such as `is bald', are vague. Many questions, such as when a human being becomes a person, do not seem to have determinate answers. Even when there are facts, we are often uncertain of them. But we need to reason about these topics; we need to be precise about imprecision. This course will examine a variety of tools for doing this. Some of these tools have a technical flavour, such as nonclassical logic and probability theory. While the course does not presuppose mathematical knowledge, it does assume that students are prepared to philosophically engage with such tools.
Assessment: 100% coursework.

PHIL2110. Knowledge (6 credits)

Theory of knowledge deals with the nature and possibility of knowledge and its limits. We shall address questions that include: Is Scepticism possible? Are some kinds of knowledge more basic than others? Are our views of the world really true or just elaborate stories that serve our purposes? Can philosophers learn about knowledge from psychology and physiology? What could philosophers add to their stories? Is there one concept of justification (reason) or many (social and cultural differences)? Is truth an important goal of knowledge?
Assessment: 100% coursework.

PHIL2115. Skepticism and relativism (6 credits)

Is knowledge of the world possible? And is there even an objective world for our knowledge to be about? These are the topics of skepticism and relativism. Skeptics challenge our ability to know anything about the world. Relativists contest that there is no absolute, objective truth. In this class, we will study both historical and contemporary thinking about these perennial topics. We will address ancient arguments for skepticism, but also look to more contemporary relativistic thinking about science, morality, and other matters.
Assessment: 100% coursework.

PHIL2120. Topics in analytic philosophy (6 credits)

An advanced introduction to contemporary philosophy, this course will focus on a few areas of lively current debate. Students will have an opportunity to critically examine a sample of the best recent work in analytic philosophy. Careful attention will be paid to the roots of these debates in early analytic philosophy.
Assessment: 100% coursework.

PHIL2130. Philosophy of science (6 credits)

If we want to find out about the world around us, we look to science to provide the answers to our questions. But why? What justifies our faith in this enterprise? In this course, we shall investigate three related questions. First, what is the scientific method? We shall examine answers ranging from the rigid prescriptions of Popper to the anarchism of Feyerabend. Second, what reason do we have to think that the explanations provided by science are true? Here the answers range from optimism based on the

success of science, to pessimism based on our repeated rejection of past theories. Along the way, we shall critically consider notions such as progress, objectivity, and the difference between science and non-science. We shall examine how philosophical questions arise in actual scientific practice. Third, what is the relation between science and society?
Assessment: 100% coursework.

PHIL2140. Philosophy of social science (6 credits)

The social sciences have descriptive and normative components. They attempt to understand and explain human life and activities. But they also provide the basis for, or make, recommendations about how human life and activity should be. The course will look at one or both of these aspects of the social sciences. Some of the social sciences, such as economics, are quite mathematical. In years in which these are studied, students should be prepared to discuss the interpretation and implications of major theorems, such as Arrow's impossibility theorem in social choice theory, or Harsanyi's aggregation theorem in welfare economics.
Assessment: 100% coursework.

PHIL2210. Metaphysics (6 credits)

Metaphysics is perhaps the broadest area of philosophy because it takes everything as its subject: metaphysics is the study of reality. This class, of course, cannot cover everything, but we will tackle some of the most persistent metaphysical questions that have troubled thoughtful people for centuries. At the same time, metaphysics is one of the most contested areas of philosophy. Different philosophers mean very different things by ‘metaphysics’, and a vast number of topics and questions are classified as ‘metaphysical’. While some philosophers regard metaphysics as the most fundamental philosophical discipline, others have rejected metaphysics as meaningless or misguided. In this class, we will explore a variety of metaphysical topics, and come to better understand this controversial area of philosophy. Among the questions we might explore are: What makes an object identical across time and change? What is the nature of space and time? Does God exist? Do we have free will? Are there universals, or just particular objects? Does everything exist in the same way, or are there different ways of being? Why does anything exist at all? Many of us think that we know the answers to these questions, but do we have good reasons for these beliefs? In this class, we will learn to appreciate the difficulties that these questions pose, and develop the sort of critical skills necessary to come to have good reasons for our beliefs about these fundamental and timeless philosophical issues.
Assessment: 100% coursework.

PHIL2217. Issues in contemporary metaphysics (6 credits)

Metaphysics is a very broad subject area, within which different, more specific debates can be distinguished. This course will focus on one or two specific, longstanding such debates in metaphysics. Examples of such topics include: the nature of properties, theories of modality (necessity, possibility), realism and antirealism. For the exact topics in a given year, contact the course coordinator.
Assessment: 100% coursework.

PHIL2312. Probability, epistemology, and ethics (6 credits)

This course provides an introduction to topics in ethics and epistemology which involve questions about probability. Traditional views about ethics and epistemology say little about probability. But at least in epistemology, a more recent view is that just about all epistemology should be understood in terms of probability. It is at least arguable that probability is just as important for ethics. The course will survey

a number of topics in ethics and epistemology where the "traditional versus probabilistic" contrast arises, and will examine the strengths and weaknesses of each.
Assessment: 100% coursework.

PHIL2420. Chinese philosophy: metaphysics (6 credits)

We study Chinese views of reality, human nature, language, wisdom and the relation of each to human society. Our main texts will be Daoist texts from the classical period, but we shall also discuss Neo-Daoism, Buddhism and Neo-Confucian metaphysics.
Assessment: 100% coursework.

PHIL2421. Taming the infinite (6 credits)

Many philosophically puzzling phenomena involve the notion of the infinite. At the same time, there are a variety of well-developed mathematical techniques for talking about such things as infinite (or infinitesimal) size. The course describes the conceptual bases of some of these techniques, and how they may be applied to philosophical problems.
Assessment: 100% coursework.

PHIL2422. Philosophy of gender and race (6 credits)

What is sexuality, gender and identity? What is race? In this course we will study philosophical theories of gender, race and sexuality, and examine how issues of gender/racial identity and sexuality pose challenges to traditional philosophical categories and theories. The course may be organized thematically around a variety of topics: oppression, body, metaphysics of sex and gender, metaphysics of race, epistemology, sexual identity and orientation, and technology. Students will be exposed to different theories, and will read both classical texts and cutting-edge contemporary scholarship.
Assessment: 100% coursework.

PHIL2900. Formal epistemology (6 credits)

Formal epistemology consists of a family of formal techniques that are used to inform and clarify traditional problems in epistemology. The course provides a basic introduction to these techniques and their applications to classical and contemporary problems to do with knowledge and belief, with a strong focus on uncertainty.
Assessment: 100% coursework.

PHIL2901. Social epistemology (knowledge and society) (6 credits)

How does the community in which we are situated shape our capacity of and access to knowledge? Are humans innately social - and, if so, to what extent does this bare fact render us inherently objective or subjective? Finally, the real world poses clear impediments and challenges to our ability to know - what is the appropriate response to instances where important voices are drowned out by biases, presumptions, or group preferences? These are all questions that intersect domains of ethics, epistemology (study of knowledge), and social philosophy at large -- which social epistemology strives to tackle. Through vivid case studies and exemplars, alongside theoretical frameworks of interest, this course aims to introduce students to a rapidly burgeoning field of philosophical enquiry.
Assessment: 100% coursework.

Group II: Mind and Language

PHIL2075. The semantics/pragmatics distinction (6 credits)

One of the central issues in contemporary philosophy of language and linguistics concerns whether and where one should draw the line between semantic meaning and pragmatic meaning, or the meanings of the words and sentences a speaker uses, and what a speaker means in using those words and sentences. One reason the issue is central is that there are debates over the semantic meanings of certain expressions, e.g. names and definite descriptions. Without a general account of the difference between semantic and pragmatic meaning, these debates cannot be settled. Another reason the issue is central is that there are some who, in a roughly Wittgensteinian manner, deny that there is any real sense to be made of the notion of semantic, or literal, meaning. According to them, there is, therefore, no line between pragmatic and semantic meaning at all. In this course we will try to determine whether the distinction can be drawn, and, if so, where.
Assessment: 100% coursework.

PHIL2220. The mind (6 credits)

The human mind is the nexus of a number of great mysteries. What is the nature of self? Is the mind identical to the brain, or is it an immaterial substance? Is Artificial Intelligence possible, and can computers experience emotions and other feelings? Are our actions free, or are they determined by our genes and upbringing? We shall be exploring some of these issues and other related topics in this course.
Assessment: 100% coursework.

PHIL2225. The philosophy of artificial intelligence (6 credits)

This course provides an introduction to the philosophy of artificial intelligence. Central questions include: In what sense is artificial intelligence a form of intelligence? Can computers achieve a form of intelligence that far surpasses human intelligence, i.e., can we reach the so-called Singularity? Does the Singularity pose an existential treat to humanity? Can computers be conscious? Can we communicate and share a language with AI? Can and should decisions made by AI be explainable to humans? What is algorithmic bias and what can be done about it? What are our moral obligations towards AI?
Assessment: 100% coursework.

PHIL2230. Philosophy and cognitive science (6 credits)

We shall look at some of the philosophical issues involved in studying minds and behaviour scientifically. We might discuss questions such as: Can we explain all mental phenomena in computational terms? What is consciousness? What is the role of language in thinking? How useful are neural networks in understanding the mind?
Assessment: 100% coursework.

PHIL2245. Philosophy and emotions (6 credits)

What is an emotion? Is it a feeling, like the sensation of butterflies in the stomach that we experience when we are in love, or is it something more complex, something like a thought or a judgement? What is the relationship between emotions and knowledge? Why do we form emotions in response to things that we know are not real, like literature and movies for example? These and other questions will be the focus of this course.

Assessment: 100% coursework.

PHIL2260. Seminar in mind and language (6 credits)

The philosophy of mind and language occupies a central place within analytic philosophy. This course provides an advanced introduction to selected topics in the area, through intensive reading of recent publications. The course will be conducted mainly as a seminar, and students are required to give presentations and to participate in discussion. This format is intended to help students deepen their understanding of analytical and argumentative skills in philosophy. Topics might include: the semantics of natural language, philosophical foundation of linguistics, consciousness, philosophical issues relating to mental representation.
Assessment: 100% coursework.

PHIL2410. Mind and language in Chinese thought (6 credits)

The philosophy of mind and language plays a crucial role in the philosophical dialectic of classical China. This course will guide students in reconstructing this dialectic and exploring its philosophical significance by interpreting and critically evaluating selected early Chinese philosophical texts that treat mind, language, and interrelated aspects of psychology. Issues to be discussed include the nature and functions of the heart-mind (*xīn*), its relation to other organs, the nature of perception and knowledge, semantic theories, and the role of language in knowledge and action. Texts may include the *Analects, Mozi, Mencius, Daodejing, Xunzi, Zhuangzi,* and *Lushi Chunqiu.* Students will be encouraged to read the original sources in Chinese, but translations will be made available for those without reading knowledge of classical Chinese.
Assessment: 100% coursework.

PHIL2510. Logic (6 credits)

This is an introduction to formal logic. We will review sentential and predicate logic. We will discuss theorems about formal systems of logic, including soundness and completeness. Time permitting, we will discuss advanced topics such as Gödel's incompleteness theorems, computability, Tarski's theorem, or modal logic. Students are expected to know some elementary formal logic before enrolling in this course. In preparation, students can take PHIL1068 or study the online material on logic produced by the department. For further details, please contact the department.
Assessment: 100% coursework.

PHIL2511. Paradoxes (6 credits)

Paradoxes are arguments which proceed from highly plausible assumptions, through highly plausible and usually simple steps to highly implausible conclusions. Some examples: Zeno's paradoxes of motion, Kant's antinomies, the Liar and the paradox of the surprise examination. What such paradoxes show is that there is something deeply wrong with some of our most fundamental ways of thinking. We shall attempt to find solutions to certain of these paradoxes. Students are expected to know some elementary formal logic before studying this course. To prepare for the course, they can either take PHIL2006, or study the online material on logic produced by the department. For further details, please contact the department.
Assessment: 100% coursework.

PHIL2520. Philosophy of logic (6 credits)

When thinking about inference, a number of concepts come to our attention, such as *truth, logical constants, propositions, necessity, consequence, logical form*. Various questions with which the course deals include: "What is the relation of Logic to reasoning?"; "What does the existence of paradoxes tell us about our accepted logical principles?"; "What is the best way to represent arguments in ordinary language if we wish to study the validity of such arguments?" "Are there types of discourse which are by nature fuzzy, demanding a fuzzy logic for their representation?"; "Must logic fit empirical facts, or is it a 'pure' discipline?" Students are expected to know some elementary formal logic before studying this course. To prepare for the course, they can either take PHIL2006, or study the online material on logic produced by the department. For further details, please contact the department.
Assessment: 100% coursework.

PHIL2530. Metaphilosophy (6 credits)

This course will consist in a critical examination of various recent topics in metaphilosophy - that is, the philosophy of philosophy. Our focus will be on the nature of philosophical knowledge, and the possible methods for acquiring it. We will begin by looking at theories of a priori knowledge, from modern philosophy to early analytic to contemporary. Then, we will examine more recent debates surrounding the use of intuition in philosophical theorizing, as well as discussions of the methods of conceptual analysis, reflective equilibrium, and thought experimentation. Finally, we will look at the rise of a recent methodological movement known as 'experimental philosophy', and examine several critical responses to it.
Assessment: 100% coursework.

PHIL2610. Philosophy of language (6 credits)

What is a language, and what is involved in knowing or understanding a language? In this course we will see how philosophers and linguists answer such questions as the following: What is a language? What makes linguistic expressions meaningful? What can logic tell us about the grammar of natural languages? Are human beings born with a universal grammar? What is the difference between what we mean and what we convey when we say something? How does a metaphor work?
Assessment: 100% coursework.

PHIL2651. Bad language: the philosophy of non-ideal language use (6 credits)

In this course we explore non-ideal language use. We live in a world where speakers often are non-cooperative: they lie, mislead, insult, say things that makes no sense, silence, and coerce each other. This course provides an introduction recent work on these non-ideal aspects of language use. Topics to be discussed include: Lying and misleading, slurs and pejoratives, linguistic silencing, online speech, generics and defective reasoning, and the speech act of consent.
Assessment: 100% coursework.

PHIL2652. Language of the internet (6 credits)

From emojis, hashtags and GIFs, to a plethora of new punctuation and speech styles, the internet and social media has changed language and the way we communicate. This course will cover the evolution of language in the digital age, provide a comprehensive survey of new research on the many linguistic innovations of the internet (e.g., emojis, hashtags, GIFs), and a forum for discussion of their value and place in language and society at large.

Assessment: 100% coursework.

PHIL2653. The ethics and philosophy of digital technologies (6 credits)

New digital technologies, from driverless cars to twitter to facial recognition software, pose a variety of new philosophical and ethical challenges. What are these challenges, and how can we respond to them to ensure informed and responsible innovation? This course will consider case studies covering three broad philosophical/ethical themes: (1) fairness in AI systems, (2) fake news and epistemic infrastructure, and (3) bias and discrimination in the digital age.
Assessment: 100% coursework.

PHIL2654. Problems of the self (6 credits)

The idea of the self plays an important role in our conceptual scheme, but what is the self? Is it a physical or immaterial thing? Does it really exist? In this course we adopt an interdisciplinary approach to investigate various philosophical problems about the nature of the self. This might include topics such as: dualism, personal identity, self-consciousness, the extended self, relational identity, and other related topics.
Assessment: 100% coursework.

PHIL2655. Philosophy of perception (6 credits)

We fundamentally depend on sensory perception for our ability to know and act in the world. This basic reliance on perception often takes for granted that we are directly experiencing the world as it exists independently of our minds. But, is this deeply held assumption actually true? Can it be true given our scientific knowledge of how the brain generates experience? This course is a contemporary introduction to some central philosophical puzzles about the nature of perception. We will first consider several competing accounts of what we experience when we accurately perceive the world vs. when we experience illusions and hallucinations, such as sense-data theory, representationalism, and naïve realism. Then, we will investigate several philosophical questions that arise from the scientific study of perception: How does perceptual consciousness arise in the brain? Is there a boundary between perception and other processes like attention, conceptual cognition, and emotion, and, if so, is that boundary permeable? What effects, if any, could the interaction of perception and cognition have on the structure and scope of experiential contents, and on the epistemic status of our perceptual beliefs? Is it possible to train our perception to experience the world more richly and accurately?
Assessment: 100% coursework.

PHIL2656. Philosophy of virtual reality (6 credits)

This course provides an introduction to the philosophy of virtual reality – and more generally to technophilosophy. Central questions include: What is a virtual reality and how is it related to augmented reality? How can we know that we're not living in a simulated reality? Is a virtual object, say a virtual fork, real and if so, is it a real fork? Can we live a good life in a simulated reality? What is the connection between mind and body in virtual reality? What do words mean in virtual reality?
Assessment: 100% coursework.

PHIL2657. Colour and sound (6 credits)

In this course, we will discuss colour and sound from the philosophical perspective, focusing on their ontologies and relations to perception. Key questions include: How is colour different from other visible properties such as shape and size? Is sound a property or an event of vibration? Where is sound—in the surrounding medium or at its perceived location at the sound source? Can colour and sound exist unperceived? How can there be any objective colour and sound if our perceptions of them vary across subjects and external situations? Can we see anything without seeing colour? Can we hear anything without hearing sound?
Assessment: 100% coursework.

Group III: Moral and Political Philosophy

PHIL2080. Marxist philosophy (6 credits)

The world has changed a great deal since the time of Marx. But Marxism, duly updated and refined, still has a lot to teach us about the nature of human society and historical change, the capitalist organization of society, the foundation and limits of liberal democracy, the constitution of power and the political. These and other issues raised by Marxism are, or ought to be, among the central concerns of political philosophy or philosophy of history. We will examine how Marxism, especially contemporary Marxism, can serve as a useful critique of liberal political philosophy and liberal political institutions. We will also discuss how Marxism itself needs to be transformed or reconceived in order to create an appealing democratic vision of genuine contemporary relevance.
Assessment: 100% coursework.

PHIL2095. Truth and propaganda (6 credits)

What is the nature of truth? How is the notion of truth used and/or abused? These questions are the focus of the course. We begin by exploring the philosophical debate over the nature of truth: is truth correspondence with reality, pragmatic utility, or something that can't be defined at all? Then we will turn to how the notion of truth gets deployed in political and ordinary contexts, including an examination of the relationship between truth and propaganda. Further topics to be explored may include post-truth, fake news, truth in science, truth in ethics, and similar issues.
Assessment: 100% coursework.

PHIL2101. Paradoxes of Cooperation (6 credits)

The course deals with applications of game theory and decision theory to important philosophical problems to do with cooperation. These problems arise especially in ethics, epistemology, political philosophy, philosophy of social science, and social choice theory. Problems of cooperation arises between different people, and also the same person at different times. Many of the problems to be discussed take the form of simple and easily understood paradoxes. Puzzles about cooperation include: How does language arise? Can rational agents make credible threats or promises? How does what a group believes depend on what its members believe? Do rationality and common interest guarantee cooperation?
Assessment: 100% coursework.

PHIL2310. Theories of morality (6 credits)

Moral judgments are about what is good or bad, right or wrong, and virtuous or vicious. Normative theories (like utilitarianism) try to explain what sorts of behaviors and actions are good or bad, or right or wrong. The topic of this course, however, is metaethics. Metaethical theories are about normative ethical theories: they try to explain what is distinctive about moral judgments, and how they are similar to or different from other kinds of judgments. In this course, we shall explore the nature of moral judgments, and how they are related to motivation, truth, and objectivity. Do moral judgments always accompany motivation to act in a certain way? How can moral judgments be true or false? Is morality relative or absolute? These are the key metaethical questions we shall explore together in the course.
Assessment: 100% coursework.

PHIL2315. Value theory (6 credits)

The aim of the course is to examine a variety of questions about goodness. It will cover three main topics: goodness for people; the distribution of goodness for people; and the goodness of creating new people. Topics to be covered include: the quality of experience, desire satisfaction, and objective goods; interpersonal comparisons, primary goods and capability sets; the measurement of goodness for people; utilitarianism; fairness and equality; giving priority to the worse off; the impartial spectator argument; veil of ignorance arguments; Harsanyi's aggregation theorem; the nonidentity problem; and the repugnant conclusion. The course will pay special attention to the way the utilitarian and contractualist traditions treat these topics, and what they agree and disagree about.
Assessment: 100% coursework.

PHIL2318. Virtue ethics (6 credits)

Until recently, most philosophical approaches to ethics focused on issues of right action. Virtue ethics focuses instead on issues of character. The last couple of decades have witnessed a revival of virtue ethics, with many contemporary ethicists taking their cues from prominent historical figures who approached ethics in a more character-centered way. This course will focus on both the historical roots of virtue ethics as well as its more recent revival.
Assessment: 100% coursework.

PHIL2319. Moral psychology (6 credits)

The fundamental issues of moral philosophy concern such things as character, agency, moral deliberation and judgment, moral emotions, and moral perception. Each of the major ethical theories presupposes different sorts of motivational structures and gives preference to different accounts of these phenomena. Moral philosophers are particularly concerned with the intrinsic moral value of such things as good intentions, empathy, and good or virtuous character.
Assessment: 100% coursework.

PHIL2320. Happiness (6 credits)

Happiness is something we all strive for, despite the fact that we have only hazy and inconsistent notions of what it would involve. Is it a psychological state or the condition of living a good life? Is it to be gained by withdrawing from the world, or engaging in it? Are we, in some sense, designed to be happy, or is it always an impossibility? This course will lead students through some of the most influential conceptualisations of happiness in the Western tradition. We will consider, in detail, the work of Aristotle (*Nicomachean Ethics*), J.S.Mill (*Utlitarianism*) and Freud (*Civilisation and Its Discontents*).

This focus will allow us to explore a range of ideas about the nature of happiness and the possibility (or impossibility) of our achieving it. Particular emphasis will be placed on the ongoing influence of these conflicting ideas in our contemporary world.
Assessment: 100% coursework.

PHIL2323. Well-Being (6 credits)

This seminar investigates two important issues in ethics and philosophy more generally. First, what is the nature of well-being? Second, how is well-being related to the moral good? In pondering the first question, we will entertain some of the most popular theories about the nature of well-being, including hedonism, the informed desire view, and more complicated variants and alternatives. A major concern here are the issues that arise when we say that the specific content of someone's well-being depends on subjective attitudes (e.g., desires, preferences). A major dividing line in 20th- and 21st-century welfare theory is between subjectivist and objectivist theories. In pondering the second question, we will ask whether it is (necessarily or contingently) to one's benefit to be morally good to some degree, and whether well-being is the only value to be taken as a moral good worth promoting.
Assessment: 100% coursework.

PHIL2324. Philosophy of humor (6 credits)

This course provides an introduction to the philosophy of humor. Central questions include: What is a joke? What makes something funny? Is a sense of humor an evolutionary advantage? What is the relationship between humor and other kinds of art? If a joke is racist, or otherwise morally objectionable, does that make it less funny? Is humor uniquely human, or do other animals experience humor? Is there such a thing as an objectively funny joke, or is humor necessarily subjective?
Assessment: 100% coursework.

PHIL2340. Moral problems (6 credits)

Many practical problems give rise to moral controversies. Among the questions to be considered in this course are "Should one person treat all others equally?"; "Is abortion a type of killing, and is it acceptable?", "Should certain types of pornography be banned?"; "Can capital punishment be justified?"; "Is it right to take affirmative action in favour of groups who have been discriminated against in the past?"; "Should old people be helped to die, if that is what they wish?". These are all "large-scale" questions, but we shall also be discussing less grand, but no less important moral dilemmas that we each confront from time to time.
Assessment: 100% coursework.

PHIL2341. Bioethics (6 credits)

This course will examine some of the most debated questions in bioethics both from the perspective of individual decision-making and population level policy making. Some of the questions to be discussed are, 'Can researchers conduct medical experiments on human beings?'; 'Should parents have a right or a duty to create genetically enhanced "designer babies"?'; 'Should we have a market for organs?'; 'Should the government "nudge" people to eat healthy and exercise?'; and 'What are the limits of personal responsibility in health?'. While discussing these questions, this course will also explore concepts that are often encountered in arguments in bioethics such as coercion, dignity, and autonomy.
Assessment: 100% coursework.

PHIL2345. Social contract theories (6 credits)

In this course we study the major modern theories of social contract, starting with the seventeenth-century *Leviathan* of Thomas Hobbes, which places the state above its subjects. Later in the same century John Locke's *Second Treatise of Government* argued that the contracting parties to the state would seek protection of their property above all, and that they could dismiss a non-performing government, an inspiration for the American Revolution. Jean-Jacques Rousseau rejected the positions of Hobbes and Locke, basing his social contract on the will of all jointly to secure the common good, or "general will". John Rawls' *A Theory of Justice* in the twentieth century bases the democratic system on a conception of social justice grounded in equality of basic rights and regard for the least advantaged members of society.
Assessment: 100% coursework.

PHIL2350. Philosophy of law (6 credits)

We shall set the scene by contrasting classical Western and Chinese views of law. Then we shall focus on what moral and political presuppositions are required to justify the rule of law. This will guide our view of how one ought to reason in interpreting the law, and finally see what the implications of theory of law are for our views of punishment, rights, justice, equality, responsibility, insanity, and negligence. This course should help you evaluate the arguments for the importance of the rule of law in Hong Kong.
Assessment: 100% coursework.

PHIL2355. Theories of justice (6 credits)

All of us care about justice but perhaps you seldom pause to reflect on the nature of justice and the many difficult issues which justice raises. This course introduces you to these issues and systematic ways of thinking about them. In a nutshell, justice is concerned with the question, how should the benefits and burdens of social cooperation be distributed among members of society under conditions of scarcity and conflicting values? Or, as Serge-Christophe Kolm puts it, "What should be done when different people's desires or interests oppose one another and cannot all be fully satisfied? Justice is the justified answer to this question and its science is the theory of justice." We will think about this question at two levels: the distribution of fundamental rights and duties in the basic structure of society; and the distribution of goods in particular domains, such as health care. Since controversy abounds at both levels, we will discuss and compare a variety of positions, including those of John Rawls, Brian Barry, Amartya Sen, Ronald Dworkin, Robert Nozick, Serge-Christophe Kolm, Norman Daniels, and Francis Kamm. We will also consider whether, and to what degree, Western theories of justice such as these are useful for thinking about issues of justice in Hong Kong and the PRC at large.
Assessment: 100% coursework.

PHIL2360. Political philosophy (6 credits)

This survey course addresses fundamental questions in the history of political philosophy. Questions about government, justice, property and rights will be addressed through the work of a range of historical and contemporary thinkers. Philosophers to be studied may include Aristotle, Hobbes, Marx, Rawls, and others.
Assessment: 100% coursework.

PHIL2362. Liberal democracy (6 credits)

Liberal democracy is the dominant political value and form of government in terms of power and

influence in the world today. It is supposed to be a coherent combination of liberalism and democracy, and yet there are deep tensions between these two components. It is by identifying these tensions that we can best understand the workings of liberal democracy as a form of government and assess its plausibility and appeal as a political value. Within this context, such familiar topics as political agency, freedom, rights, and private life will be seen in a fresh light.
Assessment: 100% coursework.

PHIL2364. Rawls (6 credits)

John Rawls (1921-2002) was one of the most important political philosophers in the 20th century. This course will appeal to students interested in many of the central questions addressed in political philosophy (for instance: How should rights and liberties as well as material resources be distributed in a society? Do citizens have a general moral obligation to obey their society's law?), and especially those aspiring for a more comprehensive understanding of the ideas of Rawls and how they have developed over time.
To achieve this, this course will take up all of the central topics in Rawls's philosophy, including: his theory of *Justice as Fairness* as an attempt to reasonably resolve the conflict between the claims of liberty and those of equality made in the liberal tradition; his theory of *Political Liberalism* as answering to the problem of political legitimacy faced by a society marked by reasonable pluralism; and his *Law of Peoples* wherein Rawls addresses the thorny issues of, among others, the limit of toleration and inequality at the international level. This course will also examine the relative strengths and limitations of Rawls's ideas in light of various competing accounts of justice and political legitimacy.
Assessment: 100% coursework.

PHIL2365. Philosophical problems of modernity (6 credits)

This course will focus on responses to one of the key questions that is posed by twentieth century European philosophy: that is, what is the nature of this modernity in which we live? According to Marx, the experience of modernity is one in which "all that is solid melts into air"; while according to some contemporary philosophers this is precisely the experience of *post*-modernity. In this course, we will examine the responses of key 20th century philosophers to the question of modernity and postmodernity (these may include, Benjamin, Adorno & Horkheimer, Habermas, Foucault, Lyotard and Bauman). Particular attention will be paid to the way this questioning has led to a reconceptualisation of ethics and politics in contemporary societies.
Assessment: 100% coursework.

PHIL2369. Environmental philosophy (6 credits)

In this course, we will study conflicts between different approaches to our relationship with nature, such as when deontological views that value rights of individual animals conflict with consequentialist/holistic views that value ecosystems and populations. Examples of such dilemmas are when overabundant deer populations are killed because they damage forest growth, or when governments exterminate invasive species to protect native ecosystems. We will also discuss humans' role in nature as well as animals' place in culture and how we handle conflicts between humans and the natural/animal world, such as when apex predators like wolves or lions prey on humans or livestock, when we breed pets, or when our use of animals leads to outbreaks of zoonotic diseases.
Assessment: 100% coursework.

PHIL2375. Philosophy of art (6 credits)

This course focuses on the philosophical issues which arise when we consider the nature of aesthetic appreciation and judgement. These are some of the questions which will be discussed in the course: What is *mimesis*? Does art simply mirror nature? Is beauty merely "in the eye of the beholder"? What differences might there be between aesthetic appreciation of art and aesthetic appreciation of nature? What is the relation between art and society? What is the difference between the sublime and the beautiful? These and other questions will be explored through the work of philosophers such as Plato, Aristotle, Hume, Kant, Dewey, Heidegger Foucault and Lyotard.
Assessment: 100% coursework.

PHIL2380. Philosophy and literature (6 credits)

This course introduces two ways of studying philosophy and literature in relation to each other. On the one hand, we shall try to illuminate a range of philosophical, particularly ethical, problems through a close reading of literary texts (which may include the work of Dostoevsky, Henry James, Franz Kafka, and James Joyce). On the other hand, we shall bring the resources of philosophy to bear on questions of literary theory and interpretation (for example, the role of the reader, the position of the writer and the ethics of reading). Both philosophical essays and literary works will be used in the course.
Assessment: 100% coursework.

PHIL2390. Philosophy of religion (6 credits)

Topics discussed will include: the nature of religious experience, the existence of God, life after death, religion and morality, religion and reason.
Assessment: 100% coursework.

PHIL2430. Chinese philosophy: ethics (6 credits)

An introduction to comparative moral philosophy, with readings drawn from the classical Chinese tradition as well as from modern, analytical sources. Figures likely to be taken up include Confucius, Mencius, Mo Tzu and Han Fei Tzu. Attention will be given to the historical development of Chinese moral thinking through these key representatives. Questions to be taken up include the question of whether traditional Chinese thought can have relevance to us in the modern world, and how our beliefs about our nature may shape our beliefs about what is moral or immoral.
Assessment: 100% coursework.

PHIL2435. Traditional Chinese political thought (6 credits)

What justifies the existence of political authority? Who should rule? By what means should rulers govern? What is the proper relation between people and the state? How much freedom should people have? To what extent can the state justifiably exert control over them?
These are among the major questions explored in political philosophy. Traditional Chinese thinkers from the classical, late imperial, and early modern periods had intriguing, sophisticated views about all of them—views that are distinct from yet intersect with those influential in the Western tradition. This course will guide students in exploring and evaluating Chinese philosophers' answers to these questions, as presented in broad selection of texts from different periods in Chinese history. We will work mainly with primary texts, which will be available in both the original Chinese and English translation, supplemented by expositions in contemporary secondary sources.

The course will emphasize student participation, with roughly half of the time devoted to lecture and half to discussion. Students will be asked to prepare to discuss primary source texts and participate actively in class discussion.
Assessment: 100% coursework.
Non-permissible combination: CHIN2295

PHIL2480. Confucianism and the modern world (6 credits)

This course introduces some of the central ideas of Confucianism, particularly as they have been developed by Neo-Confucian thinkers, and considers the contemporary meaning and relevance of these ideas for societies with a Confucian tradition. The thematic focus of the course is on whether and how (Neo-)Confucianism promotes or hinders economic, political and cultural modernization. We shall also discuss how (Neo-)Confucianism interacts with Western ideas, and (in the case of the PRC) Marxism in the process of social transformation.
Assessment: 100% coursework.

PHIL2481. Philosophy of music (6 credits)

This course is an introduction to the philosophy of music. Central questions include: What is the definition of music? What kinds of things are musical works? What factors are relevant for the understanding and appreciation of music? How can music convey emotions? What is the role of performance in music? How are musical recordings related to musical performances from the perspectives of musicians and audience? Is improvisation fundamentally different from scored music? What philosophical questions can we ask about the authentic-performance movement? Is the perception of music a special kind of perception?
Assessment: 100% coursework.

Group IV: History of Philosophy

PHIL2001. The beginnings of philosophy (6 credits)

The contents of this course will vary from year to year, but it is likely to include important early thinkers like Plato and Aristotle in the West, and/or Confucius and Lao Tze in China.
Assessment: 100% coursework.

PHIL2002. Early modern philosophy (6 credits)

This course is an introduction to the thought of the major figures of Western philosophy of the 17th and 18th centuries. We will read major works from among Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and some lesser known pieces by some women writing in the era. In particular, we will focus on the topics of *self*, *world*, and *God*. What is the self? What makes me the same person over time? What is the nature of reality, and what can we know about it? What is the nature of God, and can we know whether he exists? We will explore how these important thinkers thought about these questions, and other important philosophical topics such as free will, causation, science, and skepticism.
Assessment: 100% coursework.

PHIL2005. Hellenistic philosophy (6 credits)

After the classical period of Plato and Aristotle Greek philosophy saw a number of new developments with decisive consequences for the western philosophical tradition. It is in the Hellenistic age that we see the re-emergence of atomist physics, the origins of the debate over free will and determinism, and a turn towards scepticism concerning the possibility of knowledge both in Plato's Academy and in Sextus Empiricus' Pyrrhonian response to the epistemological optimism of the Stoics and Epicureans. This course will examine these developments as they played out not only in metaphysics, logic, and ethics, but also in physics, medicine, grammar, and even music.
Assessment: 100% coursework.

PHIL2010. Plato (6 credits)

This course offers a general introduction to the central concerns of Plato's philosophy. It focuses on Plato's early and middle dialogues in which the enigmatic character of Socrates is central. It addresses Plato's teachings on the role of philosophy in the life of the individual, the relation between knowledge and virtue, and his contribution to questions about the nature of love and desire.
Assessment: 100% coursework.

PHIL2011. Aristotle (6 credits)

The ancient Greek philosopher Aristotle (384-322 BCE) researched virtually every aspect of human knowledge, producing works that influence philosophy and many other fields down to the present. This course looks at his political and social philosophy; we will read his *Parts of Animals*, *Politics* and *Constitution of Athens*, examining his concepts of nature, human nature, slavery, property, citizenship, democracy, education and the ideal city.
Assessment: 100% coursework.

PHIL2015. Classical Indian philosophy (6 credits)

This course introduces the vibrant debates that animated classical Indian philosophy. We will examine how thinkers representing diverse traditions of Hindu, Buddhist, and Jain thought advanced competing philosophical visions through a shared commitment to rational argumentation. We will also appreciate the unique contributions of these thinkers to universal philosophical questions such as: What is the nature of reality, and how do I know? Who am I? What is consciousness? Does God exist? What happens after I die? How and why should I act morally? What should be our highest goal in life?
Assessment: 100% coursework.

PHIL2020. Descartes (6 credits)

The standard accounts of Descartes' philosophy have tended to focus on his late metaphysics and epistemology, but this course is intended as an introduction to many more of the interesting aspects of Descartes' thought. We shall, of course, discuss some of the standard issues in their rightful place (and discuss what that place might be), but we shall also consider Descartes' contributions to, and philosophical thoughts about, e.g. physics, mathematics, and medicine. (*N.B.* No specialist knowledge of these areas is required). The reading will be a combination of Descartes' primary texts (recently published in a very clear translation) and contemporary secondary material.
Assessment: 100% coursework.

PHIL2025. Hume (6 credits)

David Hume (1711 – 1776) was one of the great founders of modern empiricism. This course will serve not only as an introduction to Hume's philosophy, but also as an introduction to modern empiricism as developed especially in the analytical tradition of modern philosophy. The course will appeal especially to students interested in the theory of knowledge, metaphysics and philosophy of mind, as well as to students interested primarily in the history of philosophy.
The course takes up key topics in Hume, such as: Hume's theory of ideas; the formation of reason and imagination; knowledge of the external world and skepticism with regard to the senses; induction; causation, probability and the idea of necessary connection; personal identity; freedom and determinism, reasoning in animals; miracles; virtue and vice in the context of Hume's naturalism. Readings will be drawn primarily from Hume's *A Treatise on Human Nature* and *An Enquiry Concerning Human Understanding*.
Assessment: 100% coursework.

PHIL2027. Political philosophy of Jean-Jacques Rousseau (6 credits)

Jean-Jacques Rousseau (1712-1778), author of the *Social Contract*, reflected deeply on inequality, citizenship and political life. As a native of the independent city-state of Geneva (Switzerland), he advocated self-determination in the face of absolutism. In his late work, *Considerations on the Government of Poland* (used for the 1791 Polish constitution), Rousseau put patriotism on the political agenda. These reflections give us much food for thought today.
Assessment: 100% coursework.

PHIL2030. Kant's critical philosophy (6 credits)

The topic of this class is Kant's Critical Philosophy, a period of Kant's work beginning with the publication of the Critique of Pure Reason in 1781. The focus of the course will be either on his "theoretical philosophy", especially the *Critique of Pure Reason*, or his "practical philosophy", especially the *Groundwork for the metaphysics of morals*.
For the former we will discuss central claims and arguments in the *Critique*: the distinction between a priori and a posteriori, analytic and synthetic judgments, space and time, concepts and objects, the nature of causation, the nature of the self, Kant's critique of metaphysics.
For the latter we will discuss important concepts like the categorical imperative, acting from duty, and the good will. We will contrast Kant's approach to the foundation of morality with competing moral systems.
Assessment: 100% coursework.

PHIL2035. Philosophy of the Enlightenment (6 credits)

The eighteenth-century European philosophical movement known as "The Enlightenment" called all previous philosophy into question, destabilizing conventional views of humanity, nature, society and the cosmos; the Enlightenment influences philosophy to this day. This course examines important European thinkers such as Francis Bacon, Bernard Mandeville, Denis Diderot, Jean le Rond D'Alembert, Julien Offray de La Mettrie, Jean-Jacques Rousseau and Immanuel Kant from a *historical* as well as philosophical perspective.
Assessment: 100% coursework.

PHIL2039. Kierkegaard (6 credits)

Søren Kierkegaard (1813-1855) is a profoundly original thinker, philosophically distinctive for his pseudonymous polemics, Socratic interrogation of contemporary Danish 'Christendom', Pascalian critique of Cartesian doubt, and existential attack on rationalism and idealist speculation, particularly the Hegelian philosophical 'system'. This course will focus on how these dialectical engagements and exchanges help to structure Kierkegaard's conception of three 'stages' or 'spheres' of existence (aesthetic, ethical, and religious) around the interrelated questions of truth and paradox, immediacy and reflection, anxiety and despair, irony and humour, freedom and necessity.
Assessment: 100% coursework.

PHIL2040. Nietzsche (6 credits)

Nietzsche occupies a special place in Western thought, both as a wholesale critic of the philosophical tradition that went before him (e.g. Socrates, Kant), and as a precursor of certain philosophical trends that are important today (e.g. Foucault, Derrida). This course offers an overview of Nietzsche's philosophy (including the will to power, perspectivism, nihilism, eternal return) and discusses Nietzsche's influence on contemporary thought.
Assessment: 100% coursework.

PHIL2045. Subjectivity (6 credits)

Subjectivity emerges as an original and distinctive cluster of philosophical concerns under the impetus of Fichte's influence, particularly on the Romantic movement in European aesthetics in the late 18th and early 19th centuries. Subsequently with existential and phenomenological developments in ontology and psychology these concerns expand from the dialectic between inwardness and objectivity to the structures of selfhood and subjective experience, the phenomena of self-estrangement and ontological insecurity, and the contrasting roles of understanding and explanation in the phenomenology of subjective experience. This course will look at these developments in Kierkegaard, Heidegger, Jaspers, Sartre, and others.
Assessment: 100% coursework.

PHIL2060. Wittgenstein (6 credits)

Wittgenstein said that his aim in philosophy was "to show the fly the way out of the fly bottle". By this he meant that certain preconceptions, oversimplifications and poor analogies had led philosophers to construct misguided theories about such things as sensation, meaning, understanding and the nature of language, and that it was his task not to construct alternative theories but to point out the ways in which the theorists (including his earlier self) had become entrapped. This programme may appear modest, but Wittgenstein's approach has had far-reaching consequences and his work has received more discussion than that of any other twentieth century philosopher and has influenced philosophy and many other disciplines.
Assessment: 100% coursework.

PHIL2061. Later Wittgenstein (6 credits)

Wittgenstein's later work brought about a philosophical sea-change. After a period of rapid evolution in the late 1920s and early 1930s innovative developments emerge within the 'linguistic turn' he had inaugurated in the *Tractatus*. There is movement from a logical and atomistic to a humanistic and holistic conception of philosophy in which the contemplation of language acquires a new depth in light

of the inner connection it has with culture and human experience as a whole, addressing such questions as: 'How do we explain to someone what it means "to understand music"?' 'How is it that in general human sacrifice is so deep and sinister?' 'Is there such a thing as "expert judgment" about the genuineness of expressions of feeling?'
Assessment: 100% coursework.

PHIL2077. Habermas (6 credits)

The important German philosopher Habermas, combining strengths of the Continental and Anglo-American philosophical traditions, has developed a highly influential theory on a wide range of moral, political and historical issues. This course is designed to provide a general introduction to Habermas's interdisciplinary, comprehensive, and politically engaged way of doing philosophy. Topics covered include discourse ethics, the public sphere, social action and rationality, technology and science as ideology, the nature of modernity, and legitimation problems in late capitalism.
Assessment: 100% coursework.

PHIL2442. Mencius (6 credits)

Mencius, the most influential of Confucian philosophers, presents interesting challenges to interpretation. Does his philosophy provide a basis for a Chinese theory of human rights? Is his conception of human nature defensible today? Which tradition of interpretation (mind or principle) gives the most plausible interpretation? We shall discuss these questions while looking at some modern scholarly interpretations of Mencius in his ancient context.
Assessment: 100% coursework.

PHIL2443. Xunzi (6 credits)

Xunzi was an extremely influential Confucian of the late Warring States period whose writings are among the most elegant and tightly argued in the history of Chinese philosophy. The Xunzi covers a wide range of topics, including ethics, moral psychology, political philosophy, epistemology, philosophy of language, philosophy of mind, and even economics and military affairs. The aim of this course is to guide students in close reading, interpretation, and analysis of the Xunzi, in order to develop students' ability to interpret and critique primary sources in Chinese philosophy. Class discussion will focus on Xunzi's epistemology, philosophy of language, ethics, political philosophy, and moral psychology. Class meetings will be devoted to joint interpretation of passages from the Xunzi, reconstruction of their arguments, and small-group discussion of topics assigned by the instructor. We will also call attention to relations between Xunzi's views and contemporary ethics, epistemology, philosophy of language, and moral psychology.
Assessment: 100% coursework.

PHIL2445. Mohism (6 credits)

The Mohists were the first Chinese philosophers to attempt to develop systematic ethical and political theories and arguments. They came to advocate a Way that, they thought, best promoted benefit and reduced harm. It called for an end to warfare, exclusive moral attitudes, moderation in social expenditure, a rejection of traditional ritual extravagance, and conformity in moral judgment. In defending this Way, the Mohists developed a philosophical vocabulary that became fundamental to early Chinese philosophy. In this course we will study Mohist writings and some Confucian and Daoist responses to them. The issues we discuss will include the role of government and the justification of political authority; the integration of particular relationships within universalist moral frameworks; the

demandingness of ethics, especially of ethical or political views according to which the current state of things is massively unjust; the nature of consequentialism; and Mohist ideas about language, knowledge, and argument.
Assessment: 100% coursework.

PHIL2450. Zhuangzi (6 credits)

In this course we shall explore different lines of interpretation of Zhuangzi's Daoist philosophy. Students will participate in defending either relativist, sceptical or mystical readings of key passages. We shall start our analysis with the historical context and some textual theory. Then we shall discuss several chapters in some detail, including the historical account of the development of Daoism in "Tianxia", the relativism in "Autumn Floods" and "Free and Easy Wandering", and finally the analytic scepticism and pluralism of the "Essay on Making Things Equal".
Assessment: 100% coursework.

PHIL2451. Philosophers' views of China in early-modern Europe (6 credits)

This course examines the varied views of China, its philosophy and government in the writings of seventeenth- and eighteenth-century ("early-modern") philosophers ranging from Leibniz to Rousseau. The debates broached at the time (e.g. is China a model for Europe or not?) resonate down to the present day.
Assessment: 100% coursework.

PHIL2470. Moral psychology in the Chinese tradition (6 credits)

Issues pertaining to moral psychology played a central role in the philosophical discourse of ancient China. This course will guide students in reconstructing this role and exploring its philosophical significance by interpreting and critically evaluating selected early Chinese philosophical texts related to motivation, moral education, moral cultivation, moral reasoning, and action. Class time will be divided between lecture and discussion. Students will be asked to read primary source texts and participate actively in class discussion. They will be encouraged to read the original sources in Chinese, but translations will be available for those without knowledge of classical Chinese.
Assessment: 100% coursework.

PHIL2800. Buddhist philosophy (6 credits)

This course will introduce students to Buddhist philosophy. Topics to be covered will likely include the philosophy of the Pali sutras, early Mahayana philosophy, and Chinese Chan Buddhism. We will focus on understanding Buddhist ideas and arguments, thinking about them critically, and reflecting on the issues they raise.
Assessment: 100% coursework.

PHIL2801. Neo-Confucianism (6 credits)

Our goal in this course is to become familiar with the longer arc of the history of Chinese philosophy by focusing on one of the richest and most influential later philosophical movements in East Asia: Neo-Confucianism. The Neo-Confucians were philosophers who were influenced by Buddhist and Daoist ideas (especially their metaphysics, epistemology, and practices of mental discipline) and attempted to develop sophisticated Confucian alternatives. Taking our cues from the Neo-Confucians themselves,

the principal philosophical themes will be ethical cultivation and agency, although we will have opportunities to study the philosophers' metaphysical views, theories of knowledge, theories of mental discipline, and applied ethical and political views as well. To understand some of the technical terminology and historical foundations of the movement, we will begin the term with short introductions to Buddhist and classical Confucian precursors.
Assessment: 100% coursework.

PHIL2802. Philosophy of Economics (6 credits)

The philosophy of economics investigates what distinguishes economics as its own discipline, addressing questions about the distinctiveness of the subject matter and the metaphysical, epistemological, and ethical status of its assumptions and methods. In particular, the course will examine the core philosophical commitments from the formative stages of the discipline's development which endure and continue to undergird modern economic theory. As such, the course will emphasize the classical theory that guided the development of economics as a discipline, with a focus on the divergence—oftentimes drastic and premonitory—from the philosophical commitments of other social sciences, in particular sociology.
Assessment: 100% coursework.

3000- and 4000-LEVEL COURSES

The following courses are open only to philosophy majors. Only one of them should be chosen to fulfill the capstone requirement.

PHIL3920. Senior essay (capstone experience) (6 credits)

This is a one-semester capstone course for third- and fourth-year Philosophy majors. Each student will be required to audit and attend a 2000-level philosophy course (on top of the 54 credits of level 2000/3000/4000-level courses), and to write a substantial philosophy essay on a topic related to the course under the supervision of an adviser of the student's choosing. There is no need to register for the course being audited, but it has to be a course the student has not completed before. The student must obtain the approval of the course teacher and supervisor before the semester. (The supervisor may be the teacher for the audited course, but need not be.) The essay is expected not to exceed 5,000 words, and should be submitted in accordance with a schedule agreed upon with the supervisor. Assessment will be based entirely on the completed thesis.
Non-permissible combination: PHIL4810 and PHIL4920.
Assessment: 100% coursework.

PHIL4810. Senior seminar (capstone experience) (6 credits)

This is a one-semester capstone course for fourth-year Philosophy majors. The course will focus on readings tailored to students' interests. Students will be required to give a presentation and to complete a 2,500 word essay on a topic approved by the course teacher.
Non-permissible combination: PHIL3920 and PHIL4920.
Assessment: 100% coursework.

PHIL4920. Senior thesis (capstone experience) (12 credits)

This is a full-year capstone course only for fourth-year Philosophy majors. Each student will write a substantial philosophy thesis based on independent research, supervised by a teacher in the Philosophy

Department. A student must obtain prior approval in the third year from a teacher, who would agree to supervise the project, and approve the thesis topic by June 15. Approval will only be given to students with exceptionally good grades. The student will then have to work on the thesis over the summer and be able to demonstrate progress made. If the progress is adequate, work on the thesis may continue; if not, the student will have to take two other courses instead. The length of the thesis is expected to be around 10,000 words, to be confirmed by the supervisor. It should normally be submitted not later than the last day of classes of the second semester of the final year. Assessment will be based entirely on the completed thesis.
Non-permissible combination: PHIL3920 and PHIL4810.
Assessment: 100% coursework.

SCHOOL OF MODERN LANGUAGES AND CULTURES

All 1000-level courses are introductory courses and 2000-level and above are advanced courses unless otherwise specified in the individual programme syllabus. Introductory courses are normally taken in the first year and advanced courses can be taken in the second or third or fourth year. Please refer to the syllabus of relevant major/minor.

GLOBAL AND AREA STUDIES

The Major in Global and Area Studies (GLAS) is an attractive curriculum for globally minded young adults to combine important analytical and communication skills with an emphasis on the interconnectedness of different regional spaces. This major provides students with in-depth knowledge of the Americas, Africa, Europe, and East Asia, to complement their connections to Hong Kong and Mainland China. Students pursuing this major will achieve a significant level of language proficiency and regional expertise. Graduates of this major will develop and articulate a uniquely global 'Hong Kong perspective' of understanding our world that benefits from a pragmatic blending of cultural traditions, social practices, and adaptability to various types of institutions and norms. Students can opt to declare a Minor in Arabic, French, German, Italian, Japanese, Korean, Portuguese, Spanish, Swedish and Thai. However, students are not allowed to use the language courses completed for the declared minor to fulfil the language requirements for the Major in Global and Area Studies.

- The GLAS major will consist of two streams: **Cultures and Societies** and **Language Intensive.**
- Students in the "Cultures and Societies" stream will concentrate on courses about specific areas such as Africa, East Asia, Europe, Latin America, North America and inter-area themes while also learning a language to a lower intermediate level of proficiency. Students in the "Language Intensive" stream will also learn about area and inter-area topics and attain greater proficiency in their chosen languages through longer period of study than what is required for the "Cultures and Societies" stream.
- GLAS students may count courses from among the following languages toward their GLAS major: Arabic, French, German, Indonesian, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Swedish, Thai and Turkish.
- All students will complete 72 credits for the GLAS major.

GLAS major students who have successfully completed at least 36 credits of relevant courses will be given a certificate issued by the School of Modern Languages and Cultures, upon request, which attests to this specialization in a stream. Streams will include those for languages (Arabic, French, German, Indonesian, Italian, Portuguese, Russian, Spanish, Swedish, Thai, Turkish) and those for areas (Africa, East Asia, Europe, Latin America, North America). Students may also choose to pursue one language stream and one area stream. Please note that the declaration and certification of specialization stream(s) (e.g. "Cultures and Societies Stream (Africa)", "Language Intensive Stream (French)") is optional and students can graduate with a GLAS major without completing any specialization stream(s).

Notes:

1. Courses that fulfill the requirements for the specialization streams are listed on the School's/Programme's website. These courses will be selected based on their capacity to enrich both the depth and breadth of students' knowledge about the language and/or area of the target stream, and to equip students with comprehensive skills to conduct research and to apply such knowledge towards both academic and real-world purposes.
2. Neither the transcript nor the degree diploma will show the specialization stream(s). If applicable, students may approach the School for certification of their specialization stream(s).

Major (72 credits)

Students are expected to take a total of 72 credits with the following components:

To enrol in the advanced GLAS core courses, students must complete a set of the first-year sequence of the prescribed language offerings and be concurrently enrolled in the second-year sequence in the same language. [Students who have prior knowledge of the chosen language are required to take an interview/test with the relevant Programme Coordinator. If course exemption is granted, they can progress to the appropriate level of the language course and are required to take prescribed advanced elective(s) in the same language or advanced GLAS elective(s) to fulfil the credit requirements of the GLAS major.]

- **Prerequisite courses (18 credits):**

- Region in the World courses (6 credits)
  One course selected from the following list:
  GLAS1001. Africa in the world
  GLAS1002. The Americas in the world
  GLAS1003. Europe in the world
  GLAS1004. Northeast Asia in the world
  GLAS1005. Southeast Asia in the world
  GLAS1006. Middle East, South Asia, and Central Asia in the world

- Language courses (12 credits)
  One combination selected from the following list:
  {ARAB1001. Arabic I.1 (6 credits)
  ARAB1002. Arabic I.2 (6 credits)}
  or
  {FREN1001. French I.1 (6 credits)
  FREN1002. French I.2 (6 credits)}
  or
  {GRMN1001. German I.1 (6 credits) and
  GRMN1002. German I.2 (6 credits)} or
  GRMN1003. German I (12 credits)
  or
  {INDO1001. Indonesian I.1 (6 credits) and
  INDO1002. Indonesian I.2 (6 credits)} or
  INDO1003. Indonesian I (12 credits)
  or
  {ITAL1001. Italian I.1 (6 credits) and
  ITAL1002. Italian I.2 (6 credits)} or
  ITAL1003. Italian I (12 credits)
  or
  {JAPN1088. Japanese language I (Part 1) (6 credits)
  JAPN1099. Japanese language I (Part 2) (6 credits)}
  or
  {KORE1001. Korean I.1 (6 credits)
  KORE1002. Korean I.2 (6 credits)}
  or
  {PORT1001. Portuguese I.1 (6 credits) and
  PORT1002. Portuguese I.2 (6 credits)} or
  PORT1003. Portuguese I (12 credits)
  or
  {RUSS1001. Russian I.1 (6 credits) and
  RUSS1002. Russian I.2 (6 credits)} or
  RUSS1003. Russian I (12 credits)

or
{SPAN1001. Spanish I.1 (6 credits) and
SPAN1002. Spanish I.2 (6 credits)} or
SPAN1003. Spanish I (12 credits)
or
{SWED1001. Swedish I.1 (6 credits) and
SWED1002. Swedish I.2 (6 credits)} or
SWED1003. Swedish I (12 credits)
or
{THAI1001. Thai I.1 (6 credits) and
THAI1002. Thai I.2 (6 credits)} or
THAI1003. Thai I (12 credits)
or
{TURK1001. Turkish I.1 (6 credits) and
TURK1002. Turkish I.2 (6 credits)} or
TURK1003. Turkish I (12 credits)

- **Core courses (30 credits):**

- Methodology Intensive courses (6 credits)

One course selected from the following list:
GLAS2001. Research methods in Global and Area Studies

- Language courses (12 credits)

One combination selected from the following list:
{ARAB2001. Arabic II.1 (6 credits)
ARAB2002. Arabic II.2 (6 credits)}
or
{FREN2001. French II.1 (6 credits)
FREN2002. French II.2 (6 credits)}
or
{GRMN2001. German II.1 (6 credits)
GRMN2002. German II.2 (6 credits)}
or
{INDO2001. Indonesian II.1 (6 credits)
INDO2002. Indonesian II.2 (6 credits)}
or
{ITAL2001. Italian II.1 (6 credits)
ITAL2002. Italian II.2 (6 credits)}
or
{JAPN2088. Japanese language II (Part 1) (6 credits)
JAPN2099. Japanese language II (Part 2) (6 credits)}
or
{KORE2001. Korean II.1 (6 credits)
KORE2002. Korean II.2 (6 credits)}
or
{PORT2001. Portuguese II.1 (6 credits)
PORT2002. Portuguese II.2 (6 credits)}
or
{RUSS2001. Russian II.1 (6 credits)
RUSS2002. Russian II.2 (6 credits)}
or
{SPAN2001. Spanish II.1 (6 credits)
SPAN2002. Spanish II.2 (6 credits)}
or
{SWED2001. Swedish II.1 (6 credits)

SWED2002. Swedish II.2 (6 credits)}
or
{THAI2001. Thai II.1 (6 credits)
THAI2002. Thai II.2 (6 credits)}
or
{TURK2001. Turkish II.1 (6 credits)
TURK2002. Turkish II.2 (6 credits)}

Note: Students who opt to fulfil the language requirements of GLAS major by completing the abovementioned JAPN or KORE language courses and also wish to pursue a major in Japanese Studies, a minor in Japanese language or a major/minor in Korean Studies should consult with the Programme Director of GLAS and the Programme Director of Japanese Studies or Korean Studies respectively about how to allocate course credits.

- Experiential Learning courses (6 credits)
  One course chosen from the following experiential learning activities:
  - Study aboard
    GLAS3100. Exchange programme (one semester or one year); or
    GLAS3119. Overseas immersion language course

  or

  - Internship
    GLAS3111. Global and Area Studies internship

  or
  - Field trip
    GLAS3112. Field trip course

- Capstone experience course (6 credits)
  Students have to take one of the following capstone experiences:
  GLAS4901. Research capstone
  GLAS4902. Internship capstone
  GLAS4903. Directed study capstone

- **Electives (24 credits):**

  Students in the **Cultures and Societies Stream** are required to complete the following elective requirements:
  - Cultures and Societies electives (24 credits)
    Four courses (6 credits each) selected from the following lists:
    Art, Media, and Culture
    GLAS2101. Art, time, and new media
    GLAS2102. Art and law
    GLAS2103. Between nostalgia and forgetting: The global exhibition industry
    GLAS2104. Global connections in world cinema: Networks that facilitate independent filmmaking
    GLAS2105. Film beyond the mainstream: global art cinema
    GLAS2106. Africa in cinema: Citizenship, ethnicity, religion and class in past and present
    GLAS2107. From cinema to society: Understanding Europe in a global context
    GLAS2108. U.S. film in a global context from Golden-Age Hollywood to new Hollywood and beyond
    GLAS2109. Practically joking: Humour and the creative impulse
    GLAS2134. Art and crime
    GLAS2135. Radical artistic practice in the shadow of Hollywood
    GLAS2136. Art and money

GLAS2137. The Americas on stage: Theatre, family and society
Interdisciplinary elective(s) offered by other Programme(s):
KORE2038. Global Korean pop culture

Cross-cultural and Intercultural Contact
GLAS2110. Connecting East Asia and the Americas: A multimedia odyssey
GLAS2111. Early modern Atlantic worlds, c. 1500-1800
GLAS2112. Mediterranean worlds, c. 1450-1950
GLAS2113. Political transitions in Africa
GLAS2114. China in Northeast Asia
GLAS2115. Latin America/US cultural relations
GLAS2116. Political systems of Europe and the Americas
GLAS2117. Social Europe – Impacts, changes and challenges
GLAS2118. Revolution and war: Central and Eastern Europe, 1917 to the present
GLAS2119. Multicultural contact zones in Asia: Taiwan and Singapore
GLAS2133. Microhistory in a global age
GLAS3101. Interculturality in a virtual world
GLAS3102. The European Union as a global actor
GLAS2139. Global Latin America
Interdisciplinary elective(s) offered by other Programme(s):
JAPN2050. Creative industries in East Asia (Hong Kong, Taiwan, Korea and Japan)
JAPN2060. Contemporary Sino-Japanese relations
POLI3052. International Relations of East Asia
SOCI2066. The Asian economic miracles and beyond
SOCI2090. World city Tokyo

Ideas, Principles, and Phenomena
GLAS2122. World War I
GLAS2123. Theories from Africa: Knowledge production in Africa from ancient to contemporary times
GLAS2124. Global Atlantic revolutions, c. 1760-1830
GLAS2125. The making of the West
GLAS2126. Cultural approaches to dictatorships in Chile and Argentina
GLAS2127. The European Union
GLAS2128. Magical realism in Latin American literature and film
GLAS2140. Greater China: Critical paradigms
GLAS2141. Women and gender in Asia
GLAS3103. Comparative perspectives on gender equality
GLAS3104. Genocide and violence
Interdisciplinary elective(s) offered by other Programme(s):
HIST2107. The Second World War in Asia and the Pacific, 1931-1952
KORE2028. Society, culture, and politics of North Korea (DPRK)

Languages, Literatures, and Society
GLAS2129. Romance languages and linguistics
GLAS2130. Empire writes back: Introduction to African literature
GLAS2131. Language policies in Europe
GLAS2138. Tales of the North - Analyzing, contextualizing and writing the genres that defines Scandinavian literature
GLAS2142. Monsters, nightmares and dystopian imagination
GLAS3105. International and foreign language education
Interdisciplinary elective(s) offered by other Programme(s):
CHIN2154. Taiwan literature from the Japanese colonial period to the 1990s
KORE3043. Border-crossing literature from Korea and beyond

Special Topics
GLAS2132. Roots of today's world

Students in the **Language Intensive Stream** are required to complete the following elective requirements:

- Language/content and Language Integrated Learning courses (18 credits):

One combination selected from the following list:
{ARAB3001. Arabic III.1 (6 credits)
ARAB3002. Arabic III.2 (6 credits)
One ARAB content course at advanced level (List A) (6 credits)}
or
{FREN3001. French III.1 (6 credits)
FREN3002. French III.2 (6 credits)
One FREN content course at advanced level (List B) (6 credits)}
or
{GRMN3001. German III.1 (6 credits)
GRMN3002. German III.2 (6 credits)
One GRMN content course at advanced level (List C) (6 credits)}
or
{INDO3001. Indonesian III.1 (6 credits)
INDO3002. Indonesian III.2 (6 credits)
One INDO content course at advanced level (6 credits)}
or
{ITAL3001. Italian III.1 (6 credits)
ITAL3002. Italian III.2 (6 credits)
One ITAL content course at advanced level (List D) (6 credits)}
or
{PORT3001. Portuguese III.1 (6 credits)
PORT3002. Portuguese III.2 (6 credits)
One PORT content course at advanced level (List E) (6 credits)}
or
{RUSS3001. Russian III.1 (6 credits)
RUSS3002. Russian III.2 (6 credits)
One RUSS content course at advanced level (List F) (6 credits)}
or
{SPAN3001. Spanish III.1 (6 credits)
SPAN3002. Spanish III.2 (6 credits)
One SPAN content course at advanced level (List G) (6 credits)}
or
{SWED3001. Swedish III.1 (6 credits)
SWED3002. Swedish III.2 (6 credits)
One SWED content course at advanced level (List H) (6 credits)}
or
{THAI3001. Thai III.1 (6 credits)
THAI3002. Thai III.2 (6 credits)
One THAI content course at advanced level (List I) (6 credits)}

List A: ARAB content courses at advanced level
ARAB2024. Arabic culture
ARAB2025. Ancient Egypt
ARAB2026. Ancient Egyptian language
ARAB2027. Ancient near East history and culture

List B: FREN content courses at advanced level
FREN3021. Francophone literatures and identities

FREN3022. French and Francophone cinema
FREN3023. Media watch: Tracking French news
FREN3024. Modern French literature
FREN3026. Conveying otherness: French imaginings of Asia
FREN3035. Painters and writers in modern France
FREN3036. Portraits of the French language
FREN3037. France and the world
FREN3038. Collaborative Online International Learning for Students of French (COIL)

List C: GRMN content courses at advanced level
GRMN2021. Chinese-German translation
GRMN2023. Media and society
GRMN2024. Producing German texts
GRMN2027. Contemporary German-speaking countries
GRMN2028. German conversation & vocabulary
GRMN3023. English-German translation
GRMN3027. Business German
GRMN3028. Kino! Studies in German cinema
GRMN3029. History of the German language and German linguistics
GRMN3032. From Goethe to Grönemeyer - Reading German texts
GRMN3034. Translating German(y)
GRMN4003. Deutsch aktuell – current issues, films and music in German
GRMN4004. Intercultural communication German-Chinese
GRMN4005. Advanced Chinese-German translation

List D: ITAL content courses at advanced level
ITAL2021. Italian reading course
ITAL2023. Italian lifestyle and culture
ITAL2027. Italian grammar
ITAL3021. Contemporary Italian literature
ITAL3022. Society and politics of modern Italy

List E: PORT content courses at advanced level
PORT2221. Portuguese reading course

List F: RUSS content courses at advanced level
RUSS2020. Contemporary Russia

List G: SPAN content courses at advanced level
SPAN2030. Key topics in Spanish grammar
SPAN2032. Art in the Hispanic world: An introduction
SPAN3021. “Lost” in translation? Saying what you mean in Spanish
SPAN3023. Hispanic visual and literary cultures
SPAN3026. Varieties of Spanish around the world
SPAN3028. Spanish for business and intercultural communication
SPAN3031. Contemporary Spain

List H: SWED content courses at advanced level
SWED2003. Nordic societies and politics
SWED3003. Swedish reading course

List I: THAI content courses at advanced level
THAI3003. Thailand today

- Cultures and Societies Stream Elective (6 credits):
  One course selected from the "Cultures and Societies" Stream electives listed above.

Note: Please refer to the course description of non-GLAS courses from the syllabuses of the relevant Programmes. They may have prerequisite(s) and other enrollment restrictions. Students should check with the relevant teaching units on course availability.

Prerequisite Courses

GLAS1001. Africa in the world (6 credits)

This course will introduce the complex nature of the African continent from a wider interdisciplinary perspective. Students will be exposed to Africa's geo-political particularities; complex history (pre-colonial, colonial and post-colonial); diverse languages, peoples, culture and music, and rich literary and artistic traditions. The course is also designed to give an overview of major theoretical debates on Africa such as the questions of nation-building or the perception of Africa. It will also shed light on the current economic and socio-political challenges that the continent faces as well as the opportunities it presents.

Non-permissible combination: **AFRI1001**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AFRI1001. Foundations in African Studies" are not allowed to take this course. For those who have not yet done so, they can take GLAS1001 to fulfil the requirement of Minor in African Studies in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS1002. The Americas in the world (6 credits)

This course introduces American hemispheric history, society, and culture, tracing the transformation of European settler colonialism into the modern industrial nation-states across North and South America. Focusing on the 20th and 21st centuries, the course will introduce significant social, cultural, and economic developments across selected countries of the Americas. Topics will include native-colonial relations; slave-based economies, slave resistance, and emancipation; the impact of modernity on social, economic, and cultural relations; the struggle for Civil Rights in 20th and 21st centuries; war and revolution during the Cold War; the psychedelic flower-power of the '60s, the effect of forced migration on societies and politics across nations; political and military responses to terrorism; the rise of populist politics in the 21st century. Throughout the course, particular attention will be given to the dynamics of race, class, gender, and sexuality. Through lectures and class debates we will attempt to compare our popular knowledge of the Americas with the sometimes-different historical reality behind it. Studying documentary sources, film, literature, comic books and popular music, we will lay foundations for a better understanding of the Americas and their changing relations to the world.

Non-permissible combination: **AMER2050**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2050. Foundations of American Studies, II: Reconstructing the nation" are not allowed to take this course.]

Prerequisite: Nil

Assessment: 100% coursework

GLAS1003. Europe in the world (6 credits)

The course examines the forces which have led to Europe becoming increasingly integrated (not the least being the sheer devastation of two world wars) as well as the subsequent tensions and objections

to that process. We study the processes and structures of the specific institutions of the European Union and the Council of Europe as well as some of the major issues confronting the EU now. We will also look at some major European domestic concerns as well as divergent foreign policy issues between Europe and the US. The approach is multidisciplinary, embracing politics, economics, history, culture and religion.

Non-permissible combination: **EUST1010**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST1010. Foundations of European" are not allowed to take this course. For those who have not yet done so, they can take GLAS1003 to fulfil the requirement of Major/Minor in European Studies in the academic year 2024-25 and thereafter.]

Prerequisite: Nil
Assessment: 100% coursework

GLAS1004. Northeast Asia in the world (6 credits)

This course adopts multi-disciplinary perspectives to examine significant and complex issues of Northeast Asia in the past and present. The purpose of this course is to provide students with a base of knowledge of Northeast Asia's historical and contemporary experiences and contexts. It aims to help students understand how the historical legacy of Northeast Asia is reflected in today's states and societies of these regions, and how political, economic, social, and cultural characteristics of Northeast Asia continue to evolve in a comprehensive way.

Non-permissible combination: **SINO1003**
Prerequisite: Nil
Assessment: 100% coursework

GLAS1005. Southeast Asia in the world (6 credits)

This course adopts multi-disciplinary perspectives to examine significant and complex issues of Southeast Asia in the past and present. The purpose of this course is to provide students with a base of knowledge of Southeast Asia's historical and contemporary experiences and contexts. It aims to help students understand how the historical legacy of Southeast Asia is reflected in today's states and societies of this region, and how political, economic, social, and cultural characteristics of Southeast Asia continue to evolve in a comprehensive way.

Prerequisite: Nil
Assessment: 100% coursework

GLAS1006. Middle East, South Asia, and Central Asia in the world (6 credits)

This course adopts multi-disciplinary perspectives to examine significant and complex issues of the Middle East, South Asia, and Central Asia in the past and present. The purpose of this course is to provide students with a base of knowledge of the Middle East, South Asia, and Central Asia's historical and contemporary experiences and contexts. It aims to help students understand how the historical legacy of the Middle East, South Asia, and Central Asia is reflected in today's states and societies of these regions, and how political, economic, social, and cultural characteristics of the Middle East, South Asia, and Central Asia continue to evolve in a comprehensive way.

Prerequisite: Nil
Assessment: 100% coursework

INDO1001. Indonesian I.1 (6 credits)

This course is intended for students who have no previous knowledge of the Indonesian language. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Malay-speaking cultures. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **INDO1003**
Assessment: 100% coursework

INDO1002. Indonesian I.2 (6 credits)

This course is intended for students who have completed INDO1001. The main objective of the course is to improve students' foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **INDO1003**
Prerequisite: **INDO1001. Indonesian I.1** or equivalent
Assessment: 100% coursework

INDO1003. Indonesian I (12 credits)

This course is intended for students who have no previous knowledge of the Indonesian language. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers. This is a year-long course, equivalent to INDO1001 and INDO1002.
Non-permissible combination: **INDO1001** and **INDO1002**
Prerequisite: Nil
Assessment: 100% coursework

RUSS1001. Russian I.1 (6 credits)

This course is intended for students who have no previous knowledge of Russian. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Russian-speaking cultures. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **RUSS1003**
Assessment: 100% coursework

RUSS1002. Russian I.2 (6 credits)

The aim of this course is to develop students' language proficiency at a higher level by building on the skills acquired in **RUSS1001**. The objectives are to consolidate the knowledge acquired in the first semester and to broaden participants' foundation in Russian in the four language skills (reading, writing, listening and speaking) through an action-based approach. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **RUSS1003**
Prerequisite: **RUSS1001. Russian I.1** or equivalent
Assessment: 100% coursework

RUSS1003. Russian I (12 credits)

This course is intended for students who have no previous knowledge of Russian. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Russian-speaking cultures. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **RUSS1001** or **RUSS1002**
Prerequisite: Nil
Assessment: 100% coursework

TURK1001. Turkish I.1 (6 credits)

This course is intended for students who have no previous knowledge of Turkish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Turkish and Turkic-speaking cultures of Central Asia. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **TURK1003**
Prerequisite: Nil
Assessment: 100% coursework

TURK1002. Turkish I.2 (6 credits)

This course is intended for students who have no previous knowledge of Turkish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Turkish and Turkic-speaking cultures of Central Asia. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **TURK1003**
Prerequisite: **TURK1001. Turkish I.1** or equivalent

Assessment: 100% coursework

TURK1003. Turkish I (12 credits)

This course is intended for students who have no previous knowledge of Turkish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Turkish and Turkic-speaking cultures of Central Asia. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **TURK1001** or **TURK1002**
Prerequisite: Nil
Assessment: 100% coursework

Core Courses

GLAS2001. Research methods in Global and Area Studies (6 credits)

This course is intended to introduce Global and Area Studies majors to research methods. It does so by relating to the students the theoretical frameworks that are important in shaping the practice of research. It provides students analytical tools for thinking more deeply about the way their studies of global phenomena and those associated with particular regions and places can be explored through the different research methods. Students will learn to think critically about the data which underscores an argument, and to remain vigilantly sceptical in an oversaturated marketplace of information. Students will differentiate between primary and secondary sources, learn to navigate archives and interviews, explore relevant academic databases, and gain an understanding of a host of additional avenues for information and data collection. Likewise, students will hone their interpretive skills by applying different analytical lenses to a variety of texts, images, concepts, and records of historic and recent events.
Non-permissible combination: **EUST2010 or SINO2004**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2010. European identity" or "SINO2004. Research skills for China Studies" are not allowed to take this course. For those who have not yet done so, they can take GLAS2001 to fulfil the requirement of Major/Minor in European Studies or Major/Minor in China Studies (Arts Stream) respectively in the academic year 2024-25 and thereafter.]
Prerequisite: one **XXXX1002** of the core language courses listed in the GLAS syllabus or equivalent; and (one of the following: **GLAS100X**, **EUST1010**, **SINO1003**)
Assessment: 100% coursework

INDO2001. Indonesian II.1 (6 credits)

This course is intended for students who have completed the first year of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **INDO1002. Indonesian I.2** or **INDO1003. Indonesian I** or equivalent
Assessment: 100% coursework

INDO2002. Indonesian II.2 (6 credits)

This course is intended for students who have completed three semesters of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **INDO2001. Indonesian II.1** or equivalent
Assessment: 100% coursework

RUSS2001. Russian II.1 (6 credits)

This course continues to build on work done in the First Year. The intention is to develop students' understanding and use of Russian in the areas of speaking, listening, reading, and writing. Class lectures are based on interactive methods and approaches whereby participants are encouraged to be creative, problem-solving users of the language at pre-intermediate level. Literary and non-literary Russian texts selected from various sources will be used, with the aim of stimulating critical reading and discussion. Class activities will also be supported by audio-visual and web-based materials which will help students to familiarize themselves further with the actual usage of the language. Tutorial groups will be arranged separately to practice spoken Russian.
Prerequisite: **RUSS1002. Russian I.2**or, **RUSS1003. Russian I** or equivalent
Assessment: 100% coursework

RUSS2002. Russian II.2 (6 credits)

This course is a continuation of **RUSS2001. Russian II.1**. The intention is to develop students' understanding and use of Russian in the areas of speaking and listening, reading and writing. Class lectures are based on interactive methods and approaches whereby participants are encouraged to be creative, problem-solving users of the language at intermediate level. Literary and non-literary Russian texts selected from various sources will be used, with the aim of stimulating critical reading and discussion. Class activities will also be supported by audio-visual and web-based materials which will help students to familiarize themselves further with the actual usage of the language. Tutorial groups will be arranged separately to practice spoken Russian.
Prerequisite: **RUSS2001. Russian II.1** or equivalent
Assessment: 100% coursework

TURK2001. Turkish II.1 (6 credits)

This course continues to build on work done in the First Year. This course is intended for students who have no previous knowledge of Turkish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Turkish and Turkic-speaking cultures of Central Asia. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **TURK1002. Turkish I.2**, **TURK1003. Turkish I** or equivalent
Assessment: 100% coursework

TURK2002. Turkish II.2 (6 credits)

This course is a continuation of **TURK2001. Turkish II.1**. This course is intended for students who have no previous knowledge of Turkish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Turkish and Turkic-speaking cultures of Central Asia. Through an action-based approach, this course should quickly enable participants to engage in simple conversations and interactive situations. Students should understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **TURK2001. Turkish II.1** or equivalent
Assessment: 100% coursework

Experiential Learning Courses

GLAS3100. Exchange programme (6 credits)

Students majoring in Global and Area Studies may gain credit for this course by participating in the HKU exchange programme for one year or one semester. Students should follow the Faculty of Arts' credit transfer guidelines. Students are required to consult with the Global and Area Studies programme director or coordinator and get approval for credit transfer prior to their departure. If approved, students can transfer one 6-credit course, or equivalent, to fulfil the experiential learning requirement, and use any remaining transferred credits to satisfy other requirements, such as electives.
Prerequisite: Nil
Assessment: 100% coursework

GLAS3111. Global and Area Studies internship (6 credits)

This internship course aims at providing selected students with an opportunity to work in environments where they will be able to apply their disciplinary knowledge and skills and acquire work experience through on-the-job training. Students may pursue internships that are regularly arranged by SMLC or the Faculty of Arts *or* those for which they apply and are accepted to undertake, under the guidance of the course coordinator and an academic supervisor, in host organisations which provide relevant experiences, such as in government offices, museums, educational institutions, private companies engaged in trade, public and media relations, event organisation, research and database creation. The student learning activities include preparation, on-site internship work under the guidance and supervision of an internship supervisor, meetings with the academic supervisor, and associated reading and preparation work, should be completed in the appropriate language for each individual internship which may be English, Chinese, one of the Global and Area Studies languages or a combination thereof. Assessment is based on written reports of about 2,000 words and feedback from the internship supervisor.
Students are encouraged to complete their internships after having completed year 2, but may, at the discretion of the Programme Director, do so after year 1 as well. Priority will be given to Major students.
* Students who have completed **GLAS3111** should seek prior approval before enrolling in **GLAS4902**.
Non-permissible combination: **AMER3008, ARAB2022, EUST3005, FREN3034, GRMN3031, ITAL3023, PORT2223, SINO3003 or SWED3005**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER3008. American Studies internship", "ARAB2022. Internship for students of Arabic", "EUST3005. European Studies internship", "FREN3034. Internship for students of French", "GRMN3031. Internship for students of German", "ITAL3023. Internship for students of Italian",

"PORT2223. Internship in Portuguese", "SINO3003. Internship in China Studies" or "SWED3005. Internship for students of Swedish" are not allowed to take this course. For those who have not yet done so, they can take GLAS3111 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisite: Nil

Co-requisite: **XXXX3001** or **XXXX3002** of the core language courses listed in the GLAS syllabus (or JAPN3088, JAPN3099) or equivalent (for internships conducted primarily in one of the specific languages)

Assessment: 100% coursework (graded on a Pass/Fail basis)

GLAS3112. Field trip course (6 credits)

In this course, an experienced faculty member(s) will lead students on a supervised two-week educational field trip to a country in one of the following regions: Africa, North America, Latin America, Europe, Russia, Northeast Asia, Central Asia, South Asia, Southeast Asia, the Arab World. Participants will observe and study topics related to the field trip sites. Leading up to the field trip, students must participate in the intensive preparation that will take place in Hong Kong. After their return, students will be required to complete a written report of about 3,000 words based on the experience and knowledge they have acquired during the field trip. Priority will be given to Major students.

Non-permissible combination: **AFRI4001, AMER2021, ARAB2023, EUST2020, ITAL3010, SINO3004 or SPAN2031**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AFRI4001. Field trip to an African country", "AMER2021. On the road again: Field trip in American Studies", "ARAB2023. Field trip to an Arab country", "EUST2020. European Studies in Europe", "ITAL3010. Field trip to Italy", "SINO3004. City and countryside in China" or "SPAN2031. Field trip to a Spanish-speaking country" are not allowed to take this course. For those who have not yet done so, they can take GLAS3112 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisite: Nil

Assessment: 100% coursework

GLAS3119. Overseas immersion language course (6 credits)

This course provides an opportunity to study one of the Global and Area Studies languages and to experience linguistic and cultural immersion in a partner institution located in a country where the language is the dominant medium of communication. The course usually takes place during the summer months (e.g., June, July and/or August) (courses may also be offered in the winter break) and the duration of the stay may vary from two weeks to one month but must include at least 60 hours of formal class tuition. Students typically take part in this course after the completion of their second year of language studies at HKU. The course is designed to build on and to reinforce the language competence acquired during the previous years of study as well as to prepare the participants for more advanced work in the final years of the Programme.

Non-permissible combination: **ARAB3119, FREN3119, GRMN3119, ITAL3119, PORT3119, SPAN3119, SWED3119 or THAI3119**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "ARAB3119. Overseas immersion language course - Arabic", "FREN3119. Overseas immersion language course - French", "GRMN3119. Overseas immersion language course - German", "ITAL3119. Overseas immersion language course - Italian", "PORT3119. Overseas immersion language course - Portuguese", "SPAN3119. Overseas immersion language course - Spanish", "SWED3119. Overseas immersion language course - Swedish" or "THAI3119. Overseas immersion language course - Thai" are not allowed to take this course. For those who have not yet

done so, they can take GLAS3119 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisite: one **XXXX2002** of the core language courses listed on the GLAS syllabus (or JAPN2099) or equivalent. Exceptions may be made at the discretion of the individual language head.

Assessment: 100% coursework. In order to be granted credits for this course, participants have to ensure that the course builds on their previous work done at HKU, and for relevant languages, is offered at the A2 level or above of the Common European Framework of Reference for Languages (CEFRL) or for non-CEFRL languages, the same level or above the level of their last language course at HKU, and after completing of the course, students have (1) to produce a formal statement of attendance and certified transcript bearing mention of the final grade(s) and the level obtained from the host institution, and for relevant languages, as well as the level attained according to the CEFRL, (2) to provide a portfolio including i. a learning journal written in the language of immersion of approximately 1,000 words relating to daily class activities and, ii. samples of assessments (written assignments, tests, examinations, projects etc.) along with evaluation results.

Capstone Experience Courses

GLAS4901. Research capstone (6 credits)

Students in this course pursue independent research and produce a research paper of 3,500-5,000 words under the supervision of a Global and Area Studies affiliated faculty member. This course is designed to provide students with the opportunity to explore in depth a topic of interest to them in relation to Global and Area Studies. Projects can either adopt a single disciplinary methodology OR a multidisciplinary problem-oriented perspective. Students undertaking the course will negotiate the topic in conjunction with the course coordinator to determine its feasibility and ensure academic rigor. Assessment will be based on the research paper produced in combination with participation in class discussions and oral presentations of the research progress. This course is open only to Global and Area Studies Major students and generally only for final-year students. For research papers written in languages other than English, students are required to attain the appropriate level of proficiency which will be determined and verified by their supervisors.

Non-permissible combination: **AMER3007, AMER3050, EUST3003, EUST3004, FREN3030, GRMN3022 or SPAN4004**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER3050. Foundations of American Studies, III: Capstone experience", "EUST3003. European Studies dissertation (capstone experience)", "EUST3004. European Studies research project (capstone experience)", "FREN3030. Guided writing in French (capstone experience)", "GRMN3022. German project (capstone experience)" or "SPAN4004. Hispanic research project (capstone experience)" are not allowed to take this course. For those who have not yet done so, they can take GLAS4901 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisite: **GLAS2001. Research methods in Global and Area Studies**; plus one **XXXX2002** (or **XXXX3001, XXXX2)** of the core language courses listed on the GLAS syllabus (or JAPN2099) or equivalent

Assessment: 100% coursework

GLAS4902. Internship capstone (6 credits)

This internship course aims at providing selected students with an opportunity to work in environments where they will be able to apply their disciplinary knowledge and skills and acquire work experience through on-the-job training. Students may pursue internships that are regularly arranged by SMLC or

the Faculty of Arts *or* those for which they apply and are accepted to undertake, under the guidance of the course coordinator and an academic supervisor, in host organisations which provide relevant experiences, such as in government offices, museums, educational institutions, private companies engaged in trade, PR and media relations, event organisation, research and database creation. The student learning activities include preparation, on-site internship work under the guidance and supervision of an internship supervisor, meetings with the academic supervisor, and associated reading and preparation work, should be completed in the appropriate language for each individual internship which may be English, Chinese, one of the Global and Area Studies languages or a combination thereof. Assessment is based on written reports of a maximum of 3,000 words produced by the students reflecting upon their experiences, feedback from internship supervisors, and presentations that students will give about their work at a formal Global and Area Studies event.
Internships should be conducted at any point between the second semester of year 3 and the end of the second semester of year 4 but the registration is offered at the beginning of the first and second semesters of year 4 only. This course is only open to major students who have successfully completed year 3.
* Students who have completed **GLAS3111** should seek prior approval before enrolling in **GLAS4902**.
Non-permissible combination: **SPAN4005**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "SPAN4005. Internship for students of Spanish (capstone experience)" are not allowed to take this course. For those who have not yet done so, they can take GLAS4902 to fulfil the requirement of Major in Spanish in the academic year 2024-25 and thereafter.]

Prerequisite: **GLAS2001. Research methods in Global and Area Studies**; plus one **XXXX2002** of the core language courses listed on the GLAS syllabus (or JAPN2099) or equivalent
Co-requisite: **XXXX3002** of the core languages listed on the GLAS syllabus (or JAPN3099) (for internships conducted primarily in one of the specific languages)
Assessment: 100% coursework (graded on a Pass/Fail basis)

GLAS4903. Directed study capstone (6 credits)

This course provides students with the opportunity to reflect on the academic, personal, and social development attained through their major, and to integrate the linguistic and cultural knowledge and skills that they have acquired in their studies with the development of an individually supervised project. The project must be written in English, Chinese, German, French, Italian, or Spanish. There are two types of Directed Study Capstone. One consists in the composition of a creative reflection on students' experience in the study of a language and its associated cultures of 3,500 words from an interdisciplinary perspective. The other type is a learning project involving identification of individual learning needs and consultation of the appropriate combination of different tasks to address those needs and achieve mastery with the aim to prepare for the professional life after graduation, which involves preparedness to work in interdisciplinary contexts. The second type also requires an extension of 3,500 words. Students are required to obtain their supervisor's approval for their Directed Study project and meet with their supervisor regularly to review its progress. The objective of this course is to prepare students to apply what they have learned through their studies to their professional careers or postgraduate studies.

Prerequisite: **GLAS2001. Research methods in Global and Area Studies**; plus completion of one **XXXX2002** course (or **XXXX3001**, **XXXX3002**) in the prescribed core language of the GLAS syllabus (or JAPN2099) or equivalent in which this capstone will be conducted. Students wishing to be admitted to **GLAS4903** without having previously completed **XXXX2002** (or JAPN2099), will need to contact the Undergraduate Course Coordinator in order to prove that they have attained elsewhere the required standard for this course.
Assessment: 100% coursework.

Electives Courses

GLAS2101. Art, time, and new media (6 credits)

This course approaches an examination of contemporary artistic practice, time, and new media from an interdisciplinary and transnational perspective. How, in recent artworks, is time evoked and denied, measured and transformed, linear and looped? How has an interrogation of speed, duration, and scale become interwoven with a consideration of art and new media from the late 1960s till today? How has contemporary telecommunication (instant, real time) altered time in a finite world? How has telepresence shifted how we conceive of the space-time duality? Why do we conceive of time in economic terms: "spend" time, "waste" time, "free" time? As Jonathan Crary argues, the era of late capitalism's non-time operates on a twenty-four-hour clock in which management of attentiveness and the impairment of perception combine with compulsory routines and mimesis. This encourages a revisitation of the history of perceiving and communicating with and through various media of the last century. This class interrogates the intersections of art, time, and new media within a broader consideration of historical, technological, and labour-based revolutions and theoretical shifts.
Non-permissible combination: **AMER2064**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2064. Art, time, and new media" are not allowed to take this course. For those who have not yet done so, they can take GLAS2101 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2102. Art and law (6 credits)

Art and law (Art + Law) is distinct from the practice of art law. While the latter occupies the field of art business, the former considers how art and law might be mutual endeavours, one informing the other. This class focuses on the former, considering how artists have provoked, represented, wielded, refined, tested, expanded, and unconventionally complied with private and public law. This intersection of art and law invites questions: Who or what authorizes or bestows the label of art? What is the basis for this authority and how are artworks influenced by, and/or function in opposition to, such authorizing forces? Can and how has the law been represented in art? How have artworks and artists disrupted legal regimes through civil disobedience (the breaking of a law); and how has dissent been expressed through uncivil obedience (the following of a law in a hyperbolic, literalistic, and unanticipated manner)? Although global in outlook, the cases under discussion are largely (although certainly not exclusively) Western in focus. Yet, the topics considered in this class might be applied to any number of geographic and cultural arenas. This course is not a history of art law, and neither is it a history of art symbolically looking at law; rather, this class examines the mutually influencing spheres wherein art activates, images, provokes, interacts with, and even interferes with the law.
Non-permissible combination: **AMER2058**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2058. Rethinking law in modern and contemporary art" are not allowed to take this course. For those who have not yet done so, they can take GLAS2102 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2103. Between nostalgia and forgetting: The global exhibition industry (6 credits)

Biennials, triennials, manifestas, documentas, and art fairs. Today's largescale exhibitions evince a global reality, one in which an international cadre of artworks and financial resources flow from city to city and country to country. These exhibitions are cyclical, aesthetic-political phenomena negotiating pressures to be both locally relevant and globally legible. Critic-theorist-philosopher Boris Groys

articulates the cadenced rhythm of the gaps between events as reflecting "accurately enough the time span between nostalgia and forgetting." Contemporary art operates as signifier of cultural prestige for the nouveau riche while big exhibitions are designed for the mass of anonymous visitors. How has the division of labour between artist (producer) and curator (exhibiter) shifted in an era of late-capitalism and amidst the rise of international contemporary art tourism? How do exhibition spaces negotiate the classed tensions between neutral and politicized space, and public and private property?
This course explores the global art market through a study of its key sites, both historically and today. We will meet occasionally during the semester months to discuss relevant readings and explore local events in Hong Kong such as Art Basel, auction previews, and gallery and museum exhibitions (M+, Para Site). And we will travel internationally on a one- to two-week field trip (either during reading week, January, or June) to an art event such as the Venice Biennale, the Whitney Biennial (New York City), the New Museum Triennial (New York City), the Bangkok Art Biennale, documenta (Kassel, Germany), Manifesta (nomadic), or elsewhere.
Non-permissible combination: **AMER2072**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2072. Field trip: Between nostalgia and forgetting, the global exhibition industry" are not allowed to take this course. For those who have not yet done so, they can take GLAS2103 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2104. Global connections in world cinema: Networks that facilitate independent filmmaking (6 credits)

Advances in film style, production and circulation rely on global networks of producers and filmmakers who share creative ideas and provide transnational funding. International film schools, screenwriting labs, film festivals and film markets nurture collaboration and provide support for independent filmmakers across the world. Academics also play an important role in providing global visibility to independent filmmakers. However, while all these initiatives contribute to the global diversity of audio-visual cultures, they are not always exempt from controversy. Although these global networks run counter to the nationalist, isolationist, hegemonic, and censoring ideologies embraced by some governments at different times in history, it has been argued that international organizations and institutions often highlight or even influence the work of filmmakers whose vision suits the stereotypes that the industrialized world holds of peoples in developing countries. This course explores these dynamics between filmmakers and producers on a global scale from two main perspectives. On the one hand, World Cinema is studied as an art (and an industry) that adjusts to market conditions and creative trends making use of co-production opportunities and global funding schemes of diverse sizes, both private and public. From another perspective, the promotion of Independent World Cinema is interpreted as the result of the efforts of imagined communities based on ethnicity, class, gender, sexual identity, migratory experiences, religion, and ideology. Although some of the films here studied are considered mainstream within the World Cinema scene, this course has a strong focus on the cinematic cultures of underprivileged and/or persecuted filmmakers from Africa, Asia, Europe and the Americas. The course's methodology combines industrial and textual analyses.
Assessment: 100% coursework

GLAS2105. Film beyond the mainstream: global art cinema (6 credits)

While international cinema has been dominated by large Hollywood productions, many of the most critically acclaimed films have been independent art films. Produced outside the Hollywood system, many of them are associated with one of the new wave cinema movements across the globe, which emerged in the context of profound cultural and social changes during the second half of the 20th century. This course will first consider approaches to conceptualizing the art film and examine the question whether art films constitute a separate film genre or whether they are better defined by their

production and distribution. We will discuss how art films distinguish themselves from classical Hollywood film and find out which formal characteristics they have in common despite their apparent heterogeneity. In addition to careful analysis of film form, we will consider the films' meanings in their historical contexts and discuss how they represent the social topics differently compared to mainstream film. Films discussed may include independent art house, experimental, documentary, and low budget films. We will study examples from Italian Neorealism, French New Wave, New German Cinema, Czechoslovak New Wave, New Hollywood, Hong Kong New Wave, New Taiwanese Cinema, Korean New Wave, and Japanese New Wave. Selected films may include examples from directors such as Maya Deren, Louis Bunuel, Orson Welles, Akira Kurosawa, Frederico Fellini, Lina Wertmüller, Pier Paolo Pasolini, François Truffaut, Alain Resnais, Jean-Luc Goddard, Agnès Varda, Claire Denis, Chantal Akerman, Andrei Tarkovsky, Stefan Uher, Milos Forman, Rainer Werner Fassbinder, Werner Herzog, Margarethe von Trotta, Hiroshi Teshigahara, Yoshishige Yoshida, Wong Kar-wai, Mabel Cheung, Ann Hui, Edward Yang, Hou Hsiao-Hsien, Jia Zhangke, Tian Zhuangzhuang, Park Chan-wook, Kim Jee-woon, Lars von Trier, Thomas Vinterberg, Julie Dash, Terrence Malick, John Cassavetes, Spike Lee, Jim Jarmush, David Lynch, Abel Ferrara, John Sayles, the Coen brothers, Paul Thomas Anderson, Greta Gerwig, and Darren Aronofsky.

Non-permissible combination: **AMER2045**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2045. Film beyond the mainstream: American art cinema" are not allowed to take this course. For those who have not yet done so, they can take GLAS2105 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2106. Africa in cinema: Citizenship, ethnicity, religion and class in past and present (6 credits)

This course deals with the rich diversity of African cinema from an aesthetic and anthropological perspective. Students will focus on one specific film each week to delve into how cinematic artistic expressions articulate core issues of the human condition framed by specific socio-cultural and politicohistorical circumstances. Questions of narrative and storytelling, representation and stylization, (inter)mediality, etc., in African cinema will frame their analyses of specific contexts of production. The course will disclose the different roles cinema plays in the African continent, provide a particular perspective to the topic of Africa relations with the world, and help students consider the place of the audience in the African cinematic experience

Non-permissible combination: **AFRI2019**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AFRI2019. African cinema: "Film'in" Africa" are not allowed to take this course. For those who have not yet done so, they can take GLAS2106 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2107. From cinema to society: Understanding Europe in a global context (6 credits)

This survey course will introduce students to key global issues of the 20th and 21st centuries from a European perspective as portrayed in a selection of European films. The course will be tackled in two ways. First, students will learn about socio-cultural developments and historical events that were instrumental in shaping the diverse European attitudes towards gender and sexual identities, welfare, the precarization of labour, migration, colonialism and imperialism, the Communism-Capitalism dichotomy, democracy, ecology, and the tension between regional, national and supra-national identities, among other questions. Second, films are studied both as texts to be critically analysed by taking into account global aesthetic trends, and as products funded by private and public transnational platforms based within and outside Europe. Another significant topic in this course will be the role of

European film festivals in the promotion and production of World Cinema beyond Europe. The language of instruction is English.
Non-permissible combination: **EUST2015**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2015. From cinema to society: Understanding Europe through film" are not allowed to take this course. For those who have not yet done so, they can take GLAS2107 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]
Assessment: 100% coursework

GLAS2108. U.S. film in a global context from Golden-Age Hollywood to new Hollywood and beyond (6 credits)

Hollywood is known to spin dreams, visions and illusions but, caught-up in the big-screen experience, viewers often forget that these dreams and illusions are spun within particular social and cultural contexts. Films are woven into national myths and myths are woven into the societies. Like no other film industry, Hollywood has dominated commercial film production and distribution throughout film history. Its myths and ideologies have been received by audiences worldwide and have impacted filmmaking globally. This course will look at some of the biggest, most famous, and most representative Hollywood blockbusters that in many ways define U.S. American culture. Students will be introduced to various genres that have become synonymous with Hollywood, among them superhero, classic western, film noir and police story, science fiction, romantic comedy, historical epic, and others. As Hollywood genre films have dominated the box-office in most countries, we will also consider their reception in Europe and Asia. Finally, we will study films from around the world that demonstrate how filmmakers have emulated, responded to, and struggled with Hollywood. The experience of these films and examining their historical contexts will broaden our knowledge of U.S. American cultural values, help us critique them, and enable an understanding of their global impact. The course will also aim to enhance critical and creative thinking as well as speaking and writing skills.
Non-permissible combination: **AMER2038**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2038. American film, from Golden-Age Hollywood to New Hollywood and beyond" are not allowed to take this course. For those who have not yet done so, they can take GLAS2108 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]
Assessment: 100% coursework

GLAS2109. Practically joking: Humour and the creative impulse (6 credits)

What does the phrase 'practically joking' mean to you? Is it a prank? Does it mean joking for a practical purpose? Is it almost a joke, something at the threshold but not quite there? Philosopher Simon Critchley argues that a person aligns themself with a community based on how they experience humour. We have all giggled at puns, satires, caricatures, jokes, parodies, cartoons, pranks, and more, but do we ever stop and think about how and why such humour operates? Why are some jokes able to cross social and cultural borders while others only translate to a select few? And is laughter a required by-product of a joke, or is it simply one of many possible reactions? This course takes humour seriously. Seriously, this is not a joke. The class considers how humour intersects with the visual, performative, textual, filmic, and even legal (indeed, laws and rules are the substrate of much humour). We look at everything from cartoons, paintings, and performances to memes and viral jokes, and we consider the shifting nature of humour in a post-internet era of instantaneity. If humour is what makes us human, what does it mean when an AI formulates a joke and people laugh?
Non-permissible combination: **AMER2071**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2071. Practically joking: Humor and the creative impulse" are not allowed to take this

course. For those who have not yet done so, they can take GLAS2109 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2110. Connecting East Asia and the Americas: A multimedia odyssey (6 credits)

The increasing interconnectedness of China and Latin America in the 21st century has attracted attention towards new global flows in cultural, economic and political areas, and prompted reflection on the contribution of diasporic Chinese, Korean and Japanese communities to the construction of a Latin American identity. This course aims to bring together students in different majors offered at SMLC for the study of the cultures and history of the Americas, including North America, Latin America and the Caribbean. The teaching and learning methodology includes extensive use of VR (virtual reality) and other multi-sensory tools to facilitate immersion in the foreign environments such as virtual field trips to locations of historical, experiential or cultural significance and museums. The teaching methodology makes the "virtual" experience also a social and more-or-less simultaneously experienced event including exploratory and open-ended learning experiences that promote social-emotional engagement with material and individuals, and nurture long-term application of learned concepts. Aiming to decentre or expand text-centric pedagogy toward more multi-modal and multi-sensory learning experiences in the context of Universal Design for Learning, the course combines VR experiences, 360 film, with face-to-face and distance-learning methods. This is an innovative, transdisciplinary course both in terms of the content and skills, including multimedia and intercultural communication, that students will acquire through it.

Non-permissible combination: **AMER2070**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2070. Connecting East Asia and the Americas: A multimedia odyssey" are not allowed to take this course. For those who have not yet done so, they can take GLAS2110 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2111. Early modern Atlantic worlds, c. 1500-1800 (6 credits)

This course considers the early modern Atlantic world, one of the most significant fields of inquiry in European, African, American studies, covering the period from the European "discovery" of the Americas until the Americas began to achieve political independence at the end of the 1700s. Many of the interactions which spanned the Atlantic were imperial, and this course considers British, French, Spanish, Dutch and Portuguese imperial Atlantic encounters. However, these encounters were not just imperial, they were also economic, environmental, intellectual, political and literary, encompassing not only Atlantic empire, but also Atlantic commodities (such as sugar and mahogany), Atlantic labour migration (including African slavery and European servitude), Atlantic merchants and consumers, Atlantic political upheaval, and Atlantic literature.

Non-permissible combination: **EUST2018**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2018. Early modern Atlantic worlds, c. 1500-1800" are not allowed to take this course. For those who have not yet done so, they can take GLAS2111 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2112. Mediterranean worlds, c. 1450-1950 (6 credits)

This course explores the role of the Mediterranean Sea as a barrier and a highway between Europe, Africa, and the Middle East from the Black Death and the Renaissance to modern times. We will

examine the extensive environmental, economic, social, political, and cultural religious change of this period. Topics include religious conflict and cooperation, imperialism (including the Ottoman, Habsburg, French and British Empires, among others), trade, travel and migration, nationalism and other forms of identity, modernization and reform, disease, and technological change.
Assessment: 100% coursework

GLAS2113. Political transitions in Africa (6 credits)

Political transitions in Africa have been a prime source of information about Africa in the international media. Narratives of conflict, tribal warfare and famine dominate impressions of Africa. In this predominant narrative, political transitions are often associated with internal dynamics of Africa. This course aims to show how this simple often misleading narrative of Africa clouds our understanding of the continent's actual political and social conditions. The course will show African politics is not only constructed internally but also through international dynamics that came to have a bearing on the continent. This course illustrates how Africa's politics have always been integrated in major international affairs. Students will pursue this goal through a comparative historical perspective that sheds light on Africa's international engagement in the ancient, medieval and modern periods.
Assessment: 100% coursework

GLAS2114. China in northeast Asia (6 credits)

This course contextualizes the history and present-day attributes of the China in the macro-region of Northeast Asia. This approach emphasizes the importance of conceptualizing China as more than just as a national entity and looking beyond the traits of major cities such as Beijing, Shanghai, and Guangzhou to understand what and who is Chinese. This course highlights patterns and exceptions in relations on various levels, including state-to-state and individual-to-individual, between China and other states and societies of Northeast Asia. Students will develop their understanding of China's connections to its neighbours and how political, economic, and social interaction among disparate groups shapes the region of Northeast Asia.
Non-permissible combination: **SINO2010**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "SINO2010. China regional studies – Northeast" are not allowed to take this course. For those who have not yet done so, they can take GLAS2114 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2115. Latin America/US cultural relations (6 credits)

This course will explore the relationship between US and three specific Latin American cultures during the twentieth century. Each context will offer a different way in which US and Spanish-Speaking Latin American cultures interact with each other. The first case will be the Latino presence in the US through the reading of the most canonical work by a Chicano author: *The House on Mango Street* (1984) by Sandra Cisneros (1954-). The following context will see interactions between the Harlem Renaissance author Langston Hughes (1902-1967) and Afro-Cuban poet Nicolás Guillén (1902-1989). Finally, the course will delve into poetic responses to US military and political intervention in Nicaragua from one of the fathers of Latin American poetry, Rubén Darío (1867-1916) and two contemporary poets, priest and political activist Ernesto Cardenal (1925-2020) and feminist poet Gioconda Belli (1948-).
Non-permissible combination: **AMER2060**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2060. US/Latin American cultural interactions" are not allowed to take this course. For

those who have not yet done so, they can take GLAS2115 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2116. Political systems of Europe and the Americas (6 credits)

This course explores the foundations of the liberal democracies of the 'West'. It examines the constitutional, political, legal and electoral systems that prevail throughout Europe and the Americas. It introduces students to the foundations of comparative politics and the key tools for making sense of contemporary societies: theories of state formation and political and electoral behaviour, the major political ideologies and the assumptions they are based on, as well as sociological explorations of the challenges confronting societies in Europe and the Americas. The course discusses topical issues facing the democracies of Europe and the Americas and investigates patterns and similarities across different societies. The course equips students to critically reflect on the way the mass democracies of the 'West' navigate an ever more complex and interdependent world.

Assessment: 100% coursework

GLAS2117. Social Europe – Impacts, changes and challenges (6 credits)

This course explores and compares typologies of social rights in Europe and globally. It analyses the ideational foundations, structural conditions, and cultural contexts shaping different typologies of welfare regimes. The concepts of social citizenship and rights are vital parts of European political thought and intersects with broader political questions of the relationship between states and individuals that shape the societal discourse. Social policies and welfare provisions have shaped European societies and economies and affect diverse areas such as social mobility, gender equality, educational attainment, health attainment, integration and poverty alleviation. The course will consider the outcome of social policies on different demographic groups and economic development. It will also explore the challenges that welfare states are currently encountering and the debate over its future direction.

Assessment: 100% coursework

GLAS2118. Revolution and war: Central and Eastern Europe, 1917 to the present (6 credits)

This subject will introduce students to the turbulent history of Central and Eastern Europe, with a focus on nations lying between Germany and Russia: the Czech Republic, Hungary, Poland, Slovakia and Ukraine. We will start with the Russian Revolution of 1917, which marked the beginning of a century of ideological confrontation, and end with the present times shaped by the Russian invasion of Ukraine. We will study the emergence of communism and its demise both at the level of ideas and as a political system. While the primary focus will be on Central Europe, the unit is relevant to Europe at large. In fact, Central Europe 'as an idea, a state of mind, a worldview' (Konrad) should not be reduced to a geographic notion and is better understood as a cultural and political project. We will study different formulations of this project, and see how the ideals of dissident intellectuals, such as Václav Havel, shaped political developments. The non-violent revolutions of 1989 in Central Europe, for example, inspired the protagonists of the Ukrainian 'Orange Revolution' in 2004 and 'Euromaidan Revolution' of 2013-2014. In addition to a set of essential reading, students will be encouraged to study literary works, films and TV-documentaries.

Non-permissible combination: **EUST2022**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2022. European transitions – Germany and Central Europe after the Second World War" are not allowed to take this course. For those who have not yet done so, they can take GLAS2118 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2119. Multicultural contact zones in Asia: Taiwan and Singapore (6 credits)

This course explores the coexistence and intersection of diverse cultures in Taiwan and Singapore. Students will learn about the historical and present-day factors shaping both cooperative and conflictual interaction between groups considered to be "natives" and "foreigners", ethnic majorities and minorities, and those practicing different religions, contrasting forms of livelihood, and material customs. This course emphasizes mastery of foundational knowledge of both places and the comparison of their sociocultural characteristics within the context of the history and the contemporary political and economic conditions of East Asia.
Non-permissible combination: **SINO2011**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "SINO2011. Taiwan Studies" are not allowed to take this course. For those who have not yet done so, they can take GLAS2119 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]
Assessment: 100% coursework

GLAS2122. World War I (6 credits)

This course considers the First World War, one of the most important events of the 20th century, from an interdisciplinary perspective combining history, literary studies, and art criticism. Students will consider the origins of the war, daily life during the war, feminism, propaganda, the war in literature, film, and visual art, war and memory, the Russian Revolution, the Armenian Genocide, the 1918 influenza pandemic, and the war's relationship to the emergence of Fascism, Communism and other post-war political ideologies, among other topics. Geographic coverage includes not only the Western Front, but also Eastern Europe, the Middle East, the Americas, East Asia, and Africa.
Non-permissible combination: **EUST2017**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2017. World War I" are not allowed to take this course. For those who have not yet done so, they can take GLAS2122 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]
Assessment: 100% coursework

GLAS2123. Theories from Africa: Knowledge production in Africa from ancient to contemporary times (6 credits)

The production of knowledge has been an integral part of human history. African thinkers have been at the forefront of this process. However, Africa has often been characterized as a place without history and hence without knowledge. As a result, the production of theory and its use has often been erroneously attributed primarily or solely to Europe and North America. By focusing on African knowledge production, this course will elucidate how the world has been thought and rethought from an African perspective. In doing so the course draws examples not only from the modern period but also from the ancient and medieval periods of Africa. Students will be able to learn the content of African texts and knowledge producers throughout history. In doing so they will be able to engage with African theories and perspectives in a comprehensive and comparative manner.
Assessment: 100% coursework

GLAS2124. Global Atlantic revolutions, c. 1760-1830 (6 credits)

This course considers the wave of revolutions which rocked France and the British, French and Spanish empires in the New World at the end of the 1700s and the beginning of the 1800s. These inter-connected revolutions transformed France and led to independence and revolutionary change in the United States, Haiti, and much of Spanish-speaking Latin America. This course considers these revolutions as discrete national phenomena, as interrelated Atlantic events, and as part of a global shift in imperial interest from the New World to Asia.
Non-permissible combination: **EUST2019**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST2019. Atlantic revolutions, c. 1760-1830" are not allowed to take this course. For those who have not yet done so, they can take GLAS2124 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2125. The making of the West (6 credits)

Is the West the best? This subject offers an advanced introduction into history of ideas, which have shaped contemporary Western civilization, with a particular focus on Europe. We will learn how the current project of European unification – the European Union – has emerged out of a specific historical constellation. We will trace it back to the age of the enlightenment, which brought about radical social and political transformations in Europe. We will see how the emphasis on the individual and his ability to think for himself, articulated by Rene Descartes, gave rise to a democratic ideal of self-government conceptualised by the likes of Jean Jacques Rousseau and Immanuel Kant. We will study the emergence of ideologies, such as conservatism (Edmund Burke), communism (Karl Marx) and liberalism (John Stuart Mill, Alexis de Tocqueville) and see how the rise of totalitarian ideologies in the Twentieth Century shattered Europe's self-confidence. Finally, we will examine how Europeans reclaimed the best aspects of their history after the defeat of Nazism in 1945 (Hannah Arendt) and the collapse of communism in 1989 (Jürgen Habermas).
Assessment: 100% coursework

GLAS2126. Cultural approaches to dictatorships in Chile and Argentina (6 credits)

This course will explore the beginning, development, and aftermath of two South American countries' dictatorships: Chile (1973-1990) and Argentina (1973-1983). The course will be interdisciplinary in scope, incorporating primary sources from historical, political, literary and filmic sources. The cultural approach will allow to understand the regimes from the perspectives of Memory Studies, literary analysis, Gender Studies, and film theory. The course will begin with an introduction to the Cold War effects in Latin America and the role of the United States in both Chile and Argentina by the time each coup d'état took place. Culturally, in the case of Chile, there will be a close examination of canonical literary works authored by Diamela Eltit and Roberto Bolaño. The Argentinian context will be studied through narrative works by Marta Traba and Mariana Enríquez. Both regimes will be approached from literatures spanning between 1983 and 2016, making it a comprehensive cultural reading of these times and beyond. The course will have a cinematic component with two films from each country—*Machuca* (2004) and *Nostalgia for the Light* (2010) focused on Chile, and *The Official Story* (1985) and The *Secret in their Eyes* (2009) from Argentina to provide students with more perspectives on life in both Chile and Argentina for the last 60 years.
Non-permissible combination: **AMER2061**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2061. Argentina and Chile dictatorships: Building resistance in literature and film" are not allowed to take this course. For those who have not yet done so, they can take GLAS2126 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2127. The European Union (6 credits)

The aim of this subject is to enable students to understand the project of European unification. A bold political experiment, the European Union transformed Europe and the key concepts that came to define politics more generally, such as sovereignty and nation-state. Drawing on different disciplinary perspectives, including history, political science and sociology, we will study the emergence of the project after the devastation of the Second World War and examine decisive turning points, such as the 1989 collapse of communism. We will raise questions about the EU's ability to deliver on its key promise: safeguarding peace and democracy in Europe. Discussing a number of recent challenges – eurozone crisis, refugee crisis and the crisis of EU-Russia relationship – we will ask whether the EU can be viewed as a successful example of governance beyond the nation state.
Assessment: 100% coursework

GLAS2128. Magical realism in Latin American literature and film (6 credits)

This course will delve into one of Latin America's most renowned literary and filmic movements: Magical Realism. There will be an introduction to its starting point, 'the real marvellous' through the reading of Cuban Alejo Carpentier's 1949 seminal novel The Kingdom of this World. Carpentier's work will be followed by an introduction to the life and works of Colombian Nobel Prize Laureate Gabriel García Márquez (Gabo) and the readings will be focused on his 1994 novel Of Love and Other Demons. The final unit of literary works will cover Chilean Isabel Allende's most acclaimed novel The House of the Spirits (1982). In every case, there will be a contextualization of each literary work and detailed readings of passages in order to understand the magical realist elements of these, and how they reflect aspects of Latin American cultures and identities. The filmic part of the course will encompass two relevant films: Like Water for Chocolate (Alfonso Arau, Mexico, 1992) and The Dance of Reality (Alejandro Jodorowski, Chile, 2014). Together with critical essays on each text and film, the course will follow the most recent publication on the topic: Magical Realism and Literature, Ed. By Christopher Warnes (CUP, October 2020). Students are expected to develop their critical thinking by approaching both texts and films through a variety of theoretical constructs relevant to each material.
Non-permissible combination: **AMER2068**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2068. Magical realism in Latin American literature and film" are not allowed to take this course. For those who have not yet done so, they can take GLAS2128 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2129. Romance languages and linguistics (6 credits)

This course will provide students with an overview of the historical development and the structure of Romance languages including Italian, French, Spanish and Portuguese. In the first part of the course, we will discuss some of the major transformations from Latin to Romance languages. In the second part, we will discuss both similarities and differences among Romance languages using the methodology of comparative linguistics. The analysis will cover the lexical, phonetic, morphological, and syntactic aspects. Students should have a basic knowledge of at least one of the Romance languages, but fluency is not required. This course is taught in English.
Non-permissible combination: **ITAL2026**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "ITAL2026. A comparative overview of the Romance languages" are not allowed to take this

course. For those who have not yet done so, they can take GLAS2129 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisite: (one of the following: **ITAL1002, FREN1002, PORT1002, SPAN1002**) or equivalent

Assessment: 100% coursework

GLAS2130. Empire writes back: Introduction to African literature (6 credits)

This course will expose students to the major issues surrounding it. It will begin by questioning the very meaning of the term "African literature," before examining some of its most salient features and issues such as its complex relationship with colonialism that made languages of Europe become the literary languages of Africa; the various forms of narration in Africa; colonialism and resistance; the tension between nationalism and the African novel; as well as the complex relationship between African continental and diasporic literature. It will also look at major contemporary African literary movements and their historical significance.

Non-permissible combination: **AFRI2010**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AFRI2010. Introducing contemporary African literatures" are not allowed to take this course. For those who have not yet done so, they can take GLAS2130 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2131. Language policies in Europe (6 credits)

The course aims to give students a general introduction into the field of language policy, with a special regard to Europe, its countries and regions and the Institutions of the European Union. Students will explore some history of the European language policies and learn about general conceptions of language planning, language use, language learning and multilingualism. Multilingualism will be presented both at the level of societies and individuals in contemporary Europe. We will as well study the concept of Inter-comprehension and Inclusive Writing. The course focuses on various topics: national language policies, regional minority languages, language and migration, language and gender, language and media. Students will learn to search through large collections of sources using text analysis and discourse analysis. Students will participate to a dynamic problem-based project: students will write a personal blog around course topics and will receive training in blog skills.

Assessment: 100% coursework

GLAS2132. Roots of today's world (6 credits)

This course considers the deeper background of current events. Topics will include historical, cultural, political, social, economic, epidemiological and environmental roots and analogues to world news. Specific topics and geographic foci will change as appropriate, affording students opportunities to deepen their critical thinking skills around subjects of current interest.

Assessment: 100% coursework

GLAS2133. Microhistory in a global age (6 credits)

This course provides an in-depth exploration of microhistory as a methodological approach to the study of the past in a global context. Microhistory focuses on understanding historical events and phenomena through the detailed examination of specific individuals, communities or events, providing a lens through which broader historical processes can be understood. In the context of our increasingly interconnected world, this course explores how microhistory can shed light on local experiences and

their global implications. Throughout the course, students will engage with a variety of case studies from different regions and time periods, analysing the lives of individuals, families and communities to uncover larger historical patterns. By examining personal narratives, cultural practices and social dynamics at the micro level, students will gain a deeper understanding of the complexity, diversity and interconnectedness of human experience across borders. By the end of the course, students will have a nuanced understanding of the importance and potential of microhistory as a tool for exploring global history. They will be equipped with the skills to undertake their own microhistorical research projects and contribute to ongoing conversations in the field.
Assessment: 100% coursework

GLAS2134. Art and crime (6 credits)

Art and crime (Art + Crime) is a gripping intersection. It overlaps with but also remains distinct from art crime. This class considers key aspects of art and crime such as: cultural property, looting and illicit trade, restitution and repatriation, art heists, counterfeits and forgeries, speculative crime and the art market, and forensic architecture and crime scenes. As such, historical events such as The Gardner Museum heist (1990) are considered alongside creative projects reinterpreting and materializing crime itself. Under discussion are projects by Janice Kerbel, J.S.G. Boggs, Maurizio Cattelan, Dennis Oppenheim, Ulay, Richard Prince, Núria Güell and Levi Orta, and Banksy, among others. We analyze how art is caught up in criminal activities as well as how it re-enacts, visualizes, and/or participates in such activities. In other words, this class considers not only art crime, but also those artworks for which crime is subject, content, and/or medium of expression.
Non-permissible combination: **AMER2066**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2066. Art and crime" are not allowed to take this course. For those who have not yet done so, they can take GLAS2134 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2135. Radical artistic practice in the shadow of Hollywood (6 credits)

This course offers an historically rooted examination of artistic practice in California from the Second World War through the end of the Cold War—addressing the intertwined nature of art and politics, the influence of the film industry and the poets and musicians of the West Coast, the potentials and the pitfalls of art and technology, experiments in clay and plastics, issues of hybridity and identity in immigrant communities, and the polemics of conceptual, performance, feminist, and socially-critical artistic practice. We will look at the aftereffects of superficial geographic divides, and the real and artificial disciplinary canyons between New York and California. How does erasure and masquerade function in a locale defined as "free from history"? What might be achieved and destroyed when artistic practices make indistinguishable the divisions between fact, half-truth, and fiction? And how is art making in California inextricably linked (whether through use, abuse, or denial) to the filmic imaginary of Hollywood, to the urban and natural environment, and to the politics and polemics of diaspora?
Non-permissible combination: **AMER2065**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2065. Radical artistic practice in the shadow of Hollywood" are not allowed to take this course. For those who have not yet done so, they can take GLAS2135 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2136. Art and money (6 credits)

Art and money circulate in (uncomfortable) proximity. The art world is not a benign entity; it is embroiled in games of speculation and valuation that play-out within many and varied intersecting and overlapping markets. This class considers the systems within which art circulates and is valued, as well as those creative endeavors intruding, interloping, and intervening into arenas of exchange. How is trust intertwined with the metrics of (cultural/financial) value, and how do creative endeavors mediate varying levels of complicity, ambivalence, intervention, and antagonism? This class will examine projects by artists/artist-groups including, but not limited to: Marcel Duchamp, William Harnett, J.S.G. Boggs, Donald Evans, Andy Warhol, Lee Lozano, Lise Autogena and Joshua Portway, Núria Güell and Levi Orta, SUPERFLEX, William Powhida, Paolo Cirio, Cassie Thornton, Michael Marcovici, Art Reserve Bank, Michael Marcovici, Caroline Woolard, and Femke Herregraven, among others. We will analyze whether and how art functions: as an asset, commodity, and even currency (exchangeable); as a password for radical maneuvers and experiments; and as the "dark matter" on which the art world depends. In other words, this class considers not only the economies of art, but also the artworks for which these economies as subject, content, target, and even the medium of expression.
Non-permissible combination: **AMER2067**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2067. Art and money" are not allowed to take this course. For those who have not yet done so, they can take GLAS2136 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2137. The Americas on stage: Theatre, family and society (6 credits)

In this course we will examine the representations of society, family and relationships in various countries of the Americas through the stage plays of those countries. The various aspects of society include inequality, racism, sexism, poverty, political oppression and others. The various aspects of family life include straight, gay and bisexual relationships, marriage, infidelity, betrayal, sibling rivalry, and inheritance. We will also examine the literary and theoretical influences on the plays and playwrights. The class is in English and all readings are in English. Some are English translation from source texts in Spanish or Portuguese. (Reading knowledge of Spanish or Portuguese is not required.) We will read authors from Argentina, Brazil, Chile, Cuba, Ecuador, México, Puerto Rico/USA.
Non-permissible combination: **AMER2069**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "AMER2069. Contemporary Latin American theatre and dramatists" are not allowed to take this course. For those who have not yet done so, they can take GLAS2137 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Assessment: 100% coursework

GLAS2138. Tales of the North - Analyzing, contextualizing and writing the genres that defines Scandinavian literature (6 credits)

This course will analyze Scandinavian literature from various time periods to comprehend the Northern European characteristics in a global context.
Assessment: 100% coursework

GLAS2139. Global Latin America (6 credits)

This course will explore the intricate networks between Latin America and the rest of the world. There will be three main units to consider: 'The Indies and Eurasia', where there will be a study of

relationships with European empires and trade in Asia, until the Wars of Independence; 'Latin American Cooperation in the 20th Century' with connections to the World Wars, the Spanish Civil War and the Cold War; 'Latin America in the Global World' where we will study connections with China, Japan, and the United States. The course will be interdisciplinary, with approaches from disciplines such as history, political science, economy, and literary studies. Materials to analyse will be mostly cultural related, including painting, photography, cinema, and literature. The course will also enjoy the presence of prestigious guest lecturers from diplomatic Latin American circles in Hong Kong to shed light on the relevance of these topics until today.
Assessment: 100% coursework

GLAS2140. Greater China: Critical paradigms (6 credits)

This course adopts multidisciplinary perspectives to examine significant and complex issues in Greater China, past and present. As a general survey of Greater China, the course discusses China's historical development, revolutionary past, cultural traditions, formal political structure, market-oriented economic reform, and geographic, demographic, and linguistic diversity, as well as contemporary issues of environment, resistance, and mass media. Central themes throughout the course include China's cultural identity, ethnicity, state-society relations, continuities and changes in China's socio-political values, and China's role in the global order. The aim of the course is to provide students with a knowledge base of China's historical and contemporary experiences and contexts. It aims to help students understand how China's historical legacy affects contemporary society and how contemporary politics and economics are changing China in a comprehensive way.
Non-permissible combination: **SINO1003**

[Note to students admitted in 2024-25 and before: Students who have successfully completed "SINO1003. Greater China: a multi-disciplinary introduction" are not allowed to take this course.]
Assessment: 100% coursework

GLAS2141. Women and gender in Asia (6 credits)

This course provides an exploration of women and gender in Asian societies from historical and comparative perspectives. Students will examine the changing experiences and contexts of women and gender in Asia, gaining insights into Asian culture and society through a gendered lens. Through a chronological and thematic approach, students will analyze political, economic, social, and cultural phenomena related to women, with a focus on key themes such as family, marriage, education, revolution, and political participation. Emphasis will be placed on understanding how concepts of women and gender are constructed within Asian societies and addressing global gender issues within a regional context.
Non-permissible combination: **HIST2143** or **SINO2013**
Assessment: 100% coursework

GLAS2142. Monsters, nightmares and dystopian imagination (6 credits)

This research-led course explores manifestations of social angst in Latin American literature and film from the last 60 years. There will be 3 major thematic units: 1) Approaching uncertainty and fear, 2) Nightmares and Monsters, 3) Dystopian futurities. Unit 1 will be centred on Mexican/Chilean film The Holy Mountain (1973) by Chilean Alejandro Jodorowski and two recent (2015 onwards) short stories from Argentinian horror writer Mariana Enriquez. Unit 2 will examine the avant-garde novel The Obscene Bird of Night (1970) by Chilean novelist José Donoso and will delve deep into the figure of the monstrous mythical creature, 'el imbunche' from the Mapuche cosmology. Students will watch and study Guatemala film La Llorona (2019) directed by Jayro Bustamante in order to engage with the Mayan tradition. Lastly, Unit 3 will pay attention to dystopian experiments, especially in the ecocritical

novel The Unworthy (2023) by Argentinian Agustina Bazterrica, and Mexican/British film Children of Men (2006) by Mexican director Alfonso Cuarón. There will be theoretical approaches from various disciplines to study the works selected for each unit stemming from psychoanalysis, film studies, philosophy, and literary studies, to name a few.
Assessment: 100% coursework

GLAS3101. Interculturality in a virtual world (6 credits)

To operate successfully in today's globalized environments, intercultural communication competence has become vital skill sets. This internationally focused course discusses the concept of interculturality and dynamics of identity in regard to a global and virtual world. Students will explore and question the concept of mobility, virtual mobility, internationalisation, diversity of cultural expressions, global citizenship. Students will learn to search through large collections of sources using text analysis and discourse analysis as well as presenting their research in an e-visual format. Through participation in a dynamic and interactive problem-based project, students will develop strategies of the equitable interaction of diverse cultures. Collaboration will be developed online with students enrolled in universities in Europe. Students will have the opportunity to choose the language of this online collaboration among four language options: English, French, German or Spanish.
Prerequisites: **GLAS2001. Research methods in Global and area studies;** plus (one of the following: **FREN2002, GRMN2002, SPAN2002**) or equivalent
Assessment: 100% coursework

GLAS3102. The European Union as a global actor (6 credits)

This course is about Europe's role, influence and voice in global affairs. It investigates different foreign and security policy traditions in Europe, tracks how the behaviour of European powers has changed over time and introduces students to key concepts and theories in the study of international relations. Particular attention will be paid to the so-called 'Europeanisation' of foreign and security policy, as well as Europe's key relationships with the US, Russia, China, Latin America, Africa and the Middle East. The course will work with cutting-edge scholarship and topical issues facing Europe. Students will learn to make sense of the challenges, opportunities and limitations of European foreign and security policy, and they will develop methodologies to identify broader shifts within the international system.
Non-permissible combination: **EUST3012**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST3012. The EU as a global actor and EU-China relations" are not allowed to take this course. For those who have not yet done so, they can take GLAS3102 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisites: **GLAS2001. Research methods in Global and area studies**
Assessment: 100% coursework

GLAS3103. Comparative perspectives on gender equality (6 credits)

Gender equality is considered a fundamental right in Europe and gender inequality is a key challenge in modern societies. This course analyses the European context and offers an overview of how the concept and implementation of gender equality has developed and is currently practiced in Europe, in historical and cross-cultural perspectives. The first part of the course includes an introduction of key developments and impacts of gender equality worldwide. It also explores the causes and consequences of gender inequality. In the second part of the course students will look at the current gender situation and issues in contemporary society in major European countries. Through interdisciplinary approach,

students will reflect on the gender challenges in the covered areas and their own country and develop competencies required of responsible citizens contributing to gender equality.
Non-permissible combination: **GRMN3033**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "GRMN3033. Gender equality in German-speaking countries and the European Union" are not allowed to take this course. For those who have not yet done so, they can take GLAS3103 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisites: **GLAS2001. Research methods in Global and area studies**
Assessment: 100% coursework

GLAS3104. Genocide and violence (6 credits)

This course investigates key genocides and sheds light on the dynamics that enabled them. The course concentrates on the Holocaust and the Rwandan genocide but also touches upon other instances of mass violence from around the world. It illustrates the complex interlinkage of socio-economic, demographic, military and technological developments on the one hand, and the gradual emergence of dangerous racial, religious, ethnic and nationalist cleavages and hatreds on the other. The course first analyses the political, cultural and ideological currents that served as enabling factors for genocides. It then tracks the institutionalised mobilisation of resources for mass genocide. It finalises by examining the important political, legal, social and attitudinal repercussions and traumatic legacies of genocides on societies where they occurred. Particular attention will be paid to the 'politics of memory' and its relevance. A highlight of the course is to study genocides through a methodology that focuses on primary sources and the testimony of eyewitnesses and survivors.
Non-permissible combination: **EUST3015**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "EUST3015 The Holocaust and its legacies" are not allowed to take this course. For those who have not yet done so, they can take GLAS3104 to fulfil the relevant requirement in the academic year 2024-25 and thereafter.]

Prerequisites: **GLAS2001. Research methods in Global and area studies**
Assessment: 100% coursework

GLAS3105. International and foreign language education (6 credits)

This course is specially designed for students of the language programmes looking to build up a solid foundation for world languages teaching. It provides academic grounding for teaching a foreign language and aims to equip students with competence in a future global career, with core knowledge in applied linguistics and research-led approaches to language teaching. The course combines theoretical principles and practical training. It provides students with a learning platform and valuable experiential experience in teaching a foreign language. Students will have the opportunity to participate in a supervised observation programme during the course and carry out a teaching stage in learning groups.
Prerequisites: **GLAS2001. Research methods in Global and area studies**; plus (one of the following: **FREN3001**, **GRMN3001**, **SPAN3001**) or equivalent
Assessment: 100% coursework

INDO3001. Indonesian III.1 (6 credits)

This course is intended for students who have completed four semesters of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) toward an advanced level as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.

Prerequisite: **INDO2002. Indonesian II.2** or equivalent
Assessment: 100% coursework

INDO3002. Indonesian III.2 (6 credits)

This course is intended for students who have completed five semesters of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) toward an advanced level as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **INDO3001. Indonesian III.1** or equivalent
Assessment: 100% coursework

INDO4001. Indonesian IV.1 (6 credits)

This course is intended for students who have completed six semesters of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) toward an advanced level as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **INDO3002. Indonesian III.2** or equivalent
Assessment: 100% coursework

INDO4002. Indonesian IV.2 (6 credits)

This course is intended for students who have completed seven semesters of Indonesian language study. The main objective of the course is to elevate the students' level in the four language skills (reading, writing, listening and speaking) to fluency as well as to offer insights into Malay-speaking cultures. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Prerequisite: **INDO4001. Indonesian IV.1** or equivalent
Assessment: 100% coursework

RUSS2020. Contemporary Russia (6 credits)

This course is designed to review key aspects of Russia’s culture and politics as well as to offer a concise introduction to the main stages of the country’s historical and territorial development. Topics will include institutions and society (government, education, politics, economy, labour, media, etc.) and essential cultural features (festivals, customs, traditions, etiquette, way of life, leisure, etc.). Major events that have contributed to the shaping of the country will also be presented and their significance discussed. The role and place of the regions within this historical process will be examined, so as to understand the correlation of distinct regional characteristics with related historical developments. At the same time, the course will relate these facts to significant moments of the country’s recent history, such as the post-war period of recovery, the desovietization process, the construction of the Russian speaking world, the Eurasian Asian Economic Union, Customs Union projects and turn to the East politics. The medium of instruction is English.
Assessment: 100% coursework

RUSS3001. Russian III.1 (6 credits)

In this course students continue to build upon work done in the First and Second Year. The intention is to further expand students' proficiency in Russian. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and encourage the participants to become advanced users of the language. Various literary and non-literary texts from Russia and other Russian-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand Russian and Slav languages socio-cultural environments. Tutorial groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **RUSS2002. Russian II.2** or equivalent
Assessment: 100% coursework

RUSS3002. Russian III.2 (6 credits)

This course is a continuation of **RUSS3001. Russian III.1**. The intention is to further expand students' proficiency in Russian. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and to encourage participants to become independent users of the language. Various literary and non-literary texts from Russian and other Russian-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand Russian and Slav socio-cultural environments. The selection of documents will serve as a basis for discussions pertaining Russian society as well as the students' own experiences of Hong Kong society. Tutorial groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **RUSS3001. Russian III.1** or equivalent
Assessment: 100% coursework

RUSS4001. Russian IV.1 (6 credits)

In this course students continue to build upon work done in the First, Second and Third Year. The intention is to further expand students' proficiency in Russian. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and encourage the participants to become independent users of the language. Various literary and non-literary texts from Russia and other Russian-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand Russian and Slav languages socio-cultural environments. Tutorial groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **RUSS3002. Russian III.2** or equivalent
Assessment: 100% coursework

RUSS4002. Russian IV.2 (6 credits)

This course is a continuation of **RUSS4001. Russian IV.1**. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and encourage the participants to become independent users of the language. Various literary and non-literary texts from Russia and other Russian-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand Russian and Slav languages socio-cultural environments. Tutorial groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **RUSS4001. Russian IV.1** or equivalent
Assessment: 100% coursework

JAPANESE STUDIES

The Japanese Studies Programme offers three courses of study: the **Major in Japanese Studies**, the **Minor in Japanese Language**, and the **Minor in Japanese Culture**.

The **Major in Japanese Studies** combines intensive training in Japanese language with a range of disciplinary and interdisciplinary perspectives into Japanese history, literature, society, and culture. Students follow a core language pathway for three years, developing a high level of proficiency in Japanese while simultaneously enriching their understanding of Japan through a diverse selection of elective courses taught in Japanese and English. These electives fall into three categories:

List A: English-medium electives
List B: Japanese-medium electives
List C: Cross-listed electives offered in other Programmes

We encourage all students intending to major in Japanese Studies to participate in the exchange programmes in Japan, preferably for a full academic year, since our most advanced courses assume a familiarity with Japanese language and culture that is best acquired through in-country study.

The **Minor in Japanese Language** follows the first three years of the core Japanese language pathway, presenting an attractive option for students wishing to learn Japanese to complement other courses of study.

The **Minor in Japanese Culture** is taught entirely in English. It allows students to explore Japanese society and culture through a rich variety of academic perspectives, without requiring study of the Japanese language.

Admission to the **Major in Japanese Studies** requires a minimum grade of C+ in **all three** Prerequisite Courses (**JAPN1011**, **JAPN1088**, **JAPN1099**). Admission to the **Minor in Japanese Language** requires a minimum grade of C+ in the two language Prerequisite Courses (**JAPN1088**, **JAPN1099**).

The Major and Minor requirements listed below are for students with **no** prior knowledge of Japanese. Students **with** prior knowledge of Japanese can complete a Major in Japanese Studies or a Minor in Japanese Language by entering the core language pathway at a higher level and taking additional elective courses to complete the total number of required credits. These students should contact the School of Modern Languages and Cultures for information on the date and time of the placement test, which is normally held during the first week of the add/drop period.

Major in Japanese Studies (72 credits)

- **Prerequisite courses (18 credits):**
  JAPN1011. Introduction to Japanese Studies (6 credits)
  JAPN1088. Japanese language I (Part 1) (6 credits)
  JAPN1099. Japanese language I (Part 2) (6 credits)

- **Core language courses (24 credits):**
  JAPN2088. Japanese language II (Part 1) (6 credits)
  JAPN2099. Japanese language II (Part 2) (6 credits)
  JAPN3088. Japanese language III (Part 1) (6 credits)
  JAPN3099. Japanese language III (Part 2) (6 credits)

- **Interdisciplinary elective courses (24 credits):**
  One course chosen from **List A** (English-medium electives) (6 credits)
  One course chosen from **List B** (Japanese-medium electives) (6 credits)

Two elective courses, chosen from **List A**, **List B**, or **List C** (12 credits)

- **Capstone experience course (6 credits):**
  JAPN3082. Japanese Studies internship: Capstone experience (6 credits); OR
  JAPN4099. Japanese language IV (Part 2): Capstone experience (6 credits); OR
  JAPN4101. Japanese Studies research project: Capstone experience (6 credits)

Note: *Students intending to complete the Major in Japanese Studies should aim to complete the three Prerequisite Courses **JAPN1011**, **JAPN1088**, and **JAPN1099** during their first year of study. These courses have a limited number of places. Year 1 students receive priority for enrolment, and students in Year 3 or above are NOT eligible to enroll in these courses.*

Minor in Japanese Language (36 credits)

- **Prerequisite courses (12 credits):**
  JAPN1088. Japanese language I (Part 1) (6 credits)
  JAPN1099. Japanese language I (Part 2) (6 credits)

- **Core language courses (24 credits):**
  JAPN2088. Japanese language II (Part 1) (6 credits)
  JAPN2099. Japanese language II (Part 2) (6 credits)
  JAPN3088. Japanese language III (Part 1) (6 credits)
  JAPN3099. Japanese language III (Part 2) (6 credits)

Minor in Japanese Culture (36 credits)

- **Prerequisite course (6 credits):**
  JAPN1011. Introduction to Japanese Studies (6 credits)

- **Interdisciplinary elective courses (30 credits):**
  Three courses chosen from **List A** (18 credits)
  Two courses chosen from either **List A** or **List C** (12 credits)

Note: *Students in Year 3 or above are NOT eligible to enroll in **JAPN1011**. Students in Year 3 or above wishing to declare a **Minor in Japanese Culture** who have not completed JAPN1011 must seek approval from the School of Modern Languages and Cultures to substitute an additional elective course from List A in place of JAPN1011.*

Prerequisite Courses

JAPN1011. Introduction to Japanese Studies (6 credits)

Introduction to Japanese Studies is a survey course of Japan, examining various aspects of Japanese history, culture, literature, film, politics and contemporary society. Students will not only learn about Japan, but also learn how to analyse it critically. By the end of the course, students should have a broad understanding of Japan and the different approaches and questions posed by the diverse disciplines making up Japanese Studies.
This course is targeted primarily at those Faculty of Arts' students who have enrolled in Japanese language courses, but students from other faculties may take the course subject to availability. Students in Year 3 or above are NOT eligible to enroll in this course.
Assessment: 100% coursework (presentations, essay assignments, etc.)

JAPN1088. Japanese language I (Part 1) (6 credits)

This introductory course is designed for complete beginners in the study of the Japanese language. The fundamentals of the language will be presented through a carefully graded syllabus. While the emphasis is on a thorough understanding of basic Japanese grammar and vocabulary, it also aims to develop communicative competence in order to prepare students for smooth transition to the study of Japanese at a more advanced level. Students in Year 3 or above are NOT eligible to enroll in this course.
Assessment: 100% coursework (including tests, quizzes, assignments/class performance and final oral test)
N.B. Since Chinese characters are an integral part of this course and will be given no separate introduction by the course instructors, students with no prior knowledge of Chinese characters should ensure that they discuss this issue with their class teacher at the beginning of the semester.

JAPN1099. Japanese language I (Part 2) (6 credits)

This elementary Japanese course focuses on proficiency-based foreign language learning. While the emphasis is on a thorough understanding of basic Japanese grammar and vocabulary, it also aims to develop communicative competence in order to prepare students for a smooth transition to the study of Japanese at a more advanced level. Students in Year 3 or above are NOT eligible to enroll in this course.
Prerequisite: **JAPN1088. Japanese language I (Part 1)**
Assessment: 100% coursework (including tests, quizzes, assignments/class performance and final oral test)
N.B. Since Chinese characters are an integral part of this course and will be given no separate introduction by the course instructors, students with no prior knowledge of Chinese characters should ensure that they discuss this issue with their class teacher at the beginning of the semester.

Core Language Courses

JAPN2088. Japanese language II (Part 1) (6 credits)

This course is a continuation of **JAPN1099. Japanese language I (Part 2)**. Students will learn elementary vocabularies, grammar patterns and linguistic knowledge in grammar classes, which provides the linguistic foundation for the acquisition of the four language skills of speaking, listening, reading and writing in Japanese. These four skills are to be consolidated and enhanced by various activities in class.
Prerequisite: Minimum grade of C+ in both **JAPN1088. Japanese language I (Part 1)** and **JAPN1099. Japanese language I (Part 2)**, or equivalent
Assessment: 100% coursework
N.B. This course is designed for students who have successfully passed the first-year language course JAPN1099, and are still at the elementary level. Students with an intermediate or upper level should check with the applicable teachers as to their suitability for the course before enrolling in it. Students may be required to take a placement test.

JAPN2099. Japanese language II (Part 2) (6 credits)

This course is a continuation of **JAPN2088. Japanese language II (Part 1)**. Students will learn most of the vocabularies and grammar of the elementary level, and develop the four language skills of speaking, listening, reading and writing by applying what they have learnt. Students will proceed gradually to the intermediate level.
Prerequisite: **JAPN2088. Japanese language II (Part 1)**
Assessment: 100% coursework

N.B. This course is designed for students who have successfully passed JAPN2088, and are still at the elementary level. Students with an intermediate or upper level should check with the applicable teachers as to their suitability for the course before enrolling in it. Students may be required to take a placement test.

JAPN3088. Japanese language III (Part 1) (6 credits)

This course is a continuation of **JAPN2099. Japanese language II (Part 2)**, and aims at developing a more integrated proficiency in the Japanese language by building on the foundation students have already acquired. Practical training will be given to further develop the four language skills of speaking, listening, reading and writing, using a wide range of materials and activities. Students who took part in a one-year exchange programme to Japan are not eligible to take this course.
Prerequisite: **JAPN2099. Japanese language II (Part 2)** or equivalent
Assessment: 100% coursework (test, quizzes, presentation and homework)

JAPN3099. **Japanese language III (Part 2) (6 credits)**

This course is a continuation of **JAPN3088. Japanese language III (Part 1)** and focuses on further developing integrated proficiency in the Japanese language, with an emphasis on increasing accuracy and fluency. The course aims at helping students acquire synthetic Japanese abilities. Students who have taken part in a one-year exchange programme to Japan are not eligible to take this course.
Prerequisite: **JAPN3088. Japanese language III (Part 1)**
Assessment: 100% coursework (test, quizzes, presentation and homework)

Capstone Experience Courses

JAPN3082. Japanese Studies internship: Capstone experience (6 credits)

This course offers students an internship learning experience by allowing them to take their classroom knowledge into the community. Students will have an opportunity for experiential learning, earn credits towards their degree, and engage in a rich experience by working in an organisation or company that has a real impact on society. The internship experience draws on coursework offered by the Department of Japanese Studies and allows students to work in Japanese companies, or in companies which have a strong connection to Japan and demonstrates the use of Japanese in the community.
Prerequisite: **JAPN2088. Japanese language II (Part 1)** or **JAPN3088. Japanese language III (Part 1)**
Assessment: 100% course work (graded on a distinction/pass/fail basis)

JAPN4099. Japanese language IV (Part 2): Capstone experience (6 credits)

Japanese language IV (Part 2) is for students who took part in a one-year exchange programme in Japan or who have a similar level of proficiency in Japanese. The course consists of various learning units to improve reading, writing, and oral/aural skills. Skills acquired in the language elective course **JAPN4088 Japanese language IV (Part 1)** will be continuously applied to the learning activities carried out in this course. Credit transfer for this course is not accepted.
Prerequisite: **JAPN4088. Japanese language IV (Part 1)** and/or the course instructors' approval
Assessment: 100% coursework

JAPN4101. Japanese Studies research project: Capstone experience (6 credits)

The Japanese Studies research project will allow students to pursue independent research under the supervision of a Japanese Studies teacher. The course is designed to provide students with the opportunity to explore in depth a topic related to Japanese Studies. They may choose to adopt a disciplinary approach (e.g. history, politics, literature, film, anthropology) or engage in a multi-disciplinary approach, depending on the nature of the question or issue of inquiry. Students wishing to take this capstone course should consult with a teacher who is willing to supervise them before enrolling. Students must also complete a research proposal template and submit to their proposed supervisor before the beginning of semester.
Assessment: 100% coursework (presentations, essay assignments, etc.)

Interdisciplinary Elective Courses

{Note:
Not all courses are offered in a given semester; students should check with individual units on course availability; students should also check on course prerequisites and other enrollment restrictions.}

List A: English Medium Electives

JAPN2010. Japanese business: an anthropological introduction (6 credits)

Japanese economic growth has been one of the most remarkable success stories of the past century. Japanese management practices have emerged from Japan's particular path to modernization and its capitalist conditions. What are the characteristics of Japanese capitalism? In what ways do capitalist economies differ from one another in their social organization, institutional embeddedness, gendered relations, and modes of governance? What are the challenges of such differences for management and economic performance in a competitive global economy? How have Japanese corporations responded to the processes of globalization and neo-liberalization? In tackling these questions, we will analyze the issues of industrialization, globalization and neoliberalism as well as a broad range of topics, including those related to labor, industrial organization, management, the theory of the firm, gender, and economic reforms in Japanese society. Thus this course challenges the common views of "Japanese management" and "Japanese corporations." It introduces the complex development of Japanese capitalism from the early 19th century to the present and examines ongoing transformations within Japanese capitalism.
Assessment: 100% coursework

JAPN2011. Anthropology of Japan (6 credits)

This course explores the major institutions, ideas, and historical and contemporary issues that shape Japanese culture and society today. Using an anthropological perspective, this course focuses on the three major social institutions in Japan of home, school, and work in order to ground students in the primary sociocultural structures of life in Japan, and also to think about how these institutions are changing under new socioeconomic, demographic, and global transformations. In addition, the course will examine ethnographic case studies to show how anthropologists have examined a variety of social and cultural issues such as religion and ritual, ethnicity and immigration, youth and subculture, gender and sexuality, and globalization in Japan.
Assessment: 100% coursework

JAPN2045. Sex, gender, and technology in Japan (6 credits)

This course introduces the social scientific study of gender, sexuality, and family in Japan from the postwar to the contemporary period from a comparative perspective. For many people, Japan represents a sweeping stereotype of extreme gender norms vis-à-vis contemporary Euro-American gender norms and manifestations. Such stereotypes are employed not only by outsiders to critique the society ethnocentrically, but also by some natives as well. Both sides frequently comment on the ways gender and gendered expectations shape and even determine contemporary experiences of "being Japanese." Furthermore, stereotypes about gender and sexuality in Japan frequently overlap with and draw from broader stereotypes about Japan vis-à-vis other Asian societies and Asian societies vis-à-vis Western societies. By identifying these stereotypes and also critically questioning what gender means and how it is being shaped in and shaping contemporary Japan, this course will offer an entry into theories of gender studies and sexuality, and also introduce tools to critically analyze cultural differences manifested in the issues of gender, sexuality, and family while at the same time learning more about Japanese society and your own society.
Assessment: 100% coursework (presentations, essay assignments, etc.)

JAPN2050. Creative industries in East Asia (Hong Kong, Taiwan, Korea and Japan) (6 credits)

Previously, research in media or cultural studies has paid much attention to the consumption of cultural and media texts. This course, however, calls for their production to be examined, by focusing on the creative industries in East Asia including Hong Kong, Japan, Korea, and Taiwan. While it is important to examine the inter-relation between production, circulation, consumption, regulation, and representation when we study the meaning of a cultural text, production remains a primary and vital moment in creating the meaning of a cultural text. Furthermore, while there are studies on the creative industries outside East Asia, the production of media and cultural texts within the region has been little studied. Given the fact that media and cultural texts in East Asia, such as Japanese comics, animation and pornography, Korean and Hong Kong movies, and the Taiwanese performing arts, have spread and had tremendous impact globally, an understanding of their production is increasingly important.
In this course, we shall explore how the recent trends in the political economies in East Asia have influenced the production of media and cultural texts in the region; several important sectors within the creative industries, including comics and animation, pornography, movie, popular music, and performing arts in East Asia; the production and marketing strategies of several major corporations in the region such as TVB in Hong Kong, Sony in Japan; and the manufacture of idols in the creative industries.
Assessment: 100% coursework

JAPN2058. Understanding popular culture in Japan (6 credits)

Why do people like (or dislike) particular kinds of popular culture? What is "special" about Japanese popular culture? How can we understand Japanese society and culture by studying Japanese popular culture? Japanese popular culture is popular not only in Japan, but it has also become recognized as a distinct and attractive form of consumption and fandom around the world—from the U.S. to Europe to Asia. In this class we learn about how to understand and analyze Japanese popular and mass culture from historical, sociological and anthropological perspectives. In other words, this is not a survey course of different kinds of popular culture in Japan, but rather this course requires us to theoretically engage in social scientific theories of popular/mass culture and to analyze the interpretations of meanings and forms of particular "popularly massified" socio-cultural phenomena in Japan, and what analyzing them can tell us about Japanese society more broadly. It further pushes us to examine how popular/mass culture is embedded in the socioeconomic conditions of Japan, and how they affect and are affected by global forces.

Assessment: 100% coursework

JAPN2060. Contemporary Sino-Japanese relations (6 credits)

Contemporary Sino-Japanese Relations is a course specializing in the study of one of the most intriguing sets of bilateral relations in East Asia: Sino-Japanese relations. The overall theoretical approach of the course is interdisciplinary in nature and draws heavily from the discipline of history and international relations. The course aims to provide the students with an understanding of how geopolitics and regional processes are complexly interlinked with the fate of these two nations since the industrial revolution brought to Western powers to East Asia. It examines the evolution and experimentation by Japan and China the philosophies and ideas that have underpinned the political and economic systems during the different eras. Departing from their feudal systems, Japan and China flirted with republicanism, liberal democracy, capitalism authoritarianism, imperialism, colonialism, militarism and nationalism before engaging each other in a protracted and disastrous conflict that lasted for several decades. The course then examines contemporary Sino-Japanese relations broadly conceived. Students are introduced to topics by means of two broad survey lectures, and are invited to examine in greater detail, the various controversial topics within this set of bilateral relations. It examines the following themes from the perspective of Sino-Japanese relations: legacy of history (e.g. textbook writing, disposal of chemical weapons, wartime apologies), nationalism and identity, the Pinnacles (Senkaku/Diaoyu) Islands dispute, the Taiwan issue, the Korean Peninsula crisis and the competition for energy sources between China and Japan.
Assessment: 100% coursework

JAPN2071. Introduction to modern Japanese literature (6 credits)

This course offers an introduction to modern Japanese literature, from the mid-nineteenth century to the contemporary moment. Providing a panoramic view of major authors and literary texts in English translation, the class explores important themes in modern literary representation and cultural experience while situating Japanese literature in global contexts of modernity and postmodernity. Readings mostly consist of primary literary texts, but relevant critical, historical, and visual references (including images and films) are also assigned.
Assessment: 100% coursework

JAPN2072. The History of Imperial Japan (6 credits)

This course will examine the major social, cultural, economic, and political developments which occurred during Japan's imperial period (1868-1945) as well as the post-war/de-colonial period which immediately followed its collapse. In addition to exploring the creation of key national institutions including military conscription, tax, and education, it will examine Japan's emergence in East Asia as a colonial empire, as well as the role of figures ranging from the emperor to settlers, refugees, migrant workers, and fugitives.
Assessment: 100% coursework

JAPN2073. The ethnography of Japan (6 credits)

This course introduces the rich tradition of ethnography about Japan. By surveying ethnographic writings from the late 19th century to the present, this course explores the variety, complexity, and change in Japanese culture and society. In addition, this class also investigates methods and ethical concerns of the anthropological study and representation of Japan. Readings primarily consist of

ethnographic writings by anthropologists and sociologists, but also include literary nonfiction and journalistic pieces.
Assessment: 100% coursework

JAPN2074. China in the Japanese Literary Imagination (6 credits)

This course offers an introduction to Japanese literary negotiations with "China," the "Chinese" and "Chineseness," ranging from celebration of shared cultural practices and aestheticization of China to nativist resistance to Chinese cultural hegemony. Readings mostly consist of primary literary texts in translation, but relevant critical, and historical references are also assigned.
Assessment: 100% coursework

JAPN2075. Introduction to postwar and contemporary Japanese literature (6 credits)

This course is an introduction to the literature from postwar and contemporary Japan between the late 1940s and the 2020s. Students will read a diverse range of literary texts from writers with different backgrounds. Through close readings of novellas and short stories, the class explores a variety of themes relevant to the narratives and their historical context. All readings will be provided in English translation.
Assessment: 100% coursework

JAPN2081. Japanese literature (6 credits)

This course is a survey of Japanese literature. Material will be presented in a chronological and thematic fashion, with the aim of providing students with an overall view of literary trends. Content may include: selected classical poetry and literature (Noh drama, poetry, diaries, and epic histories of the early feudal and Warring States Period, scenarios of puppet drama and kabuki drama, novellas, feudal period poetry); post-Meiji literature, and post WWII literature. The class format will include lectures and discussion. Preparation for class (i.e. doing the reading) is an important part of your grade. All materials are in English translation; no knowledge of Japanese is required.
Assessment: 100% coursework

JAPN2082. Japanese film and society (6 credits)

This course traces the development of Japanese film, from silent movies to the present, including anime. In addition to covering the works of famous directors (Ozu, Mizoguchi, Kurosawa, Oshima, et al), the birth of the Pure Film movement, Japanese imperialism, the American Occupation, and the postwar "new wave" and the role of film criticisms may be examined in this course. This exploration of Japanese cinema will offer a perspective on the genre's development in specific socio-cultural-historical contexts. No prior knowledge of Japanese history, language or film is presumed. All readings on the course are in English, and the films have English subtitles.
Assessment: 100% coursework

JAPN2083. Contemporary Japanese society and culture (6 credits)

This course is about contemporary Japanese society and culture. This course will provide students with an understanding of key aspects of contemporary Japanese society and culture. Major concepts necessary for the understanding of contemporary Japan will be introduced, and students will gain an understanding of key problems faced by contemporary Japan, and the structures, practices, and dynamics that inform these issues. Topics may include, but are not limited to: postwar politics,

economics, international relations, social and cultural movements, popular culture, demographics, war and memory, gender and sexuality, minority issues.
Assessment: 100% coursework

JAPN2084. Studies in Japanese culture (6 credits)

This course offers an introduction to the culture, history, and society of Japan. The primary goal is to develop a broad understanding of Japanese cultural, political, and social identities. In addition to a variety of secondary sources, students will work with primary source materials (both non-fictional and fictional works, i.e. laws, memoirs, essays, fictional stories, films, art, theater, etc.).
Assessment: 100% coursework

JAPN2087. Introduction to Japanese literature: Beginnings to 1900 (6 credits)

This course offers a panoramic view of Japanese literature – of representative authors, works, genres and themes – from the beginnings in the 8th century through the early 19th century. In addition to introducing students to the major traditions of pre-twentieth century narrative, poetry and theater, the class also explores the rich cultural and social worlds of premodern and early modern Japan, such as the Heian period imperial court, medieval warrior society, or Edo-period urban commoner culture.
Assessment: 100% coursework

JAPN2089. Twentieth century Japan: History, state and society (6 credits)

This course offers a broad historical survey of Japan and its society from the 1850s to the beginning of Japan's lost decades of deflation that began in the early 1990s. Students who complete this course will have a deeper understanding of the key social, political, economic, international, and demographic changes that have transformed Japan.
Assessment: 100% coursework

JAPN2091. Introduction to Premodern Japan (6 credits)

This course offers an introduction to the history of Japan up to the mid-nineteenth century. Topics to be covered include: archaeological findings concerning the earliest cultures of the Japanese islands, the influence of contacts with China and Korea, the development of writing and literary culture, varieties of religious thought and practice, and the structures of economic and political power. This course assumes no previous knowledge of Japanese language or history, and all required readings will be in English.
Assessment: 100% coursework

JAPN2092. Japan in the Tokugawa Period (1600-1868) (6 credits)

The establishment of the Tokugawa shogunate marked a turning point in Japanese history, bringing peace to a country that had experienced centuries of civil and international warfare. The Japanese economy flourished at first, but later periods were marked by successive crises and attempts at reform by samurai rulers who saw an increasing gap between their ideal vision of Japanese society and the emergent social realities around them. This course will examine the political, economic, social and cultural life of the Tokugawa period. We will consider the development of popular education, the structure and dynamics of the Tokugawa economy, and the ways gender and social status shaped the daily lives of individuals. All required readings will be in English, but there will also be opportunities

for students with appropriate levels of linguistic ability to take advantage of available primary and secondary sources in Japanese and classical Chinese.
Assessment: 100% coursework

JAPN2095. Gender and sexuality in modern Japanese literature (6 credits)

This course examines representations and constructions of gender and sexuality in Japanese literary texts from the late 17th century to the contemporary moment, with a strong emphasis on 20th century Japan. While offering an introduction to major authors, works and developments in modern Japanese literature, the class also seeks to question and reevaluate critically theoretical concepts such as gender, sex, femininity, masculinity, feminism, homosociality, and desire.
Assessment: 100% coursework

JAPN2096. Young Leaders Tour of Japan Field Trip (6 credits)

In this course, students will be led by an experienced faculty member on a supervised one-week visit to Japan. Students will have the opportunity to use their Japanese language skills and apply their knowledge of Japanese history, culture and society, in a range of real-life business, corporate, educational and cultural settings. As future leaders, students will be encouraged to think about global problems such as recovering from natural disasters, reconstruction, and corporate social responsibility initiatives in society. Students will also have opportunities to meet Japanese business executives and gain insights in to corporate life in Japan.
Prerequisite: **JAPN2099. Japanese language II (Part 2)** or equivalent
Assessment: 100% coursework

JAPN2098. Of courtesans, samurai, and vengeful ghosts: Japanese literature of the early modern period (6 credits)

This course offers a panoramic view of the literature of the Edo period (1600–1868), one of the most vibrant and productive moments in Japanese literary and cultural history, often described as “early modern.” In addition to introducing students to major authors and texts—covering poetry, narrative prose, theater, and important intellectual currents—the course will explore the various social worlds in which early modern cultural and literary production was rooted: the worlds of the samurai, urban commoners, or the courtesans in the "pleasure quarter."
Assessment: 100% coursework

JAPN2100. Transpacific Japan (6 credits)

This course investigates Japan's transpacific entanglements (including it's "north-south" connections with Asia and its "east-west" connections with the Americas) from the mid-19th century until the present. In this context, students will read a variety of primary and secondary texts which discuss concepts such as nationalism, migration, citizenship, indigeneity and racialization. Focusing on texts produced by minoritized writers in Japan (/the Japanese Empire) as well as members of the Japanese diaspora overseas, students are encouraged to question the self-evidence of the terms “Japan” and the “Japanese."
Assessment: 100% coursework

JAPN2102. Japanese Visual and Material Cultures in the Long Twentieth Century (6 credits)

This course will explore Japanese visual and materials cultures from the long twentieth century through texts, photographs, objects, and moving images. Students will be introduced to a selection of Japanese art, crafts, design, and architecture, and develop skills of critically looking, reading, thinking, and writing.
Assessment: 100% coursework

JAPN3029. Readings in Japanese Studies (6 credits)

This course is designed to provide students with a platform to extend their reading and analytical skills in Japanese. Students will negotiate appropriate specific lists of readings relevant to their degree composition and academic interests in consultation with their lecturers. Students wishing to take this course should consult with a teacher who is willing to supervise the reading project before enrolling.
Prerequisite: **JAPN1011. Introduction to Japanese Studies**
Assessment: 100% coursework

JAPN3034. Introduction to classical Japanese (*bungo*) (6 credits)

This course provides a systematic introduction to the grammar of classical Japanese (*bungo*), which was used up until World War II in much of Japanese writing. In addition to honing our understanding of the classical Japanese language, we will also be reading and translating from original Japanese texts, covering diverse historical periods (up to the modern period) and a broad range of genres (poetry, narrative texts, essays, historical documents, etc.).
Prerequisite: **JAPN2099. Japanese language II (Part 2)** or equivalent
Assessment: 100% coursework

JAPN3038. Topics in Japanese popular culture (6 credits)

This course introduces students to a variety of materials taken from contemporary Japanese popular culture and provides students with an opportunity to analyze these materials in the original Japanese language. In addition, we will read scholarship on Japanese popular culture to equip students with various frameworks and methodologies to study the cultural production of Japan from a global perspective.
Prerequisite: **JAPN2099. Japanese language II (Part 2)** or equivalent
Assessment: 100% coursework

List B: Japanese-medium electives

JAPN3007. Translation (Japanese–English): Reading and translating modern Japanese literature (6 credits)

In this course students will learn how to read and translate modern and contemporary Japanese fictional texts, from Yoshimoto Banana to Natsume Sōseki. The first half of the course concentrates on postwar and contemporary writers and the second half on pre-war writers. Objectives of the course are reading for speed and accuracy, understanding grammatical structure, learning the fundamental techniques of translation, and acquiring significant exposure to modern Japanese literature. We will not only pay close attention to the grammatically and syntactically correct reading and understanding of the Japanese texts but also in particular to problems pertaining to linguistic choice and idiomatic accuracy in English. The final project will aim at an impeccable translation of potentially publishable quality in English.

Co-requisite: "**JAPN3088. Japanese language III (Part 1)** and **JAPN3099. Japanese language III (Part 2)**", or "**JAPN4088. Japanese language IV (Part 1)** and **JAPN4099. Japanese language IV (Part 2): Capstone experience**"
Assessment: 100% coursework

JAPN3017. Business Japanese (6 credits)

This is a *language elective* course for third-year Japanese language students. The course will concentrate on basic concepts of 'positive face' and 'negative face' as proposed under the 'Politeness theory' and will enable students to understand the underlying reasons why some behaviours are acceptable in Japanese society and others are not. Emphasis will be placed on the differences between Japanese and Hong Kong behaviours and practices. Students will also acquire basic spoken and written business Japanese skills and the behaviours appropriate to a Japanese business context with a focus on the language styles, vocabulary and phraseology needed to deal with a variety of business situations. By the end of the course, students are expected to effectively employ the basic concepts in Politeness theory and basic business language, as well as other knowledge acquired throughout the course, in the presentation of a short skit. Students are strongly recommended to take **JAPN3067. Japanese pragmatics: Understanding the hidden meaning** in the first semester.
Students enrolled in **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience** are not eligible to take this course.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Co-requisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework (assignments, quizzes and oral interview test)

JAPN3027. Comparative study of phonetics in Japanese and Cantonese (6 credits)

The course aims at a detailed description of the phonological systems of the two languages, both Japanese and Cantonese. It will start with an introduction to the phonological inventories and phonetic variants on both segmental make-up as well as prosodic structure. Students will be trained to transcribe the two languages in both International Phonetic Alphabet (IPA) and the most common sets of transcription used in foreign language textbooks. The psychotypological differences between the two languages and English and/or Mandarin will also be introduced.
Students enrolled in **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience** are not eligible to take this course.
Prerequisite: **JAPN3088. Japanese language III (Part 1)**
Co-requisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN3028. Contrastive linguistics: Discourse analysis of Japanese and Cantonese (6 credits)

This *Japanese-medium content* course explores the structure and function of speech acts of the two languages. Examples will be drawn from everyday conversations that include request, acceptance, refusal, apology, etc. to investigate how people carry out conversations in order to accomplish their goals in speech acts. Research methods will be introduced through analysis of sample speech acts in Japanese. Students are required to collect conversation data in Japanese and Cantonese and analyze structures, expressions, and intensions of the discourse, based on major theories in pragmatics and present a comparative study on Japanese and Cantonese in the forms of written and oral report.
Prerequisite: **JAPN3067. Japanese pragmatics: Understanding the hidden meaning**
Assessment: 100% coursework

JAPN3041. Creative writing and speaking skills in Japanese (6 credits)

This course aims to enhance writing/speaking skills through various activities such as producing poetry (Haiku and Tanka)/short stories and presenting them orally in Japanese. Students are expected to create their own pieces independently and also collaboratively with others. The knowledge of storytelling types/schema/structure will be introduced. Before oral presentation, students will be given instruction on Japanese phonetics such as rhythm and intonation in order to deliver effectively and creatively. Students who have completed **JAPN2061** are not eligible to take this course.
Co-requisite: **JAPN3088. Japanese language III (Part 1)** or **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN3062. Japanese through *manga* (6 credits)

This is a *language elective* course designed for students who have received approximately 230 hours of formal instruction. It aims to help students further develop their basic levels of Japanese skills, using Manga as the primary learning material. The items that are introduced in the Manga will be expanded into various task-based activities such as story-telling and oral presentations. Through the course materials, students will also learn about some aspects of Japanese society and everyday lives of Japanese people.
Co-requisite: **JAPN3088. Japanese language III (Part 1)**
Assessment: 100% coursework

JAPN3063. Selected readings in Japanese (6 credits)

This tutorial-based language elective course provides students with an opportunity to read and discuss Japanese-language texts related to specific aspects of Japanese language. The course aims to enhance students' knowledge of the Japanese language and culture as well as their reading skills through the examination of works by various authors. The focus will be on the Japanese way of thinking and how it affects and forms the Japanese language.
Co-requisite: **JAPN3099. Japanese language III (Part 2)** or approval from the instructor
Assessment: 100% coursework (short quizzes, presentation(s) and essay assignment)

JAPN3064. *The Tale of Genji* (6 credits)

This *Japanese-medium content* course explores *The Tale of Genji*, the world-famous Japanese classic written by Lady Murasaki. The novel consists of fifty-four chapters describing Genji's romantic involvement with a number of noble ladies who resided in the veiled imperial court in the 11th century Heian era. It has been widely read as a story of love and hatred that vividly epitomizes human nature that can be still observed in contemporary society. While focusing on the personalities and portraits of major female characters who were tossed about by fate, the course also provides students with an opportunity to study the background of *The Tale of Genji*, including fashion, aesthetics, traditional events, and history. A range of familiar sources to students such as translations into modern Japanese, comics, and dramas is mainly used for analyses.
Students who enrolled in or completed **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience** cannot take this course.
Prerequisite: **JAPN3088. Japanese language III (Part 1)** or **JAPN3099. Japanese language III (Part 2)**; OR
Co-requisite: **JAPN3088. Japanese language III (Part 1)** or **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN3067. Japanese pragmatics: Understanding the hidden meaning (6 credits)

This *Japanese-medium content* course aims to help students acquire a basic understanding of Japanese Pragmatics through analysis of a native Japanese speakers' language usage in contrast with their own. Native Japanese speakers use implicatures in communication to express their true feelings and intentions (that only an informed listener can understand). For instance, one may choose to add or withhold information to exaggerate or soften the message. Through the pragmatic approach, students will have the opportunity to contrast Japanese with their own language in order to analyze the appropriate use of greetings. With Politeness theory, students will analyze why expressions in their own language may be found to be impolite in the Japanese context.
Students who enrolled in or completed **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience** cannot take this course.
Prerequisite: **JAPN3088. Japanese language III (Part 1)** or **JAPN3099. Japanese language III (Part 2)**; OR
Co-requisite: **JAPN3088. Japanese language III (Part 1)** or **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN3079. Japanese to Chinese translation (6 credits)

This *language elective* course aims to promote students' skills in translating Japanese texts into Chinese. Through discussions and regular practice, students will learn about the subtleties and complexities of Japanese expressions, and how to render them into fluent Chinese.
☆Students who are enrolled in or have completed **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience** are NOT eligible to take this course.
Co-requisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN3089. Basic translation (Chinese↔Japanese) (6 credits)

This elective language course aims to provide students with the basic skills required for translating Chinese texts into Japanese and vice versa. Students will translate short, simple texts, chosen to illustrate a range of sentence patterns in both Chinese and Japanese. Texts with more complex structures will also be introduced to build up students' translation skills.
☆The following students are NOT eligible to take this course. 1) Students who have taken **JAPN3079. Japanese to Chinese translation**; 2) Students who are enrolled in or have completed **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience**; 3) Students who have taken **JAPN2069**.
Co-requisite: **JAPN3088. Japanese language III (Part 1)**
Assessment: 100% coursework

JAPN4016. Advanced business Japanese (6 credits)

This is an *advanced language elective* course for students who are enrolled in **JAPN4088. Japanese language IV (Part 1)** or **JAPN4099. Japanese language IV (Part 2): Capstone experience**. The course focuses on written and spoken business communications in Japanese. The course provides business simulation and allows students to play roles of company representatives.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework (assignments, written/ oral quizzes, discussions and presentations)

JAPN4021. Communication and society (6 credits)

This *Japanese-medium content* course explores the social behaviour of speakers of Japanese that is embedded in their language use. Sociolinguistic approaches to Japanese culture are promoted through students' active participation in the empirical analyses of language variations in modern Japanese. Coursework also includes reference to other languages such as English and Cantonese.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework (project, presentations, journal writing and essays)

JAPN4022. Introduction to teaching Japanese as a foreign language (6 credits)

This *Japanese-medium content* course introduces applied linguistics with a focus on teaching Japanese as a foreign language to students who are interested in teaching the Japanese language to various levels of learners. A wide range of topics will be covered in relation with language teaching and learning. The coursework will also include practical aspects such as observing language classes, preparing lesson plans, and conducting a lesson.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN4023. "Nihonjinron": The question of Japanese uniqueness (6 credits)

This *Japanese-medium content* course looks at major influential "Nihonjinron" texts written in the post-war era. The term "Nihonjinron" refers to a genre of texts which discuss unique features of Japanese society and people and have been written by authors of various fields. Students will be expected to read a selection of key texts in their Japanese-language version in depth and examine them critically. The historical background of each text will be discussed thoroughly to provide students with critical perspectives on these texts.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN4026. Collaborative community of inquiry: Hong Kong and Japan (6 credits)

Participants from HKU will be teamed up with students from a partner university (Hokkaido University, Japan) and work collaboratively on the examination of current problems that the international community faces. Each team will select a topic, conduct research, and recommend solutions that are likely to improve situations. The inter-university communication will be done online, using telecommunication systems. Online discussions and debates help the teams to prepare for poster presentations and the individual participant to compose an essay, along with the information and opinions resulting from the research.
Prerequisite: **JAPN3099. Japanese language III (Part 2)**
Assessment: 100% coursework

JAPN4088. Japanese language IV (Part 1) (6 credits)

This *advanced* course is for students who have taken part in a one-year exchange programme to Japan or who have a similar level of proficiency in Japanese. The course consists of various learning units to improve reading, writing, and oral/aural skills. Credit transfer for this course is not accepted. This course is a prerequisite for **JAPN4099: Japanese language IV (Part 2): Capstone experience**.

Prerequisite: Course instructors' approval
Assessment: 100% coursework

List C: Elective courses offered by other Programmes

Faculty of Arts
School of Modern Languages and Cultures
SINO2008. World heritage in Asia (6 credits)
SINO2010. China regional studies – Northeast (6 credits)
SINO2011. Taiwan Studies (6 credits)
KORE2028. Society, culture, and politics of North Korea (DPRK) (6 credits)

School of Chinese
CHIN2154. Taiwan literature from the Japanese colonial period to the 1990s (6 credits)

School of Humanities
ARTH2048. Arts of premodern Japan (6 credits)
ARTH2067. Architecture of East Asia (6 credits)
ARTH3022. Japanese Art in the Long Nineteenth Century (6 credits)
GEND2012. Queer Feminisms and Japan: Approaches to Stories, Politics, and Imagination (6 credits)
HIST2105. The rise of modern Japan, 1830s to 1950s (6 credits)
HIST2106. Imperial Japan: Its modern wars and colonial empire (6 credits)
HIST2107. The Second World War in Asia and the Pacific, 1931-1952 (6 credits)
HIST2123. Meiji Japan, challenges and transformations, 1853-1912 (6 credits)
HIST2124. Taishō and Shōwa Japan: Perfecting state, society and nation, 1912 to 1989 (6 credits)

Center of Buddhist Studies
BSTC2003. The Influence of Zen Buddhism on Japanese Aesthetics (6 credits)
BSTC2009. Japanese Culture and Thought: The Buddhist Impact (6 credits)

Global Creative Industries
GCIN2013. Understanding Japanese video game industry (6 credits)

Faculty of Social Sciences
POLI3052. International Relations of East Asia (6 credits)
POLI3126. Politics of contemporary Japan (6 credits)
SOCI2017. Japanese economic institutions (6 credits)
SOCI2090. World city Tokyo (6 credits)

KOREAN STUDIES

The Korean Studies programme offers the Major in Korean Studies and the Minor in Korean Studies. The objective of the Korean Studies programme is to bring participants to a high level of proficiency in the language and to provide them with a sound knowledge of Korea within the interdisciplinary framework of Area Studies and to be able to discuss matters relating to Korea in a critical and analytical perspective.

The **Major in Korean Studies** offers an interdisciplinary curriculum on Korea with intensive training in the Korean language and a range of courses on Korean culture, society, history, and literature. Students follow a core language pathway for three years of language training taught in Korean and select elective courses which are taught in Korean or English. These electives fall into two categories:

List A: Korean Language electives
List B: Korean Studies electives

Students will be strongly encouraged to participate in a 3- to 4-week intensive language programme in Korea during the summer either between their second and third year or third and fourth year of study. Upon their return to HKU, they can apply for **KORE3119** Overseas immersion language course – Korean.

The **Minor in Korean Studies** provides students with a good command of the four different language skills: speaking, listening, reading, and writing. Students will also gain a deeper insight into the core issues relating to Korea's development, history and culture.

Admission to the Major in Korean Studies and Minor in Korean Studies requires a minimum grade of **C+ in all three prerequisite courses (KORE1001, KORE1002, KORE1021)**.

The Major and Minor requirements listed below are for students with **NO** prior knowledge of Korean. Students **WITH** prior knowledge of Korean can complete a Major in Korean Studies or a Minor in Korean Studies by entering the core language pathway at a higher level and taking additional elective courses to complete the total number of required credits. These students should contact the School of Modern Languages and Cultures or the Korean Language Programme Coordinator for further information.

Major (72 credits)

- **Prerequisite courses (18 credits):**
  KORE1001. Korean I.1 (6 credits)
  KORE1002. Korean I.2 (6 credits)
  KORE1021. Introduction to Korean Studies (6 credits)

  Note: *Students intending to complete the Major in Korean Studies should aim to* ***complete the three prerequisite courses KORE1001, KORE1002 and KORE1021 during their first year of study****. These courses have a limited number of places. Year 1 students receive priority for enrollment, and students in Year 3 or above are* ***NOT*** *eligible to enroll in these courses.*

- **Core language courses (24 credits):**
  KORE2001. Korean II.1 (6 credits)
  KORE2002. Korean II.2 (6 credits)
  KORE3001. Korean III.1 (6 credits)
  KORE3002. Korean III.2 (6 credits)

- **Capstone experience course (6 credits):**
  KORE3044. Korean Studies internship 2 (capstone course) (6 credits);
  OR
  KORE4007. Advanced Korean individual project (capstone experience) (6 credits);
  OR
  KORE4008. Korean Studies independent research project (capstone experience) (6 credits);
  OR
  KORE4009. Korean Studies research seminar (capstone experience) (6 credits)

- **Interdisciplinary elective courses (24 credits):**
  One course chosen from **List A** (6 credits)
  Two courses chosen from **List B** (12 credits)
  One course chosen from **List A** or **List B** (6 credits)

List A: Korean Language electives

KORE2021. Korean reading (6 credits)
KORE2041. Korean writing 1 (6 credits)
KORE2042. Korean listening: Genre and strategies (6 credits)
KORE3023. Korean writing 2 (6 credits)
KORE3024. English-Korean translation: Practical skills (6 credits)
KORE3025. Korean for business (6 credits)
KORE3029. News project in Korean (6 credits)
KORE3037. Korean language through media (6 credits)
KORE3039. Introduction to teaching Korean as a foreign language (6 credits)
KORE3040. Presenting opinions in Korean (6 credits)
KORE3041. Chinese-Korean translation (6 credits)
KORE3119. Overseas immersion language course – Korean (6 credits)
KORE4001. Korean IV.1 (6 credits)
KORE4002. Korean IV.2 (6 credits)
KORE4003. Advanced Korean: presentation and media analysis (6 credits)
KORE4005. Advanced readings in Korean (6 credits)

List B: Korean Studies electives

Korean Studies

KORE2024. Korean Studies 1 (6 credits)
KORE2025. Korean Studies 2 (6 credits)
KORE2026. Topics in Korean culture and society (6 credits)
KORE2028. Society, culture, and politics of North Korea (DPRK) (6 credits)
KORE2032. Korean literature in translation: sentiments and human relationships in modern Korean fiction (6 credits)
KORE2033. Modern and contemporary Korea: modernity and social change (6 credits)
KORE2034. Gender, sexuality, and family in Korea (6 credits)
KORE2035. Society and thoughts in Korea (6 credits)
KORE2036. Korean society before 1900 (6 credits)
KORE2038. Global Korean pop culture (6 credits)
KORE2040. Topics in Korean visual culture and cultural studies (6 credits)
KORE2044. The Korean War: Origins, aftermath, reconstruction, and remembrance (6 credits)
KORE3026. Special topics in modern Korean literature (6 credits)
KORE3032. Directed readings in Korean Studies (6 credits)
KORE3034. Korean Studies internship 1 (6 credits)
KORE3035. Korean Studies field trip (6 credits)
KORE3042. Advanced seminar in Korean Studies (6 credits)
KORE3043. Border-crossing literature from Korea and beyond (6 credits)

Art History

ARTH2097. Arts of Korea (6 credits)
ARTH2098. History of Korean paintings (6 credits)

History

HIST2218. Medieval and Early Modern Korea (6 credits)

Faculty of Social Sciences

POLI3052. International relations of East Asia (6 credits)
SOCI2066. The Asian economic miracles and beyond (6 credits)
GEOG2153. Smartphones, K-pop, and Kimchi: South Korea beyond the miracle (6 credits)
GEOG3403. Exploring Korean cities and urban planning through K-movies and dramas (6 credits)

{Note:
Not all courses are offered in a given semester; students should check with individual units on course availability; students should also check on course prerequisites and other enrollment restrictions.}

Minor (36 credits)

- **Prerequisite courses (18 credits):**
  KORE1001. Korean I.1 (6 credits)
  KORE1002. Korean I.2 (6 credits)
  KORE1021. Introduction to Korean Studies (6 credits)

  Note: *Students intending to complete the Minor in Korean Studies should aim to **complete the three prerequisite courses KORE1001, KORE1002 and KORE1021 during their first year of study**. These courses have a limited number of places. Year 1 students receive priority for enrolment, and students in Year 3 or above are **NOT** eligible to enroll in these courses.*

- **Core language courses (12 credits):**
  KORE2001. Korean II.1 (6 credits)
  KORE2002. Korean II.2 (6 credits)

- **Interdisciplinary elective courses (6 credits):**
  ONE course **with KORE course code** chosen from **List B**

Prerequisite Courses

KORE1001. Korean I.1 (6 credits)

This introductory course is the first part of Korean I, which is designed for complete beginners (ab initio) who are interested in learning the Korean language and culture. On completion of the course, students will be able to participate in simple conversations related to daily life, and will have acquired a basic knowledge of the written forms of the Korean language.
Prerequisite: Nil
Assessment: 100% coursework

KORE1002. Korean I.2 (6 credits)

This elementary Korean course continues to focus on proficiency-based Korean learning, further developing students' overall Korean language ability established in **Korean I.1**. On completion of the course, students will be able to participate in simple conversations and write short essays related to daily life. Also students will be able to produce appropriate discourse depending on the interlocutors.
Prerequisite: **KORE1001. Korean I.1**
Assessment: 100% coursework

KORE1021. Introduction to Korean Studies (6 credits)

The course provides students with a broad-based description of Korean culture and society from an interdisciplinary perspective. It will include a brief historical overview on the country, examine various socio-cultural issues in traditional and modern Korea, and compare them to those of the other East Asian countries. All coursework is in English.

Prerequisite: Nil
Assessment: 100% coursework

Core Language Courses

KORE2001. Korean II.1 (6 credits)

This course continues to focus on developing students' overall Korean language ability established in Korean I. 2. It aims to develop students' proficiency to an upper-beginner level with equal emphasis on reading, writing, speaking, and listening skills. On the completion of the course, students will be able to master basic grammar and vocabulary and write short essays in the Korean language. Students will also be able to develop their communicative competencies in various situations and subjects through role-plays, short speeches, and discussions.
Prerequisite: **KORE1002. Korean I.2**
Assessment: 100% coursework

KORE2002. Korean II.2 (6 credits)

This course is a continuation of **KORE2001 Korean II.1**. The aim of the course is to further increase students' ability in their use of spoken and written Korean, established in Korean II. 1, to an intermediate level and express their opinions supported by reliable sources. On the completion of the course, students will be able to acquire grammatical structures and essential vocabulary at an intermediate level so that they can participate in situational conversations and write essays on various topics.
Prerequisite: **KORE2001. Korean II.1**
Assessment: 100% coursework

KORE3001. Korean III.1 (6 credits)

This course continues to build on the first and the second year's work. The aim of this course is to develop students' Korean language proficiency to an upper-intermediate level and discuss current social issues in contemporary Korea based on their knowledge of the Korean language and culture. Students will be able to expand their Korean language proficiency to an upper-intermediate level through various tasks and activities including role-plays, presentations, speeches and discussions.
Prerequisite: **KORE2002. Korean II.2**
Assessment: 100% coursework

KORE3002. Korean III.2 (6 credits)

This course is designed for students who have completed **KORE3001. Korean III. 1** or who have attained an advanced level of proficiency in Korean. On completion of the course, students will be able to write descriptive essays and persuasive essays with complex grammatical structures and participate in not only situational conversations but discussions related to topics in current affairs, social and cultural issues at an advanced level of Korean through various tasks and activities including role-plays, presentations and discussions.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

Capstone Experience Courses

KORE3044. Korean Studies internship 2 (capstone course) (6 credits)

This Korean Studies elective course offers students an internship learning experience by allowing them to take their classroom knowledge into the community. Students will have an opportunity for experiential learning, earn credits towards their degree, and engage in a rich experience by working in an organization or company that has a real impact on society. The internship experience draws on coursework offered by the Korean Studies programme and allows students to work in Korean companies, or in companies which have a strong connection to Korea and demonstrates the use of Korean in the community. Internship duration must be at least three weeks full time or comprise a minimum of 120 hours part-time. Students are asked to make their own internship arrangements with an organisation of their choice. They are asked to do this in liaison with a relevant teacher at the Korean Studies Programme of HKU.

Prerequisite: **KORE3001. Korean III.1** or **KORE3002. Korean III.2**
Assessment: 100% coursework

KORE4007. Advanced Korean individual project (capstone experience) (6 credits)

As the capstone course of the Korean language programme, this course provides students with the opportunity to do an in-depth analysis of an approved topic and format, i.e. research paper, documentary video, presentation, etc., of their choice, integrating the language skills and cultural knowledge they have acquired during their studies. These individually supervised projects must be in Korean.
Students are required to obtain their supervisor's approval for the topic, the research plan, and the details of the format for the project that they wish to conduct at the beginning of the course. Contact hours are minimal because students spend much of their time on the individual project.

Prerequisite: **KORE3023. Korean writing 2** or **KORE3024. English-Korean translation: Practical skills** or **KORE3025. Korean for business** or **KORE3037. Korean language through media** or **KORE3040. Presenting opinions in Korean** or **KORE4003. Advanced Korean: presentation and media analysis**
Assessment: 100% coursework

KORE4008. Korean Studies independent research project (capstone experience) (6 credits)

Students in this course pursue independent research and produce a research project, normally a research essay, under the supervision of a teacher in Korean Studies. This course is designed to provide students with the opportunity to explore in-depth a topic of interest to them in relation to Korean society and culture. Students are required to obtain their supervisor's approval for the topic. Individual meetings with the supervisor will be scheduled in the first week of the semester, and contact hours are minimal because students spend much of their time on individual projects. Students will be encouraged to engage with original texts written in Korean, although the class will be conducted in English and assignments should be written in English.

Prerequisite: **KORE2032. Korean literature in translation: sentiments and human relationships in modern Korean fiction** or **KORE2033. Modern and contemporary Korea: modernity and social change** or **KORE2034. Gender, sexuality, and family in Korea** or **KORE2035. Society and thoughts in Korea** or **KORE2044. The Korean War: Origins, aftermath, reconstruction, and remembrance** or **KORE3032. Directed readings in Korean Studies** or **KORE3042. Advanced seminar in Korean Studies** or **KORE3043. Border-crossing literature from Korea and beyond**
Assessment: 100% coursework

KORE4009. Korean Studies research seminar (capstone experience) (6 credits)

This is a small-group research seminar course and also a capstone experience for students in their final year. This course explores aspects of Korean history, film, literature, culture and society at an advanced level. The specific area of study may vary from year to year depending on students' background, interests and the expertise of the instructor. Students will have topic-focused workshops, intensive group meetings, and also pursue a small research project. Students will be encouraged to engage with original texts written in Korean, although the class will be conducted in English and assignments should be written in English.

Prerequisite: **KORE2032. Korean literature in translation: sentiments and human relationships in modern Korean fiction** or **KORE2033. Modern and contemporary Korea: modernity and social change** or **KORE2034. Gender, sexuality, and family in Korea** or **KORE2035. Society and thoughts in Korea** or **KORE2044. The Korean War: Origins, aftermath, reconstruction, and remembrance** or **KORE3032. Directed readings in Korean Studies** or **KORE3042. Advanced seminar in Korean Studies** or **KORE3043. Border-crossing literature from Korea and beyond**

Assessment: 100% coursework

Interdisciplinary Elective Courses

{Note:
Not all courses are offered in a given semester; students should check with individual units on course availability; students should also check on course prerequisites and other enrollment restrictions.}

List A: KOREAN LANGUAGE ELECTIVES

KORE2021. Korean reading (6 credits)

This course is offered to students who have attained an intermediate level of Korean in order to further enhance their reading comprehension and extend their knowledge of Korean society through an analysis of contemporary texts in different styles. On the completion of the course, students will be able to appreciate and discuss various genres of Korean literature such as short stories, myths, poetry, essays. The teaching materials and the main medium of instruction will be Korean.

Co-requisite: **KORE2002. Korean II.2**

Assessment: 100% coursework

KORE2041. Korean writing 1 (6 credits)

This course is an introductory writing course for students who have completed **Korean I**. One of the main objectives of this course is to improve students' writing skills, including accuracy, organizing compound sentences into a paragraph, develop ideas coherently. Another main objective of this course is to produce texts for appropriate situations, and students will investigate rhetorical structures and genre characteristics of Korean texts.

Prerequisite: **KORE1002. Korean I.2**

Assessment: 100% coursework

KORE2042. Korean listening: Genre and strategies (6 credits)

This course is designed to enhance students' listening comprehension in intermediate-level Korean. Students will listen to the various types of listening texts such as daily conversations, announcements, official interviews, and lectures. On completion of the course, students will be able to reach an

intermediate level of vocabulary and expressions for listening and use listening strategies for various types of listening texts as well as the characteristic of colloquial Korean. The final goal of this course is to strengthen the communicative competence of Korean language based on solid listening strategies.
Co-requisite: **KORE2002. Korean II.2**
Assessment: 100% coursework

KORE3023. Korean writing 2 (6 credits)

This course is designed for students with an advanced level of Korean. This course provides various activities related to elaborating ideas and organizing them for students to lead the writing procedure more actively. Writing strategies will be introduced as well. Through these activities, students will be able to expand their knowledge on the features of texts in different styles and produce texts that align with them. Also, they will be able to produce cohesive texts at an advanced level in Korean with complex sentences
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3024. English-Korean translation: Practical skills (6 credits)

This course is an introduction to translating texts from English to Korean using a variety of texts written in different styles. It will provide students with intermediate level translation skills, a further understanding of Korean grammar and additional information on contemporary Korean topics. Special attention will be given to the particular problems or common errors arising from differences in grammar and other influences from the students' mother tongue. Students will practice additional structures and texts gradually. This is a practical rather than a theoretical course for translation. Students will be expected to do practical work in class as well as at home.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3025. Korean for business (6 credits)

This course is designed for students with advanced level of Korean who want to prepare their career at a Korean-speaking company or institution by dealing with issues related to business activities, global economy and trade. A variety of topics and situations will be covered, such as business correspondence and etiquette, business meetings, data analysis, marketing strategies, etc. On completion of the course, students will be able to handle various business situations in Korean. Classes will be conducted in Korean.
Prerequisite: **KORE2002. Korean II.2**
Assessment: 100% coursework

KORE3029. News project in Korean (6 credits)

This course is based on Project-Based Language Teaching. Students are required to take the initiative in learning and participate in classroom activities and discussions. This course is composed of two parts. During the first few weeks, students will read newspaper articles and watch media materials (such as Korean TV news clips), then discuss the materials in class. Students will be able to investigate the features of Korean society and its current issues during this progress. During the second half of the semester, students are required to work on a group project. Each group will select a topic regarding Korean society that they want to examine further and make a TV news report on it. The group project

is designed to help students to acquire skills in independent learning, critical thinking and teamwork. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3037. Korean language through media (6 credits)

This course is designed to improve listening comprehension and the understanding of the diverse nuances of Korean language through the analysis of authentic Korean audio/video materials covering different media such as TV news, TV dramas, TV documentary and movies. Students will learn to analyze the situations of speakers in different scenarios and to distinguish different types of statements used in media. Students will be encouraged to reflect on their own culture and language, establish comparisons and present their own opinion on topics given in class. All the materials and the medium of instruction will be in Korean.
Co-requisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3039. Introduction to teaching Korean as a foreign language (6 credits)

This course introduces second language teaching with a focus on teaching Korean as a foreign language to students who are interested in teaching Korean to various levels of learners. Students will learn how to apply different teaching methods based on the four different aspects of language. The coursework will also include practical aspects such as observing language classes, preparing lesson plans, and conducting a lesson. At the end of this course, students will be able to recognize the key features of second language teaching with a focus on Korean. The final goal of this course is to strengthen students' competence in the Korean language as well as to demonstrate their pedagogical competence in Korean language teaching. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3040. Presenting opinions in Korean (6 credits)

This course aims to improve the Korean language speaking proficiency of upper-intermediate students. During in-class activities, students will be exposed to different topics, from more personal ones to issues regarding the global society, and will be invited to explore these topics by learning related vocabulary and expressions and by participating in activities such as short individual/group presentations, and group discussions. Through the above activities, students will learn how to effectively present their own opinions on these topics. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE2002. Korean II.2**
Assessment: 100% coursework

KORE3041. Chinese-Korean translation (6 credits)

This course is designed to offer students translation practice from Chinese into Korean using a variety of texts. It provides opportunities for students to identify distinctive linguistic elements of Chinese and Korean including vocabulary, grammar, and text structure. Students will practice resolving problems that may arise from the difference between Chinese and Korean, and learn how to produce well-constructed Korean texts. They will enhance their written Korean communication strategies and gain translation skills through lectures, text analysis, translation exercises, discussions, and translation assignments. Texts used will be in simplified Chinese characters.

Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3119. Overseas immersion language course – Korean (6 credits)

This course provides an opportunity to study Korean and to experience linguistic and cultural immersion in a partner institution located in Korea. The course usually takes place in the summer months (e.g., June, July and/or August) and the duration of the stay may vary from two weeks to one month, but must include at least 60 hours of formal class tuition. Students typically take part in this course after the completion of their second year of language studies at HKU. The course is designed to build on and to reinforce the language competence acquired during the previous years of study as well as to prepare the participants for more advanced work in the final years of the Programme.
Prerequisite: **KORE2002. Korean II.2**
Assessment: 100% coursework. In order to be granted credits for this course, participants have to ensure that the course builds on their previous work done at HKU and is offered at the same level or above the level of their last Korean language course at HKU and, after completing of the course, students have (1) to produce a formal statement of attendance and certified transcript bearing mention of the final grade(s) and the level obtained from the host institution, (2) to provide a portfolio including i. a learning journal written in Korean of approximately 1,000 words relating to daily class activities and, ii. samples of assessments (written assignments, tests, examinations, projects, etc.) along with evaluation results.

KORE4001. Korean IV.1 (6 credits)

This course is for advanced learners of Korean who wish to continue to develop their communication skills by examining various topics relating to contemporary Korean society and culture. Emphasis will be placed on the expansion of their proficiency in listening, speaking, reading, and writing. The course includes lectures on various aspects of Korean society and culture including Korean history and socio-political issues in the 1950's ~ 1990's, such as industrialization, democratization and division of South and North Koreas. Course materials will include authentic texts selected from newspapers, literature and magazines as well as movies, radio programmes and documentary films. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE3002. Korean III.2**
Assessment: 100% coursework

KORE4002. Korean IV.2 (6 credits)

This course aims to further develop students' skills based on the work done in the previous semester with **KORE4001. Korean IV.1** Emphasis will be placed on the expansion of their proficiency in listening, speaking, reading, and writing. Students will give 20-minute-long presentations about various topics on current issues in Korea to their peers and it will be followed by in a classroom discussion. Course materials will include authentic texts selected from newspapers, literature and magazines as well as movies, radio programmes and documentary films. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE4001. Korean IV.1**
Assessment: 100% coursework

KORE4003. Advanced Korean: presentation and media analysis (6 credits)

This course is designed to provide students with knowledge and insights on current social and cultural issues in South Korea by examining social change, economic development and political progress in media. Through in-class discussion and student research, students will be able to articulate their analysis of current social issues in Korea through presentation. Course materials will include authentic texts selected from prints and visual sources including newspapers, literature and magazines. The teaching materials and the main medium of instruction are in Korean.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE4005. Advanced readings in Korean (6 credits)

This course will extend students' Korean reading skills to the advanced level. Students will read and analyze selected Korean texts from various topics of Korean society. Students will also use advanced Korean to discuss the reading materials. Emphasis will be placed on learning to read and analyze academic articles or literary language and texts in Korean. The teaching materials and the main medium of instruction will be Korean.
Prerequisite: **KORE3001. Korean III.1**
Assessment: 100% coursework

List B: KOREAN STUDIES ELECTIVES

KORE2024. Korean Studies 1 (6 credits)

Korean Studies 1 provides students with the opportunity to explore core aspects of Korean culture from a humanities perspective and explore the ways in which Korean culture has spread around the world and also consolidated a Korean identity within the nation itself. Topics may vary from year to year which cover the 'Korean Wave' around the world, modern Korean identity and 'traditional values', the Korean popular culture industry, literary and art trends, East Asian cultural interchange, food and national identity, etc., depending on students' interest and the expertise of the instructor.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2025. Korean Studies 2 (6 credits)

Korean Studies 2 provides students with the opportunity to explore more core aspects of Korean society from a social science perspective. Topics may vary from year to year which cover Korean government structure, interactions with North Korea, Korean economic development, urban development and innovation, etc., depending on students' interest and the expertise of the instructor. Students will further deepen their knowledge of Korean society by learning about Korean politics and economics. They will also analyze Korean society from a sociological and anthropological angle.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2026. Topics in Korean culture and society (6 credits)

This is a topical course that adopts multi-disciplinary perspectives to examine significant and complex issues in Korea during the 20-21st centuries. Topics include symbolic sites, activities and objects with discussion revolving around their significance and their meanings to Korea's evolving identity,

depending on students' interest and the expertise of the instructor. Questions about the mobilization of tradition in contemporary Korea underpin this course.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2028. Society, culture, and politics of North Korea (DPRK) (6 credits)

This course introduces students to the study of North Korean society. It aims to provide students with knowledge of how North Korea has developed over the last six decades and in doing so, equip students with an understanding of contemporary North Korea
Prerequisite: **KORE1021. Introduction to Korean Studies**
Assessment: 100% coursework

KORE2032. Korean literature in translation: sentiments and human relationships in modern Korean fiction (6 credits)

This course is a survey course on Korean literary texts from Korea with two goals. One goal is to offer students foundational knowledge about Korean literature with a primary focus on fiction from the twentieth century to the present. The other goal is to explore "sentiments" and "human relationships" in important Korean short stories and novels. The readings, which represent major literary trends in style and content for representative historical moments, are also selected for their literary merit and the diversity of their subject matter, and they will provide a cross-section of the modern Korean literary tradition. We will supplement our reading of literary works with theoretical texts and recent scholarship on Korea. Key issues include the following: enlightenment, youth as sentiment, romantic love, modernity, affect, family relationships, trauma, etc.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2033. Modern and contemporary Korea: Modernity and social change (6 credits)

This course is designed to foster further knowledge about Korean society in the modern and contemporary era for students who took **KORE1021**. This is a topical course that adopts a cultural studies approach to examine significant and complex issues in Korea in the 20th and 21st century. This course will primarily concentrate on cultural practices that brought modernity and social changes in Korea. Students will explore various textual forms including treatise, fiction, documentary, and, scholarly materials in the disciplines of anthropology, sociology, cultural studies, history, film studies, women's studies, and literary studies. This course also examines the social changes in Korea in transitional and global contexts: in relationship with Korea's neighboring countries in East Asia and in relationship with the U.S.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2034. Gender, sexuality, and family in Korea (6 credits)

This course investigates representation of gender, sexuality, and family in Korean society through the examination of various literary, cinematic, historical, and theoretical texts. From an interdisciplinary perspective, the course will question how the Korean nation-state and its socio-political changes have impacted gender and sexuality in historical & transnational contexts. We will critically explore how gendered images are framed by social norms but also challenges and de-stabilize those norms. Texts include literature, ethnographies, oral histories, visual culture, and films.

Prerequisite: **Nil**
Assessment: 100% coursework

KORE2035. Society and thoughts in Korea (6 credits)

This course surveys Korean thoughts from the earliest records to the modern era. We will read canonical texts on politics, society, and culture and explore the production of these thoughts: how Korean society adopts, transforms, and applies these thoughts in everyday life. Topics include: religious thoughts such as Shamanism, premodern Korean Buddhism, Taoism, Christianity; Political thoughts in Chosŏn Dynasty, neo-Confucianism on good government and the social order; early modern and modern period thoughts on nationalism, economic thinking and practice; minjung ideology. We will also consider the original forms of these thoughts found in India, China, Japan, and the West.
Prerequisite: **Nil** Assessment:100% coursework

KORE2036. Korean society before 1900 (6 credits)

This course surveys the history of the Korean civilization from the early times to 1900. Drawing on sources from a variety of disciplines, this course provides a deeper understanding of Korean tradition and identity in the context of East Asia. Some questions we will explore are: How is Korea as a nation distinctive from others? Is there such a thing as Korean identity? If so, how has Korean identity been constructed over time? How is this history reflected and/or produced in cultural production? The course will examine the following themes from interdisciplinary perspectives: foundation myths, early Korean kingdoms, peninsular society and maritime trades, spread of Buddhism and Confucius's ideology, neo-classicism, aristocratic and bureaucratic culture. Students will also learn different positions of national history in the context of global history and early modern studies.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2038. Global Korean pop culture (6 credits)

This course is a survey course on Korean popular culture during the past 20 years. It will explore both the production side and consumption side of "soft power" as commodities, and study the consumption/spread of Korean popular culture in Korea, Asia and the rest of the world. Our approach will be based on humanistic studies, using cultural studies, history, literary, visual studies methodologies. In order to achieve this, we will analyze different aspects of pop culture studies and production and contextualize them historically. The course will consider: fundamentals of popular culture studies, studies on globalization of "national" culture, K-pop, K-drama, musical theater, idol phenomenon, tourism, food, film, and literature.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE2040. Topics in Korean visual culture and cultural studies (6 credits)

This course examines Korean visual culture in the modern and contemporary period from a cultural studies approach. The course will also include introductory readings from cultural studies, visual studies, media studies, and film studies to deepen the understanding of Korean visual culture. Students will read selected materials from various interdisciplinary studies about cultural production including paintings, films, installation arts, advertisement, art festivals, and museum and galleries, produced in South and North Korea, and Korean diasporic sites. The course also aims to contextualize Korean visual culture in transnational interactions.

Prerequisite: **Nil**
Assessment: 100% coursework

KORE2044. The Korean War: Origins, aftermath, reconstruction, and remembrance (6 credits)

The Korean War is one of the most significant conflicts of the 20th century. It was the first conflict where the "Cold War" turned "hot," and the aftermath of this conflict is still felt in the present day. Utilizing an inter-disciplinary approach, this course examines how the Korean War has had a profound impact in shaping life not only on the peninsula but also beyond. Students will analyze the origin of the war, its aftermath, and how it has been remembered and memorialized to the present day.
Prerequisite: **Nil**
Assessment: 100% coursework

KORE3026. Special topics in modern Korean literature (6 credits)

This content elective course offers an overview of modern Korean literature from the early 1900s to present. In this course, students will examine Korean literature and its social, cultural and historical background of these works. Many of famous literary works of Korea of this period have had a significance appeal on national identity, dealing related issues on modernity, independence, resistance against Japanese rule, and national division, rapid industrialization and authoritarianism. In class, students will be provided the knowledge and skills to read, analyze and assess critically the forms and themes of modern Korean literature.
Prerequisite: **KORE1021. Introduction to Korean Studies**
Assessment: 100% coursework

KORE3032. Directed readings in Korean Studies (6 credits)

This is a Korean Studies elective course. It aims at selected students in Korean Studies who intend to pursue an individualized reading project under the supervision of a mentor, typically (though not necessarily) a Korean Studies Programme lecturer. The student is responsible for approaching the lecturer in advance and obtaining consent for supervision. Students are expected to carry out independent study on an approved subject, using texts both in Korean and English. The specific area of study may vary from year to year depending on students' background, interests, and the expertise of the instructor.
Prerequisite: **KORE1021. Introduction to Korean Studies** and **KORE3001. Korean III.1**
Assessment: 100% coursework

KORE3034. Korean Studies internship 1 (6 credits)

This Korean Studies elective course offers students an internship learning experience by allowing them to take their classroom knowledge into the community. Students will have an opportunity for experiential learning, earn credits towards their degree, and engage in a rich experience by working in an organization or company that has a real impact on society. The internship experience draws on coursework offered by the Korean Studies programme and allows students to work in Korean companies, or in companies which have a strong connection to Korea and demonstrates the use of Korean in the community. Internship duration must be at least three weeks full time or comprise a minimum of 120 hours part-time. Staffing resources and operations mechanisms allowing, students will be assessed by the organisation contact throughout the duration of the internship and will also, if possible, receive a letter of reference from the organisation at the end of the internship. A written report

(800-1,000 words) with a description, critical assessment of and reflection on the internship experience will be assessed by the course supervisor at HKU. Students are asked to make their own internship arrangements with an organisation of their choice. They are asked to do this in liaison with a relevant teacher at the Korean Studies Programme of HKU.
Prerequisite: **KORE2002. Korean II.2** or **KORE3001. Korean III.1** or **KORE3002. Korean III.2**
Assessment: 100% coursework (graded on a distinction/ pass/ fail basis)

KORE3035. Korean Studies field trip (6 credits)

In this Korean Studies elective course, students will be led by an experienced faculty member on a supervised 2- or 3-weeks' educational field trip to Korea. This course is offered to Korean Studies majors between their second and third years of study. The rationale is to closely observe and study an aspect of Korea introduced in one of the courses on Korean Studies or in a related course. The field trip will take place in the early summer, and students must participate in workshop-type meetings leading up to the field trip in the second semester in Hong Kong. After returning to Hong Kong, students may be required to attend class meetings for one week. In addition, students will be required to complete a written report of about 3,000 words based on the experience and knowledge they have acquired during the field trip.
Prerequisite: **KORE1021. Introduction to Korean Studies**
Assessment: 100% coursework

KORE3042. Advanced seminar in Korean Studies (6 credits)

This course is an intensive seminar intended for Korean Studies major and minor students. The aim of this course is to provide an opportunity for students to engage key concepts in Korean Studies within the intimate settings of a seminar. Topics will relate to Korean history, culture, and society and will be determined by the course instructor. This course consists of two parts. The first part includes lectures and classroom discussions. Some lectures may be given by invited guest speakers. The second part consists of students engaging in innovative research projects based on their learning in the first part of the course. As part of final assessment, students will be encouraged to engage in knowledge exchange. Students must secure written approval from the instructor of record to be enrolled in this course.
Prerequisite: **KORE1021. Introduction to Korean Studies**
Assessment: 100% coursework

KORE3043. Border-crossing literature from Korea and beyond (6 credits)

This course is an advanced seminar course on Korean literary texts from Korea and beyond in the 20th-21st centuries. Border-crossing literature challenges the normative national, ethnic, and linguistic boundaries of "Korea." Boundaries sometimes consist of geographical demarcations, such as the contours of the Korean Peninsula itself and the 38th Parallel line separating North and South Korea, but they also construct the ideal figure of the "Korean people" as an ethnically/racially and linguistically homogeneous and heteronormative group. Thinking through the idea of "border-crossing," the course examines a selection of literature under the theme of colonialism and imperialism, "division literature" (bundan munhak, literature after the North/South split), Korean diasporic literature, and world (or transnational) literature. The course will survey major literary texts by Koreans living in China, Japan, and Americas. All readings are in English. The course will supplement literary works with theoretical texts and recent scholarship on Korea.
Prerequisite: **KORE1021. Introduction to Korean Studies**
Assessment: 100% coursework

LANGUAGE PROGRAMMES

ARABIC

The objective of the Arabic programme is to provide students with a good command of the four different language skills: speaking, listening, reading and writing. A minor in Arabic will also allow students to gain a deeper insight into the contemporary life and culture of the respective Arabic country.

Arabic language combines well with all major programmes offered within the Faculty of Arts and it also provides students with additional opportunities to further studies overseas.

Minor (36 credits)

To complete a minor in Arabic, students are expected to take a total of 36 credits with the following components:

- **Prerequisite courses (12 credits):**
  {ARAB1001. Arabic I.1 and
  ARAB1002. Arabic I.2}
  or
  {ARAB1101. Arabic for heritage students I.1 and
  ARAB1102. Arabic for heritage students I.2}
  These courses will be offered to undergraduates in Year 1 or 2.

- **Core course (24 credits):**
  {ARAB2001. Arabic II.1 and
  ARAB2002. Arabic II.2}
  or
  {ARAB2101. Arabic for heritage students II.1 and
  ARAB2102. Arabic for heritage students II.2}
  and
  {ARAB3001. Arabic III.1 and
  ARAB3002. Arabic III.2}
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of Arabic are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Arabic instead in place of the exempted course for the Minor.

<u>Core Courses</u>

ARAB1001. Arabic I.1 (6 credits)

This course is intended for students or no previous knowledge of Arabic. Participants will acquire basic skills in listening, speaking, reading and writing Arabic. Different in-class activities will be conducted in order to facilitate interaction among participants. Special attention will be given to pronunciation and building a base of core vocabulary. This course is a pre-requisite for students wishing to pursue a minor in Arabic.
Prerequisite: Nil
Assessment: 100% coursework

ARAB1002. Arabic I.2 (6 credits)

This course is a continuation of **ARAB1001. Arabic I.1**. Vocabulary and grammar will be presented in context covering a variety of situations. The emphasis will continue to be on the spoken language, as well as on providing a solid foundation in written Arabic. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice. This course is a pre-requisite for students wishing to pursue a minor in Arabic.
Prerequisite: **ARAB1001. Arabic I.1** or equivalent
Assessment: 100% coursework

ARAB1101. Arabic for heritage students I.1 (6 credits)

This course is designed for heritage students who are familiar with Arabic reading and writing system when they grow up, but they cannot speak or understand the language to develop proficiency in Modern Standard Arabic. The course is focused on the productive skills (speaking and writing), while simultaneously exposing students to grammar and vocabulary. While developing their reading, writing, listening and speaking skills, students will also be learning about Arab history, society, and culture. Classroom activities will be conducted in order to facilitate interaction among participants. This course is a pre-requisite for heritage students wishing to pursue a minor in Arabic.
***** *Students enrol to this course should have basic knowledge of reading and/or writing Arabic alphabet*.
Prerequisite: Nil
Assessment: 100% coursework

ARAB1102. Arabic for heritage students I.2 (6 credits)

This course is a continuation of **ARAB1101. Arabic for heritage students I.1**. The course is designed to enable learners to apply the language within a range of everyday situations using the four skills: listening, speaking, reading, and writing. Students will learn to express themselves at a basic level of communicative interaction with emphasis on the spoken language, as well as on providing a solid foundation in written Arabic. Students will continue learning new topics of Arab culture. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice. This course is a pre-requisite for students wishing to pursue a minor in Arabic.
Prerequisite: **ARAB1101. Arabic for heritage students I.1** or equivalent
Assessment: 100% coursework

ARAB2001. Arabic II.1 (6 credits)

This course further develops students' overall Arabic language ability established in **ARAB1002. Arabic I.2**. On completion of the course, students will have mastered basic grammar and the vocabulary needed to write short essays. Students will also be able to carry out conversations in Arabic to deal with a variety of everyday situation at a higher level than **Arabic I.2**. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice.
Prerequisite: (one of the following: **ARAB1002**, **ARAB1102**) or equivalent
Assessment: 100% coursework

ARAB2002. Arabic II.2 (6 credits)

This course builds on **ARAB2001. Arabic II.1** and further develops students' overall Arabic language skills through further syntax acquisition: reading and text analysis, listening comprehension, composition, translation, oral expression and communicative skills. A wide variety of teaching

techniques is used. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice.
Prerequisite: (one of the following: **ARAB2001**, **ARAB2101**) or equivalent
Assessment: 100% coursework

ARAB2101. Arabic for heritage students II.1 (6 credits)

This course further develops students' overall Arabic language ability established in **ARAB1102. Arabic for heritage students I.2**. The main emphasis is on mastering the basic structures of Modern Standard Arabic as a means of communication, with equal emphasis on reading, writing, speaking and listening. Oral competence is developed through extensive use of different resources as well as in group conversation classes. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice.
Prerequisite: **ARAB1102. Arabic for heritage students I.2** or equivalent
Assessment: 100% coursework

ARAB2102. Arabic for heritage students II.2 (6 credits)

This course builds on **ARAB2101. Arabic for heritage students II.1** and further develops students' overall Arabic language skills through further syntax acquisition. Students will be able to converse with more confidence, give presentations and engage actively in discussions about various topics they have covered. They will be able to read and write longer texts and understand the main ideas of complex texts. The course includes an increased exposure to Arabic grammar and vocabulary, while further developing the skills of comprehension in listening and reading, and the skills of expression in speaking and writing. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice.
Prerequisite: **ARAB2101. Arabic for heritage students II.1** or equivalent
Assessment: 100% coursework

ARAB3001. Arabic III.1 (6 credits)

This course is a continuation of **ARAB2002. Arabic II.2**. It continues to build on the first- and second-year's work. The intention is to lead students towards an in-depth understanding of the Arabic language through the study of various materials provided in class. A wide variety of teaching techniques is used. Different in-class activities are arranged throughout the semester to optimise opportunities for interactive practice.
Prerequisite: (one of the following: **ARAB2002**, **ARAB2102**) or equivalent
Assessment: 100% coursework

ARAB3002. Arabic III.2 (6 credits)
This course is a continuation of **ARAB3001. Arabic III.1**. It offers a balanced range of language skills and further explores the various linguistic aspects of the language. Different in-class activities will be arranged to optimise opportunities for interactive practice.
Prerequisite: **ARAB3001. Arabic III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language,

though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

ARAB2024. Arabic culture (6 credits)

This course is designed to introduce students to the diverse backgrounds across the vast and immensely rich panorama of the Arab World. It will give students a better understanding of the Arab World and the Arabic-speaking countries by introducing them to major current events and developments in these countries from the diversified political and social to cultural aspects. Topics include a historical overview of the Arab people, Arab World contemporary life, family and social life, Arabic customs and traditions, and multicultural aspects of Arabic society. Besides, topics ranging from visual arts, music, to cinema, cultural tourism, food, fashion, and education will also be covered.
Non-permissible combination: **ARAB1021**
[Note to students admitted in 2023-24 and before: Students who have successfully completed "ARAB1021 Introduction to Arabic culture" are not allowed to take this course. For those who have not yet done so, they can take ARAB2024 as an advanced course in the academic year 2024-25 and thereafter.]
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English
No previous knowledge of Arabic is required.

ARAB2025. Ancient Egypt (6 credits)

This course introduces students to the glorious civilization of ancient Egypt. From royal pyramids, and great kings, to huge temples, mysterious gods and foreign invasions, students will experience the world of ancient Egypt, its highs and lows, rise and fall.
This course will address questions such as who were the ancient Egyptians and why did they create such monumental buildings and such magnificent works of art? The culture, history, art, architecture and religion of ancient Egypt has long captured the imagination of people across the world. This course will allow students to delve into the world of ancient Egypt, explore the beliefs of ancient Egyptians, and learn more about this great civilization across 3,000 years of history.
Non-permissible combination: **ARAB1023**
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English
No previous knowledge of Arabic is required.

ARAB2026. Ancient Egyptian language (6 credits)

This course offers an introduction to the characteristics of the Ancient Egyptian language and Egyptian Hieroglyphs, one of the scripts of the Ancient Egyptians. The Ancient Egyptian language is grouped into six major chronological divisions: Archaic Egyptian, Old Egyptian, Middle Egyptian, Late Egyptian, Demotic, and Coptic. This course will focus on Middle Egyptian which remained in use from 2000 BCE through to the Roman Period. The course provides training in the fundamentals of Middle Egyptian Grammar, and common monumental inscriptions and simple texts in Hieroglyphs as seen on temples, tombs, and statues. The archaeological, historical, religious, and cultural contexts of the inscriptions will be discussed as one part of the frame for understanding the ancient texts.
Non-permissible combination: **ARAB1024**

[Note to students admitted in 2023-24 and before: Students who have successfully completed "ARAB1024 Introduction to Ancient Egyptian Language (Hieroglyphs)" are not allowed to take this course. For those who have not yet done so, they can take ARAB2026 an advanced course in the academic year 2024-25 and thereafter.]
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English
No previous knowledge of Arabic is required.

ARAB2027. Ancient Near East history and culture (6 credits)

This course is designed to introduce students to the Ancient Near East, known as the cradle of civilization. It will give students a better understanding of the place where the first writing system was produced, where the first centralized governments were created, and where law codes and empires have started. The Ancient Near East refers to early civilizations in a region roughly corresponding to the modern Middle East: Mesopotamia (modern Iraq and Syria), Anatolia (modern Turkey), the Levant (modern Syria, Lebanon, Israel, Palestine, and Jordan), as well as Persia (modern Iran), and Ancient Egypt. This course offers an introduction to the history and cultures of the major civilizations of the ancient world from c. 3300-300 B.C., focusing on Egypt and Mesopotamia. Topics include a historical overview of the Ancient Near East, rise and fall of its empires, gods and myths, and the first languages spoken in these regions. Besides, topics ranging from art, architecture, and literature will also be covered.
Non-permissible combination: **ARAB1022**
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English
No previous knowledge of Arabic is required.

ARAB3021. Media Arabic (6 credits)

This course enhances students' capabilities in vocabulary, structure, and the use of the Arabic used in the written and spoken news. It also helps improve reading, listening, and presentation skills at the intermediate level.
Prerequisite: **ARAB3001. Arabic III.1** or equivalent
Assessment: 100% coursework

FRENCH

The objective of the French programme is to bring participants to a high level of proficiency in the language and to acquire a sound knowledge of French society and culture as well as of the French-speaking world. The French programme is offered as a minor.

Minor (36 credits)

To complete a minor in French, students are expected to take a total of 36 credits with the following components:

- **Prerequisite courses (12 credits):**
  FREN1001. French I.1
  FREN1002. French I.2
  These courses will be offered to undergraduates in Year 1 or 2.

- **Core courses (24 credits):**
  FREN2001. French II.1
  FREN2002. French II.2
  FREN3001. French III.1
  FREN3002. French III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of French are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in French instead in place of the exempted course for the Minor.

Core Courses

FREN1001. French I.1 (6 credits)

This course is intended for complete beginners in French and does not require any previous knowledge of the language. The course offers a broad introduction to the French language and culture of contemporary France. While participants will learn how to express themselves in French and understand the fundamentals of the language, they will also gain a deeper appreciation of the French society, its cultural heritage and its way of life. Separate practice groups to consolidate the work done in lectures will also be arranged separately on a regular basis.
Prerequisite: Nil
Assessment: 100% coursework

FREN1002. French I.2 (6 credits)

This course is a continuation of **FREN1001. French I.1** and continues to build on the previous work. Participants will consolidate and develop their knowledge in the four areas of competence (listening, speaking, reading, and writing), with a particular emphasis on communication skills in contextual situations. In this process, participants will also get progressively acquainted with French and Francophone societies and cultures. As in **French I.1**, separate practice groups will be arranged to complement the lectures.
Prerequisite: **FREN1001. French I.1** or equivalent
Assessment: 100% coursework.

FREN2001. French II.1 (6 credits)

This course continues to build on work done in the First Year. The intention is to develop students' understanding and use of French in the areas of speaking, listening, reading**,** and writing. Class lectures are based on interactive methods and approaches whereby participants are encouraged to be creative, problem-solving users of the language at intermediate level. Literary and non-literary French texts selected from various sources will be used, with the aim of stimulating critical reading and discussion. Class activities will also be supported by audio-visual and web-based materials which will help students to familiarize themselves further with the actual usage of the language. Conversation groups will be arranged separately to practice spoken French
Prerequisite: **FREN1002. French I.2** or equivalent
Assessment: 100% coursework

FREN2002. French II.2 (6 credits)

This course is a continuation of **FREN2001. French II.1**. The intention is to develop students' understanding and use of French in the areas of speaking and listening, reading and writing. Class lectures are based on interactive methods and approaches whereby participants are encouraged to be creative, problem-solving users of the language at intermediate level. Literary and non-literary French texts selected from various sources will be used, with the aim of stimulating critical reading and discussion. Class activities will also be supported by audio-visual and web-based materials which will help students to familiarize themselves further with the actual usage of the language. Conversation groups will be arranged separately to practice spoken French.
Prerequisite: **FREN2001. French II.1** or equivalent
Assessment: 100% coursework

FREN3001. French III.1 (6 credits)

In this course students continue to build upon work done in the First and Second Year. The intention is to further expand students' proficiency in French. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and encourage the participants to become independent users of the language. Various literary and non-literary texts from France and other French-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand French and francophone socio-cultural environments. Discussion groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3002. French III.2 (6 credits)

This course is a continuation of **FREN3001. French III.1**. The intention is to further expand students' proficiency in French. Class lectures will make use of interactive approaches so as to elicit creativity, problem-solving skills, and to encourage participants to become independent users of the language. Various literary and non-literary texts from France and other French-speaking countries will be used, with the aim of stimulating critical reading and discussion. Learning activities will also be supported by audio-visual and web-based materials which will help students to better understand French and francophone socio-cultural environments. Discussion groups will be arranged separately to foster oral expression and debating skills.
Prerequisite: **FREN3001. French III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

FREN2027. French culture and society (6 credits)

This course is designed to review key aspects of France's society and culture as well as to offer a concise introduction to the main stages of the country's historical and territorial development. Topics will

include institutions and society (government, education, politics, economy, labour, media, etc.) and essential cultural features (festivals, customs, traditions, etiquette, colloquialisms, way of life, leisure, etc.). Major events that have contributed to the shaping of the country will also be presented and their significance discussed. The role and place of the regions within this historical process will be examined, so as to understand the correlation of distinct regional characteristics with related historical developments. The teaching material and resources used for this course will be in French, and the main medium of instruction will be French.
Co-requisite: (one of the following: **FREN2001**, **FREN2002**) or equivalent
Assessment: 100% coursework

FREN2041. Cultural icons in France (6 credits)

This course is intended for students in French with an intermediate level of proficiency in the language. It is designed to enhance core competencies and skills in spoken and written French while exploring society and culture. Through analyses, readings, discussions and lectures, participants will reflect critically on a range of cultural icons that play an essential role in shaping today's French collective identity. People, artefacts, signs, objects, rituals and events belonging to the high and popular culture and shared by French people will be studied. While the interrelations between those symbolic figures will emerge, the concept of "cultural grammar" will be introduced, enabling students to develop a more holistic understanding of French culture and acquire new tools to reflect on their own culture. All the materials used in this course will be in French.
Co-requisite: (one of the following: **FREN2001**, **FREN2002**) or equivalent
Assessment: 100% coursework

FREN2221. A profile of contemporary France (6 credits)

This course is intended to investigate current issues and debates taking place in France today, and to examine the way these issues are presented in the French and international media. The notions of French cultural identity and national citizenship will be looked at, as well as France's relations with its European neighbors and with the rest of the world. To provide essential references in support of the discussions, the course will bring in background information on various aspects of France; its national iconography, its government and its political, social, demographic environment. At the same time**,** the course will relate these facts to significant moments of the country's recent history, such as the post-war period of recovery, the decolonization process, the construction of the Francophone community, the European Union project, students' and workers' upheavals and the current debates related to immigration and integration.
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English

FREN2222. Wine culture in France (6 credits)

This course is an introduction to the cultural dimensions of French wine from both an academic and a practical perspective. Wine is a topic closely intertwined with many aspects of the French culture. Through a multi-disciplinary approach, the course will explore its connections with French history, geography, society, language, literature, art and business. A general introduction to wine appreciation will also be offered. The course does not require previous knowledge of French, but there may be instances where the documentation and terminology are presented in the original language.
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English

FREN3021. Francophone literatures and identities (6 credits)

This course offers a broad introduction to leading authors from the French-speaking world outside France, with a special emphasis on Quebec, the Caribbean, the Maghreb, West Africa, and Vietnam. The discussions will be based on a selection of works involving the issues of race and minorities, identity and nationality, colonization and self-determination, native land and exile, as well as multilingualism and universality, modernity and tradition. In investigating the way these various themes appear in Francophone literary texts and essays, students shall aim to gain a better understanding of how the use of the French language as a medium of expression may facilitate creativity and reception or, on the contrary, distort or hinder cultural distinctiveness. The medium of discussion will be French, and the supporting material will be in French.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3022. French and Francophone cinema (6 credits)

This course offers an introduction to French and Francophone cinema through a range of topics, such as its historical, cultural, economic development, popular genres, and major trends. These aspects will be discussed in relation with important issues in France and the Francophone world such as the question of identity, cultural policy and globalization. We shall also review the position of French speaking cinema and its standing in today's broader international context. In addition, the course will undertake an exploration of various cultural aspects and their representations in films. The medium of instruction and majority of the material used will be in French.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3023. Media watch: Tracking French news (6 credits)

This course focuses on the media industry in France and the management of information in relation to news and current affairs on the national scene. There will be a detailed scrutiny of the French press in its various forms: newspapers, periodicals, radio, TV, and Internet. Students shall compare and contrast how the different media process information and target their audience according to political, social or gender affiliation, commercial interest, and intended readership. By doing so, they will also be keeping abreast with the country's current affairs. The medium of instruction and all the materials used will be in French.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3024. Modern French literature (6 credits)

This course offers a broad survey of French authors and literary movements from the 19th century to the present day. Emphasis will be placed on the literary ideas and styles that emerged during this period. The discussions will also cover the most important moments in French recent history as imagined and rendered by writers. In addition, through the close reading of selected passages of major works, the participants will be introduced to methods of textual analysis and critical appraisal of literary texts in various genres (novel and prose, poetry and drama). The medium of discussion will be French, and the supporting material (excerpts, press articles, films, iconography and notes) will be in French or, where appropriate, provided in translation.
Prerequisite: **FREN2002. French II.2** or equivalent

Assessment: 100% coursework

FREN3026. Conveying otherness: French imaginings of Asia (6 credits)

This course discusses the way French travelers, writers, and artists from the Renaissance to the 20th century have represented in their works countries such as India, China, Vietnam, and Japan — commonly regrouped under the Euro-centered term of "Extreme-Orient." Students shall investigate a selection of key novels, narratives, essays, travel logs, memoirs, journalistic reports, films, as well as works of art that depict discoveries, encounters, and experiences with the view of identifying underlying trends and recurrent themes. While the question of the construction of the Far East as Other and its subsequent orientalization by Western visitors will come into play in our readings, the extent to which these various accounts have inspired and influenced the aesthetics and the literary production in France will also be examined. The medium of discussion will be French, as well as all the material under investigation.
Prerequisites: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3035. Painters and writers in modern France (6 credits)

French writers have always exhibited a passionate interest in fine arts while cultivating rich intellectual exchanges and friendship with artists. The convergence of artistic creativity and intellectual vibrancy produced some of the most influential aesthetic theories, and renowned paintings and novels. This course explores a selection of works by prominent painters through the eyes of French writers who admired them. Why did they develop a fascination for these artists? What did they write about them and their artworks? How did artists influence their literature? The investigation of the interplay between art and literature will enable students to deepen their understanding of French cultural history and aesthetics while equipping them with the French language skills pertaining to these fields. All the materials used in this course will be in French.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3036. Portraits of the French language (6 credits)

With more than 200 million speakers across five continents, French is one of the most influential world languages. Marked by a long and rich history, the French language is also an essential element of national and cultural identity. Yet, far from being homogeneous, it shows great historical, regional and cultural variations, and is constantly evolving.
Taking a multidisciplinary approach to explore the French language, this course will review important moments in its development and investigate some of its variants across different communities and regions. The course will then examine the role of the French language as a tool to exert power and influence in France and abroad as well as its significance in the construction of national and cultural identities.
Additionally, participants will use selected French texts to discuss related topics such as the current issues and debates surrounding the French language, the proximity and interconnections with other languages, and the major institutions in charge of its regulation and promotion. The medium of discussion will be French, as well as all the material under investigation.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3037. France and the world (6 credits)

The notions of grandeur and *rayonnement* –greatness and influence overseas– have long been central to France's self-image and have shaped the way France exerts its influence in the world.
This course discusses how France positions itself on the global scene from the traditional exercise of economic and military power to the use of more subtle tools of soft power, such as cultural diplomacy, scientific cooperation, higher education, humanitarian actions, tourism, etc.
Using a selection of texts and topics, this course will also examine the historical roots of the French ideas of grandeur and *rayonnement*, how France's effort to exert influence is perceived and debated at home and abroad, as well as the issues and challenges to maintain France's image and standing on the international stage. Participants will be encouraged to draw examples from the local context to discuss the material under investigation. The medium of instruction and the majority of the material used will be in French.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

FREN3038. Collaborative Online International Learning for Students of French (COIL) (6 credits)

In this course, participants will have the opportunity to interact and collaborate online with students from selected academic partners in France and Europe. Using the global issue of healthy cities, participants will work on a collaborative project that will require them to reflect on their own context and device solutions to make a positive impact on their own community and beyond.
A major aim of this course is to instill confidence in Hong Kong students to think and act globally, to encourage them to participate in intercultural encounters and to acquire new tools to reflect on one's culture. Topics of research and discussion will include key aspects of healthy cities such as infrastructure, wellbeing, and diversity.
Collaborative online synchronous and asynchronous activities will be enriched by face-to-face lectures organized to explore the main concepts of healthy cities, online telecollaborative tools and interculturality.
Students will receive feedback and guidance throughout the project. This course will be delivered in French with the aim to support language acquisition.
Prerequisite: **FREN2002. French II.2** or equivalent
Assessment: 100% coursework

GERMAN

The German programme provides students with a comprehensive knowledge of both spoken and written German. Students will be introduced to a wide range of aspects of contemporary German society and culture through the study of numerous multimedia materials and documents in the target language that will be included in the advanced courses in area studies, translation, linguistics and literature. The German programme offers as a minor.

A minor in German combines well with all other majors in the Faculty of Arts, in particular with courses and Programmes in linguistics, literature, translation and area studies. Students from other faculties such as Business and Economics, Education, Engineering, Science, Social Sciences, etc. might find the Programme useful to widen their international outlook and intercultural communication skills and to enhance their chances for postgraduate studies at an international level.

Minor (36 credits)

To complete a minor in German, students are expected to take a total of 36 credits with the following components:

- **Prerequisite courses (12 credits):**
  {GRMN1001. German I.1 and
  GRMN1002. German I.2} or
  GRMN1003. German I
  These courses will be offered to undergraduates in Year 1 or 2.

- **Core courses (24 credits):**
  GRMN2001. German II.1
  GRMN2002. German II.2
  GRMN3001. German III.1
  GRMN3002. German III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of German are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in German instead in place of the exempted course for the Minor.

Core Courses

GRMN1001. German I.1 (6 credits)

This course does not require any previous knowledge of German. Students will acquire basic linguistic, cultural, and communicative competencies (oral, aural, and verbal) in German. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve an A1.1 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL).
Non-permissible combination: **GRMN1003**
Prerequisite: Nil
Assessment: 100% coursework

GRMN1002. German I.2 (6 credits)

This course is a continuation of **German I.1** that expands on previously acquired linguistic, cultural and communicative competencies in German with a balanced emphasis on speaking, listening, reading, and writing. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve an A1.2 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL).
Non-permissible combination: **GRMN1003**
Prerequisite: **GRMN1001. German I.1** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN1003. German I (12 credits)

This introductory course combines **GRMN1001 German I.1** and **GRMN1002 German I.2**. It does not require any previous knowledge of German. Students enrolled in this course are guaranteed a place in both GRMN1001 and GRMN1002. Students will acquire basic linguistic and communicative skills in German with a balanced emphasis on speaking, listening, reading and writing. Small tutorial groups,

arranged in addition to the regular language classes, will provide students with an environment highly conducive to practicing their language skills.
Non-permissible combination: **GRMN1001** or **GRMN1002**
Prerequisite: Nil
Assessment: 100% coursework

GRMN2001. German II.1 (6 credits)

This course is a continuation of **GRMN1002. German I.2** or **GRMN1003. German I**. It deepens verbal communicative skills, such as textual analysis, listening comprehension, composition, and translation through the use of diverse pedagogical approaches. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve an A2.1 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL).
Prerequisite: **GRMN1002. German I.2**, **GRMN1003. German I** or comparable level acquired elsewhere.
Assessment: 100% coursework.

GRMN2002. German II.2 (6 credits)

This course is a continuation of **GRMN2001. German II.1**. It continues to deepen verbal communicative skills, such as textual analysis, listening comprehension, composition, and translation using diverse pedagogical approaches. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve an A2.2 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL). Students are strongly encouraged to attend an intensive summer immersion course at a university in a German-speaking country upon completion of this course.
Prerequisite: **GRMN2001. German II.1** or comparable level acquired elsewhere.
Assessment: 100% coursework.

GRMN3001. German III.1 (6 credits)

This course is a continuation of **GRMN2002. German II.2**. It provides students with practice of linguistic and cultural competencies at an advanced level. Furthermore, students will gain insights into patterns, structures, and terminology in fields, such as literature, business, and journalism. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve a B1.1 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL).
Prerequisite: **GRMN2002. German II.2** or comparable level acquired elsewhere.
Assessment: 100% coursework.

GRMN3002. German III.2 (6 credits)

This course is a continuation of **GRMN3001. German III.1**. It provides students with continued practice of linguistic and cultural competencies at an advanced level. Furthermore, students will expand their understanding and deepen their practice of previously learned structures and patterns in various contexts. In addition to regular language classes, students will further enhance their language skills in small tutorial groups. This course helps students achieve a B1.2 - B2.1 level of language proficiency according to the Common European Framework of Reference for Languages (CEFRL).
Prerequisite: **GRMN3001. German III.1** or comparable level acquired elsewhere.

Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

GRMN2021. Chinese-German translation (6 credits)

This course is an introduction to translating texts from German to Chinese and from Chinese to German using a variety of texts written in different styles. It will provide students with intermediate level translation skills, a further understanding of German grammar and additional information on contemporary German topics. Special attention will be given to the particular problems or common errors arising from differences in grammar and other influences from the students' mother tongue. Students will practise additional structures and texts gradually. This is a practical rather than a theoretical course for translation. Students will be expected to do practical work in class as well as at home.
Prerequisite: **GRMN1002. German I.2**, **GRMN1003. German I** or equivalent
Assessment: 100% coursework

GRMN2023. Media and society (6 credits)

This course provides students with insights into German society through its portrayal in various forms of media. Students will analyze major issues in German society over the past 60 years, such as the American influence on German society, the changing role of women, or the impact of immigrants on German society, by studying authentic German materials, such as advertisements, TV commercials, newspaper articles, songs, and films. A special focus will be on the role of language in media.
Prerequisite: **GRMN1002. German I.2**, **GRMN1003. German I** or equivalent
Co-requisite: **GRMN2001. German II.1** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN2024. Producing German texts (6 credits)

In this course, students will practice the skills necessary to produce different types of text in German, such as letters, essays (descriptive/argumentative), or short stories. With a strong focus on practical work, students will submit weekly or biweekly compositions of 150-300 words.
Prerequisite: **GRMN1002. German I.2**, **GRMN1003. German I** or equivalent
Co-requisite: **GRMN2001. German II.1 or GRMN2002. German II.2** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN2027. Contemporary German-speaking countries (6 credits)

This course is designed to aid students in better understanding German-speaking countries. It provides an introduction to topics relating to major current events and developments; mainly in Germany from the diversified political and social to cultural aspects. Discussions in lectures include Germany's political system, contemporary life in unified Germany, family and social life, German customs and

traditions, as well as multicultural aspects of German society. It will also give an overview of other German-speaking countries. Classes will be conducted in German and English. Occasional guest speakers will be invited to give talks on selected topics.
Prerequisite: **GRMN2001. German II.1** or equivalent
Co-requisite: **GRMN2002. German II.2** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN2028. German conversation & vocabulary (6 credits)

This course enables students to improve their pronunciation and intonation skills. Based on the knowledge and skills acquired during their previous German studies, students will learn new linguistic features as well as reinforce and strengthen existing ones. This course provides students with further opportunities to improve their reception and production of German sounds and enhance their linguistic proficiencies.
Prerequisite: **GRMN1002. German I.2**, **GRMN1003. German I** or equivalent
Assessment: 100% coursework

GRMN3023. English-German translation (6 credits)

In this course, students practice translating from English to German using a variety of texts written in different genres. These texts on contemporary life in German-speaking countries and Hong Kong cover topics like culture, politics, and social life. The insights students gain from reading these texts will enable them to draw inter-cultural comparisons between German-speaking cultures and their own. Students will share their work with their peers to encourage in-class discussion and peer review.
Prerequisite: **GRMN3001**. **German III.1** or equivalent
Co-requisite: **GRMN3002. German III.2** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN3027. Business German (6 credits)

This course aims to prepare students for interacting effectively in basic business situation in a German-speaking company or environment. It focuses on the practical parts of working in a professional context of a German business. The course also helps students enhance their understanding of cultural differences and hone their oral, aural, textual, and communicative competencies to apply for a job/internship and to handle daily activities at the workplace. Topics discussed include job applications, interviews, business correspondence and etiquettes, banking transactions, intercultural communication and analyses of company profiles. Guest speakers may be invited and/or visits to to German, Austrian or Swiss companies and institutions may be organized based on availability. Classes will be conducted in German.
Prerequisite: **GRMN2002. German II.2** or equivalent
Co-requisite: **GRMN3001. German III.1** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN3028. Kino! Studies in German cinema (6 credits)

This course provides students with an overview of German cinema from the first major German expressionist film The Cabinet of Dr. Caligari in 1922 to the present within a cultural and social framework. Students will gain insights into major shifts in life and culture in Germany. Classes will be conducted in German.
Prerequisite: **GRMN2002. German II.2** or comparable level acquired elsewhere.

Assessment: 100% coursework

GRMN3029. History of the German language and German linguistics (6 credits)

This course is designed to provide students with an overview of the major fields of history of the German language and German linguistics as they apply to Standard German. It will introduce students to the broad outlines of the historical development of the German language from the earliest times until the modern period. It will look at some of the key sound changes and at the grammatical developments which give the modern language its distinctive features. There will also be discussions on regional variation within the German-speaking world. The linguistic aspect of this course will cover the traditional branches of linguistic theory: phonology, the study of the sounds and sound systems; morphology, the study of word structure, and syntax, the study of sentence structure.
Prerequisite: **GRMN2001. German II.1** or comparable level acquired elsewhere.
Assessment: 100% coursework

GRMN3032. From Goethe to Grönemeyer - Reading German texts (6 credits)

Students will enhance their language skills and extend their knowledge of German-speaking countries through analyses and discussions of various German literary genres, such as poems, plays, short stories, fairy tales, and song lyrics. All teaching materials and the medium of instruction will be in German.
Prerequisite: **GRMN2002. German II.2** or equivalent
Assessment: 100% coursework

GRMN4001. German IV.1 (capstone experience) (6 credits)

This advanced language elective course will focus on reading, writing, and oral skills on the B2 level of German as laid down in the Common European Framework of Reference for Languages (CEFR). It is a culmination of the skills students have developed and the knowledge they have gained during their studies in Year 1 to Year 3 and is a capstone course in the German Programme. The language skills acquired in this course will enable students to continue their studies in Germany or other German speaking countries.
Prerequisite: **GRMN3002. German III.2** or equivalent
Assessment: 100% coursework

GRMN4002. German IV.2 (6 credits)

This course is a continuation of GRMN4001. This advanced language course will focus on reading, writing, and oral skills on the B2.2 level of German as laid down in the Common European Framework of Reference for Languages (CEFR). It is a culmination of the skills students have developed and the knowledge they have gained during their studies in Year 1 to Year 3 in the German Programme. The language skills acquired in this course will enable students to continue their studies in Germany or other German-speaking countries.
Prerequisite: **GRMN4001. German IV.1 (capstone experience)** or equivalent
Assessment: 100% coursework

GRMN4003. Deutsch aktuell – current issues, films and music in German (6 credits)

In this course, students will use the language skills acquired during their previous language studies to hold in-class discussions and submit assessments using an advanced level of German. The focus of this

course is on current affairs in Austria, Germany, and Switzerland, including politics, lifestyle, music, and film. Students will also compare how media in countries other than Austria, Germany, and Switzerland, present the countries in focus. The medium of instruction and most materials is German.
Prerequisite: **GRMN3002. German III.2** or equivalent
Assessment: 100% coursework

GRMN4004. Intercultural communication German-Chinese (6 credits)

To communicate and work within diverse cultural environments and to operate successfully in today's increasingly globalized diverse world, students not only need the required language skills, but they also need to be culturally sensitive and competent. This course will provide students with knowledge, social skills and relevant attitudes to improve communication with individuals from other cultures. It will help students to develop intercultural awareness and competence for communicating with speakers from German-speaking countries.
Prerequisite: **GRMN3002. German III.2** or equivalent
Assessment: 100% coursework

GRMN4005. Advanced Chinese-German translation (6 credits)

In this course, students will translate texts with complex structures between German and Chinese using a variety of texts written in different styles at a more advanced and detailed level. Students will gain advanced level translation skills and a further understanding of German grammar and syntax. The course will invite students to explore linguistics within the interactional, communicative contexts of the texts. Students will practise additional structures and texts gradually and learn about the stylistic differences between various types, such as newspaper articles, literary texts, and business correspondence.
Prerequisite: **GRMN3002. German III.2** or equivalent
Assessment: 100% coursework

ITALIAN

The Italian programme provides students with the opportunity to acquire a high level of proficiency in the Italian language as well as comprehensive knowledge of Italian culture. The Italian programme is offered as a minor.

Minor (36 credits)

Students are expected to take a total of 36 credits with the following components:

- **Prerequisite courses (12 credits):**
  {ITAL1001. Italian I.1 and
  ITAL1002. Italian I.2} or
  ITAL1003. Italian I
  These courses will be offered to undergraduates in Year 1 or 2

- **Core courses (24 credits):**
  ITAL2001. Italian II.1
  ITAL2002. Italian II.2
  ITAL3001. Italian III.1
  ITAL3002. Italian III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of Italian are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Italian instead in place of the exempted course for the Minor.

Core Courses

ITAL1001. Italian I.1 (6 credits)

This course is for complete beginners in Italian and does not require any previous knowledge of the language. Students will acquire basic linguistic and communicative skills in the four areas of competence (listening, speaking, reading and writing). The course will also give students an insight to Italian culture and society.
Non-permissible combination: **ITAL1003**
Prerequisite: Nil
Assessment: 100% coursework

ITAL1002. Italian I.2 (6 credits)

This course is a continuation of **ITAL1001. Italian I.1**. Participants will consolidate their knowledge of the Italian language in the four areas of competence (listening, speaking, reading and writing). The course will also offer insights into the Italian culture and society.
Non-permissible combination: **ITAL1003**
Prerequisite: **ITAL1001. Italian I.1** or equivalent
Assessment: 100% coursework

ITAL1003. Italian I (12 credits)

This introductory course combines **ITAL1001. Italian I.1** and **ITAL1002. Italian I.2**. It does not require any previous knowledge of Italian. Students enrolled in this course are guaranteed a place in both ITAL1001 and ITAL1002. Students will acquire basic linguistic and communicative skills in Italian with a balanced emphasis on speaking, listening, reading and writing. Small tutorial groups, arranged in addition to the regular language classes, will provide students with an environment highly conducive to practicing their language skills.
Non-permissible combination: **ITAL1001** or **ITAL1002**
Prerequisite: Nil
Assessment: 100% coursework

ITAL2001. Italian II.1 (6 credits)

This course is a continuation of **ITAL1002. Italian I.2** or **ITAL1003. Italian I** and continues to develop students' skills in speaking, listening, reading and writing Italian. It introduces new syntactic and morphological structures and provides students with opportunities to practice those learnt previously in a variety of contexts. The course also examines aspects of Italian society and culture. Audio visual materials are used throughout the course.
Prerequisite: **ITAL1002. Italian I.2**, **ITAL1003. Italian I** or equivalent
Assessment: 100% coursework

ITAL2002. Italian II.2 (6 credits)

This course is a continuation of **ITAL2001. Italian II.1** and further develops students' skills in speaking, listening, reading and writing Italian to an intermediate level of proficiency. It introduces more complex syntactic and morphological structures and provides students with opportunities to practice those learnt previously in a variety of contexts. The course also examines aspects of Italian society and culture. Audio visual materials are used throughout the course.
Prerequisite: **ITAL2001. Italian II.1** or equivalent
Assessment: 100% coursework

ITAL3001. Italian III.1 (6 credits)

This course is a continuation of **ITAL2002. Italian II.2**. It further explores the different linguistic aspects of the language and continues to develop students' skills in speaking, listening, reading and writing Italian to an advanced level of proficiency. It introduces new syntactic and morphological structures and provides students with opportunities to practice those learnt previously in a variety of contexts. The course also examines aspects of Italian society and culture, including the North/South divide, organized crime and the media. Audio visual materials are used throughout the course.
Prerequisite: **ITAL2002. Italian II.2** or equivalent
Assessment: 100% coursework

ITAL3002. Italian III.2 (6 credits)

This course is a continuation of **ITAL3001. Italian III.1.** It further explores the different linguistic aspects of the language and continues to develop students' skills in speaking, listening, reading and writing Italian to an advanced level of proficiency. It introduces new syntactic and morphological structures and provides students with opportunities to practice those learnt previously in a variety of contexts. The course also examines aspects of Italian society and culture, including the North/South divide, organized crime and the media. Audio visual materials are used throughout the course.
Prerequisite: **ITAL3001. Italian III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

ITAL2021. Italian reading course (6 credits)

This course is designed to expand students' knowledge of the Italian language through the analysis of authentic texts related to different aspects of Italian culture. The texts studied include literary excerpts, newspaper and magazine articles, and song lyrics. Every week, students are asked to analyze specific texts prior to each lesson for further discussion in class. The main medium of instruction is Italian.
Prerequisite: **ITAL1002. Italian I.2**, **ITAL1003. Italian I** or equivalent
Assessment: 100% coursework

ITAL2023. Italian lifestyle and culture (6 credits)

This course provides a literary, social, and historical outline of Italian civilization and contemporary culture, with a particular emphasis on youth culture. Topics covered range from the visual arts, music, customs and traditions in different regions and cities, to cinema, cultural tourism, food, fashion, and education. The course examines what it means to be "Italian" in the world today and encourages students to reflect on the elements that contribute to the construction of a national identity. The course is taught in English.
Prerequisite: Nil
Assessment: 100% coursework

ITAL2024. Italian cinema (6 credits)

This course will look at some of the most representative movements of the Italian cinema, from its origin to the present day. The heyday of Italian cinema was the so-called Neo-Realism of the 1940s and 1950s. Rossellini's *Rome Open City* and De Sica's *Shoeshine* or *The Bicycle Thief* were internationally regarded as the prototypes of a new genre of cinema. Since then, Italian cinema has regularly won international awards. The course will acquaint students both with the great masterpieces of Italian cinema as well as with the work of famous contemporary Italian filmmakers, including Gabriele Salvatore, Giuseppe Tornatore, Nanni Moretti, etc. Students will be introduced to films that touch on some of the key issues in modern Italian society. The course is taught in English.
Prerequisite: Nil
Assessment: 100% coursework

ITAL2025. 700 years of Sino-Italian relations (6 credits)

From the Venice Republic to the fall of the Chinese Empire, Italy and China established numerous cultural relations and exchanges through merchants, traveling monks, envoys and diplomats. The stories of the first travelers have exerted strong appeal for the Orient, which inspired many Italian scholars and artists through the centuries.
In the last two centuries the institution of political and economic relations between Italy and China have enabled to greatly improve the understanding of Chinese society and culture. Nevertheless, in books, films and commercials China is still often depicted by means of gross stereotypes, some of which have been handed down from the literary tradition.
Students will be introduced to the representations of Chinese society and culture in Italy since Marco Polo's "Il Milione" book, through various sources including literature, opera plays and - more recently - film and television. The course will also present direct source materials and accounts. The course is taught in English.
Prerequisite: Nil
Assessment: 100% coursework

ITAL2027. Italian grammar (6 credits)

This course will reinforce students' knowledge of the Italian grammar aspects previously studied, including word formation, lexicon, word order, etc. Students will be encouraged to reflect on and analyze the form and meaning of important grammatical structures, in order to increase their proficiency in the Italian language.
Prerequisite: **ITAL1002. Italian I.2**, **ITAL1003. Italian I** or equivalent
Assessment: 100% coursework

ITAL3021. Contemporary Italian literature (6 credits)

This course introduces students to some of the most prominent Italian writers of the 20th century and their literary masterpieces. These include Primo Levi, Alberto Moravia, Cesare Pavese, Italo Calvino and Pier Paolo Pasolini. The works of contemporary writers, such as Antonio Tabucchi, Susanna Tamaro, and Andrea Camilleri are considered. The selection of texts will also serve as a basis for discussion of various aspects of Italian culture and society. Students are required to read excerpts from these texts in their original language.
Prerequisite: **ITAL2002. Italian II.2** or equivalent
Assessment: 100% coursework

ITAL3024. Italian in the business context (6 credits)

This course is intended for students who want to develop their language and cultural skills for their future career at an Italian speaking company or institution. A variety of topics and situations will be studied such as job applications, interviews, business correspondence, transactions and contracts, marketing strategies, business trips, etc. Guest speakers from Italian-speaking institutions and companies located in Hong Kong are occasionally invited to the classes.
Prerequisite: **ITAL2002. Italian II.2** or equivalent
Assessment: 100% coursework

PORTUGUESE

The objective of the Portuguese programme is to raise participants' proficiency in Portuguese language to a high level while acquiring a solid grounding of knowledge of the Lusophone world. The Portuguese programme is offered as a minor. To complete a minor in Portuguese students are required to take a total of 36 credits with the following components:

Minor (36 credits):

- **Prerequisite courses (12 credits):**
  {PORT1001. Portuguese I.1 and
  PORT1002. Portuguese I.2} or
  PORT1003. Portuguese I
  These courses will be offered to undergraduates in Year 1 or 2.

- **Core courses (24 credits):**
  PORT2001. Portuguese II.1
  PORT2002. Portuguese II.2
  PORT3001. Portuguese III.1
  PORT3002. Portuguese III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of Portuguese are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Portuguese instead in place of the exempted course for the Minor.

Core Courses

PORT1001. Portuguese I.1 (6 credits)

This course is intended for students with little or no previous knowledge of Portuguese. Participants will acquire basic skills in listening, speaking, reading and writing Portuguese. Classes will be conducted in small groups in order to facilitate interaction among participants. Special attention will be given to pronunciation and building a base of core vocabulary. This course is a pre-requisite for students wishing to pursue a minor in Portuguese.
Non-permissible combination: **PORT1003**
Assessment: 100% coursework

PORT1002. Portuguese I.2 (6 credits)

This course is a continuation of **PORT1001. Portuguese I.1.** It aims at extend the written and oral skills acquired by students in their first semester of studies. Students develop the ability to express ideas and opinions in Portuguese and learn about life in Lusophone countries through the analysis of selected written and oral texts. This course is a pre-requisite for students wishing to pursue a minor in Portuguese.
Non-permissible combination: **PORT1003**
Prerequisite: **PORT1001. Portuguese I.1** or equivalent
Assessment: 100% coursework

PORT1003. Portuguese I (12 credits)

This course is intended for students with little or no previous knowledge of Portuguese. Participants will acquire basic skills in listening, speaking, reading and writing Portuguese as well as an understanding of the way of life in Portugal and other Portuguese-speaking areas. Special attention will be given to pronunciation and building a base of core vocabulary.
Non-permissible combination: **PORT1001** or **PORT1002**
Prerequisite: Nil
Assessment: 100% coursework

PORT2001. Portuguese II.1 (6 credits)

This course is a continuation of **PORT1002. Portuguese I.2** or **PORT1003. Portuguese I**. The intention is to build further on the junior level work and widen the scope of exposure to more complex aspects of the language. The teaching will diversify through the use of more elaborate material and a variety of teaching techniques including work with video. Participants are expected to develop further their production and reception skills.
Prerequisite: **PORT1002. Portuguese I.2**, **PORT1003. Portuguese I** or equivalent
Assessment: 100% coursework

PORT2002. Portuguese II.2 (6 credits)

This course is a continuation of **PORT2001. Portuguese II.1**. The intention is to build further on the junior level work and widen the scope of exposure to more complex aspects of the language. The teaching will diversify through the use of more elaborate material and a variety of teaching techniques including work with video. Participants are expected to consolidate their understanding of Portuguese language. All students continuing their studies in the third year are strongly encouraged to attend a summer intensive immersion course in a Portuguese-speaking country.

Prerequisite: **PORT2001. Portuguese II.1** or equivalent
Assessment: 100% coursework

PORT3001. Portuguese III.1 (6 credits)

This course is a continuation of **PORT2002. Portuguese II.2**. Participants develop their ability to deal with non-routine information using lexical inference and compensating strategies such as restructuring, circumlocution and substitution in order to successfully accomplish communicative tasks. A variety of written, audio and video materials will serve as a basis for study and discussion on issues pertinent to life in Portugal and in other Lusophone areas.
Prerequisite: **PORT2002. Portuguese II.2** or equivalent
Assessment: 100% coursework

PORT3002. Portuguese III.2 (6 credits)

This course is a continuation of **PORT3001. Portuguese III.1**. Participants are expected to further develop their ability to deal with non-routine information as well as their awareness of language registers and social conventions. The intention is to lead participants towards an advanced understanding of the Portuguese language. Learning activities include the study of articles and reports about contemporary issues expressing a particular viewpoint and production of a variety of text types, including small research projects and short essays.
Prerequisite: **PORT3001. Portuguese III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective course to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits)" and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

PORT2221. Portuguese reading course (6 credits)

This course will introduce students to the cultures of Brazil, Angola and Portugal through reading, analysis and discussion of a selection of texts from twentieth-century and contemporary authors. The course will be conducted in Portuguese and it is recommended for students with basic knowledge of the language who wish to improve their ability to read, speak and write. Passages from novels and plays, short stories, poems and song lyrics will enable the students to perceive the writer's skills and aims, while practicing a wide range of language tasks.
Prerequisite: **PORT1002. Portuguese I.2**, **PORT1003. Portuguese I** or equivalent
Assessment: 100% coursework

SPANISH

The objective of the Spanish programme is to bring participants to a high level of proficiency in the language as well as to provide them with a sound knowledge of the society and culture of Spanish-speaking countries. The Spanish programme is offered as a minor.

Minor (36 credits)

To complete a minor in Spanish, students are expected to take a total of 36 credits with the following components:

- **Prerequisite courses (12 credits):**
  {SPAN1001. Spanish I.1 and
  SPAN1002. Spanish I.2} or
  SPAN1003. Spanish I
  These courses will be offered to undergraduates in Year 1 or 2.

- **Core courses (24 credits):**
  SPAN2001. Spanish II.1
  SPAN2002. Spanish II.2
  SPAN3001. Spanish III.1
  SPAN3002. Spanish III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4.

Students with prior knowledge of Spanish are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Spanish instead in place of the exempted course for the Minor.

Core Courses

SPAN1001. Spanish I.1 (6 credits)

This course is intended for students who have no previous knowledge of Spanish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Spanish-speaking cultures. Through an action-based approach, this course will enable participants to engage in simple conversations and interactive situations. By the end of the course, students should be able to use the Spanish language at an A1.1 level of the Common European Framework of Reference for Languages (CEFRL) where they can understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **SPAN1003**
Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments and iii) participation in class.

SPAN1002. Spanish I.2 (6 credits)

The aim of this course is to develop students' language proficiency at a higher level by building on the skills acquired in SPAN1001. The objectives are to consolidate the knowledge acquired in the first semester and to broaden participants' foundation in Spanish in the four language skills (reading, writing, listening and speaking) through an action-based approach. The course also aims at expanding students' knowledge of Spanish-speaking cultures. Based on the guidelines set out by the Common European Framework of Reference for Languages (CEFRL), this course should lead students towards a more independent and autonomous use of the language, equivalent to an A1.2+/A2.1 level. Students will be able to understand specific information in written and oral texts as well as exchange personal information about family, education and work. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **SPAN1003**

Prerequisite: **SPAN1001. Spanish I.1** or equivalent
Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments and iii) participation in class

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SPAN1003. Spanish I (12 credits)

This course is intended for students who have no previous knowledge of Spanish. The main objective of the course is to provide students with a firm foundation in the four language skills (reading, writing, listening and speaking) as well as to offer insights into Spanish-speaking cultures. Through an action-based approach, this course should enable participants to engage in simple conversations and interactive situations. By the end of the course, students should be able to use the Spanish language at an A2.1 level of the Common European Framework of Reference for Languages (CEFRL) where they can understand and use familiar everyday expressions and basic phrases. More specifically, they should be able to introduce themselves and others, ask and answer questions about personal details and interact in a simple way. Students should also be able to understand specific information in written and oral texts as well as exchange personal information about family, education and work. Classes will be conducted in small groups in order to ensure a high degree of interaction between students and teachers.
Non-permissible combination: **SPAN1001** or **SPAN1002**
Prerequisite: Nil
Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments, iii) participation in class and iv) a brief oral test at the end of the course

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SPAN2001. Spanish II.1 (6 credits)

The aim of this course is to develop the students' communicative competence in all skills (reading, writing, speaking, and listening) towards an A2.2 level of the Common European Framework of Reference for Languages (CEFRL). The course design integrates general competences (sociocultural knowledge, intercultural competence) as well as communicative abilities, including linguistic (grammar, lexical) and sociolinguistic (forms of address, register, etc.) competences.
Prerequisite: **SPAN1002. Spanish I.2**, **SPAN1003. Spanish I** or equivalent
Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments, and iii) participation in class.

SPAN2002. Spanish II.2 (6 credits)

The aim of this course is to develop the students' communicative competence in all skills (reading, writing, speaking, and listening) towards a B1.1 level of the Common European Framework of Reference for Languages (CEFRL). The course design integrates general competences (sociocultural knowledge, intercultural competence) as well as communicative abilities, including linguistic (grammar, lexical) and sociolinguistic (forms of address, register, etc.) competences.
Prerequisite: **SPAN2001. Spanish II.1** or equivalent
Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments, and iii) participation in class.

SPAN3001. Spanish III.1 (6 credits)

This course continues to build on the two previous years' work at a more advanced level. The intention is to lead participants towards a more independent use of the Spanish language. Students will be exposed to a variety of texts from different media (written, audio and video) from the Spanish-speaking world. This course aims to develop students' language proficiency through a more in-depth study of important

grammatical topics as well as to increase their vocabulary acquisition. The overall aim of the course is to bring the students to a stage consistent with the level B1.2 as defined and established by the Common European Framework of Reference for Languages (CEFRL). By the end of this course students should be able to understand the main ideas of relatively complex standard texts. They should also be able to interact with native speakers with a certain degree of fluency, produce clear, detailed texts on familiar topics, and give reasons and explanations for their own opinions and plans.

Prerequisite: **SPAN2002. Spanish II.2** or equivalent

Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments and iii) participation in class.

SPAN3002. Spanish III.2 (6 credits)

The aim of this course is to build on the work done in the previous semester with SPAN3001. SPAN3002 will lead participants towards a more independent use of the Spanish language, bringing students to a stage consistent with the level B2.1 as defined and established by the Common European Framework of Reference for Languages (CEFRL). Students will be exposed to a variety of texts from different media (written, audio and video) from the Spanish-speaking world. The selection of documents will also serve as a basis for discussion on social issues related to contemporary Spain and Spanish-speaking countries. The course aims at further developing students' language proficiency through a more in-depth study of important grammatical topics. It also aims to increase students' vocabulary acquisition so as to facilitate oral and written expression and comprehension of the Spanish language. By the end of this course students should have reached a stage where they are able to use the language independently and understand the main ideas of complex texts dealing with concrete and abstract topics. They should also be able to interact with native speakers with a certain degree of fluency and spontaneity. In addition to that, students should be able to produce clear, detailed texts on a wide range of subjects and present different viewpoints.

Prerequisite: **SPAN3001. Spanish III.1** or equivalent

Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments**,** and iii) participation in class.

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

SPAN2021. The sounds of Spanish: An introduction to Spanish phonetics and pronunciation (6 credits)

The main objective of this course is to help students improve their oral skills by reflecting on the phonetic and phonological particularities of Spanish while practicing the language in context. The practice of pronunciation will be carried out through a variety of contextualized activities that will stimulate perceptive, productive and interactive skills. Such activities will be divided into two categories: individual work and in-class interaction. The individual work focuses on perception (from distinguishing phonological pairs to identifying intonation patterns in real pieces of speech) and individual production (in the form of podcasts) to help each student identify his/her personal difficulties dealing with the pronunciation of Spanish. In-class activities focus on group readings, role plays and oral communication in relation to the course content.

The course will offer an insight into the linguistic variations of colloquial speech and dialectology.

Besides the linguistic and theoretical nature of the discipline, The Sounds of Spanish is structured around lexical, grammatical and cultural themes adequate to the student's level of Spanish as to contextualize the practice of pronunciation.
This is mainly a practical course and no previous knowledge of Linguistics is required. Teaching materials and medium of instruction will be Spanish.
Prerequisite: **SPAN1002. Spanish I.2**, **SPAN1003. Spanish I** or equivalent; OR
Co-requisite: **SPAN2001. Spanish II.1** or equivalent
*Students may not enroll in **SPAN2021** if they have already completed **SPAN2002**.
Assessment: 100% coursework. Coursework includes the following: progress tests (written and oral) and assignments such as internet-based tasks and blogs (podcasts) as well as class participation

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SPAN2025. Spanish-writing workshop I (6 credits)

The aim of the course is to familiarize students with different writing genres to lead them to an understanding of how different purposes are commonly expressed. Another objective is to provide students with adequate strategies for reading and writing in Spanish. This course's approach is very practical, and students are expected to work in class as well as at home. Based on the guidelines set out by the Common European Framework of Reference for Languages (CEFRL), this course should lead students towards a more proficient use of written Spanish, equivalent to an A2.2 level. Teaching materials are in Spanish and medium of instruction will be mainly Spanish.
Prerequisite: **SPAN1002. Spanish I.2**, **SPAN1003. Spanish I** or equivalent; OR
Co-requisite: **SPAN2001. Spanish II.1** or equivalent
*Students may not enroll in **SPAN2025** if they have already completed **SPAN2002**.
Assessment: 100% coursework. Coursework includes: i) progress test, ii) other assignments and iii) participation in class

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SPAN2027. Cultural icons from the Hispanic world (6 credits)

This course explores a variety of cultural icons related to the Spanish speaking world from the fields of art, music, architecture, history, cinema and other cultural manifestations. It will introduce students to the origin, meaning and values related to some of the most common icons of the Hispanic world from a local and global perspective. It will also look at country specific cultural referents and their role in the formation of identity and language. In addition to that, the course will explore the roles played by media, advertising and internet in the creation of a cultural icon in today's world. Students will be encouraged to reflect on their own culture, establish comparisons and identify and critically assess their own preconceived ideas. Reading and oral practice will be an essential part of the course. Overall, the course's main objective will be to reinforce and expand students' general knowledge of Hispanic cultures and to improve their linguistic skills.
Prerequisite: **SPAN2001. Spanish II.1** or equivalent
Assessment: 100% coursework. Coursework includes: i) progress test, ii) other assignments and iii) participation in class

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SPAN2028. Spanish for professional purposes (6 credits)

SPAN2028 is a Spanish for Specific Purposes course which aims at preparing students to effectively interact with Spanish-speaking commercial or governmental institutions. It is aimed at developing students' communicative competence in all four skills (oral, listening, writing, reading), their grammar knowledge and the necessary intercultural competence that will allow them to successfully interact in common situations encountered during the development of administrative and business activities in Spanish-speaking professional environments. The course covers topics such as business vocabulary, job

applications, structure and organization of companies, graph commentaries, company design, product description and elementary business correspondence. There will also be a focus on intercultural communication with the Spanish-speaking world in relation to business matters. Students will be exposed to articles on Economy and Business at an elementary level, and will write simple texts to conduct business transactions or apply for a job. Face-to-face negotiations will also be conducted at a level suitable for this course. The level of this course is B1.1 according to CEFRL (European Framework of Reference for Languages).

Prerequisite: **SPAN2001. Spanish II.1** or equivalent; OR
Co-requisite: **SPAN2002. Spanish II.2** or equivalent
*****Students may not enroll in **SPAN2028** if they have already completed **SPAN2002**.
Assessment: 100% coursework

SPAN2029. Introduction to the cultures and history of Latin America (6 credits)

This course offers an interdisciplinary introduction to representative cultural practices and key historical processes of Latin America through a selection of source materials such as films, paintings, historical accounts, religious texts, and music. Discussions in lectures will emphasize aspects of Latin American culture and history that prompt reflections on ethnic diversity, colonialism, political evolution, gender equality, and the role of the arts in understanding all these issues. Guest speakers will be invited to give talks on selected topics. English is the medium of instruction.

Prerequisite: Nil
Assessment: 100% coursework
Medium of Instruction: English

SPAN2030. Key topics in Spanish grammar (6 credits)

This course will help students strengthen and further develop the grammar skills acquired during their previous studies of Spanish. The main aim of the course is to provide students with the necessary tools to better understand the Spanish language structure. Students will be introduced to linguistic concepts to analyze, reflect on, and understand Spanish grammar. Students will then build on these insights in order to complete tasks designed to reinforce the usage of the target structures. Upon completion of this course, students will be able to identify core grammatical features, and to use appropriate terminology to describe them. They will also be able to apply grammatical insights to evaluate and to demonstrate appropriate usage of the grammar topics reviewed. This course assumes no prior knowledge of linguistic terminology or analysis. Topics covered include word formation, sentence structure, grammatical issues, and Spanish varieties.

Prerequisite: **SPAN2001. Spanish II.1** or equivalent
*****Students may not enroll in **SPAN2030** if they have already completed **SPAN3002. Spanish III.2**
Assessment: 100% coursework

SPAN2032. Art in the Hispanic world: An introduction (6 credits)

Focusing mainly on painting, sculpture and architecture, this course aims at providing an overview of the history of art in Spanish-speaking countries, and in the cultures that preceded them and influenced them most deeply (such as Phoenicia, Ancient Rome, Al-Andalus, Mexica, Maya, Inca...). Throughout the course, special attention will be paid to the combination of historical circumstances, values, cultural movements, and individuals that produced these works of art, as well as to how these pieces affected and transformed society. This course is taught in Spanish and it is aimed primarily at students who have successfully completed SPAN2001 or have achieved an A2 level according to CEFR (Common European Framework of Reference for Languages). **SPAN2032** will allow them to further improve and

strengthen their linguistic skills towards a B1.1 level at an intermediate level (CEFR B1.1). The course will also help them develop their ability to understand, explain, and express views on topics related to art, culture and history in Spanish.
Prerequisite: **SPAN2001. Spanish II.1** or equivalent
Assessment: 100% coursework

SPAN3021. "Lost" in translation? Saying what you mean in Spanish (6 credits)

This course is an introduction to the translation of texts from Spanish to English and to a lesser extent from English to Spanish. Special attention will be paid to the particular problems created by differences in grammar and other common errors such as "false friends" and influences from the mother tongue.
The aim of this course is to provide students with basic translation skills and to develop their understanding of Spanish grammar and syntax. Students will also learn about the stylistic differences of various genres (newspaper articles, novels, etc.) and how to translate these different types of texts.
Course materials will be selected according to the topics covered in the core course (Spanish III.2) in order to further consolidate the students' knowledge of Spanish grammar and sentence structure. The course focuses mainly on acquiring practical translation skills rather than the theoretical background and students will be expected to do extensive practical work in class as well as at home.
Prerequisite: **SPAN3001. Spanish III.1** or equivalent
Assessment: 100% coursework

SPAN3023. Hispanic visual and literary cultures (6 credits)

This course explores the combined study of manifestations of visual culture such as television series and films, and texts such as short stories and poems with a view towards understanding contemporary Latin American and Spanish societies and improving students' level of Spanish. Texts are contextualized within their socio-historical milieux and topics are selected with a view towards gender and ethnic balance. Classes are organized thematically to allow for the combined study and comparison of texts created in different media. The course follows a CLIL (Content and Language Integrated Learning) approach and Spanish is the medium of instruction.
Prerequisite: **SPAN3001. Spanish III.1** or equivalent
Assessment: 100% coursework

SPAN3026. Varieties of Spanish around the world (6 credits)

The main objective of the course is to offer an introduction to Spanish Dialectology as well as to develop students' communicative competence in a horizontal way, that is, by linking theory and practice. The course intends to make students familiar with the main dialect areas of the Spanish-speaking world, their history and coexistence with other languages of the world. The course will present basic concepts related to the fields of Linguistics and Dialectology, and will also raise awareness of the current widespread extension of the Spanish language and its prospects. There will be a special emphasis on the characteristics of each geodialect at the levels of phonology, lexis and grammar, as well as on the Spanish spoken in other areas such as Philippines, Türkiye, Equatorial Guinea or the U.S., and on the different phenomena related to them.
The methodology of this course is a blended learning one based on flipped-classroom work and weekly assessments aimed to consolidate knowledge. Students will need to access Moodle on a weekly basis, read the corresponding theory document and do a quiz in preparation for the lecture. In class students will have the opportunity to discuss the contents of the lesson, previously prepared at home, and will be exposed to language excerpts taken from real printed and audiovisual materials which will help to illustrate the contents previously examined at home and further discussed in class. Different language activities will be conducted in class for students to put into practice what they have learned and to

promote "learning by doing", in some cases with the help of native speakers who will be attending the lectures in order to provide students with real language exposure. After class, students will also have to do the language practice exercises about the language variety that was presented in order to consolidate their knowledge.
Prerequisite: **SPAN2002. Spanish II.2** or equivalent
Assessment: 100% coursework

SPAN3028. Spanish for business and intercultural communication (6 credits)

This is a Spanish for Specific Purposes course which aims at preparing students to effectively interact with Spanish-speaking companies and institutions. It is a CLIL course which combines the learning of specific linguistic skills (reading, writing, listening and speaking) at a B1 level with the study of cultural and socio-economic aspects that are relevant for the development of commercial and intercultural relations between Spanish-speaking and East-Asian countries. Topics discussed in this course include trade negotiations, etiquette, banking transactions, product promotion and publicity, commercial fairs, the current state of relations between Spanish-speaking and East-Asian governments and organizations, and opportunities for the promotion of business partnerships between companies in East Asia and the Spanish-speaking world. Guest speakers from Spanish-speaking institutions and companies located in Hong Kong are regularly invited to the classes.
Prerequisite: **SPAN2002. Spanish II.2** or equivalent
Assessment: 100% coursework

SPAN3031. Contemporary Spain (6 credits)

The aim of this course is to offer a glimpse of the cultural and societal changes in contemporary Spain. Students will learn about Spain in the 20th and 21st centuries, the changes undergone through the political transition from a dictatorship to a democracy and the current challenges. The course will cover topics such as history, politics, economy, society, traditions and customs among others. Students will be exposed to a variety of texts from different media (written, audio and video) from the Hispanic world. The selection of documents will also serve as a basis for discussion on social issues related to contemporary Spain and Spanish-speaking countries. Students will be encouraged to critically analyse and compare Spanish culture and society with their own culture.
Prerequisite: **SPAN3001. Spanish III.1** or equivalent
Assessment: 100% coursework

SPAN4001. Spanish IV.1 (6 credits)

The aim of this course is to build on the work done in the previous semester with **SPAN3002**. The intention is to continue leading participants towards a more independent use of the Spanish language in order for them to complete the B2 level of the CEFRL. Students will be exposed to a variety of texts from different media (written, audio and video) from the Hispanic world. The selection of documents will also serve as a basis for discussion on social issues related to contemporary Spain and Spanish-speaking countries. This course aims at further developing students' language proficiency through a more in-depth study of important grammatical topics. It also aims to increase students' vocabulary acquisition so as to facilitate oral and written expression and comprehension of the Spanish language. By the end of this course students should have reached a stage where they are able to use the language independently and understand the main ideas of complex texts dealing with concrete and abstract topics. They should also be able to interact with native speakers with a degree of fluency and spontaneity, produce clear, detailed texts on a wide range of subjects and explain a viewpoint in detail giving the advantages and disadvantages of various options.
Prerequisite: **SPAN3002. Spanish III.2** or equivalent

Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments**,** iii) participation in class and iv) an oral test.

SPAN4002. Spanish IV.2 (6 credits)

This course is taught in the second semester and its aim is to build on the work done in SPAN4001. The intention is to help participants works towards a C1 level according to the CEFR (Common European Framework of Reference for Languages) and lead them towards a mastery use of the Spanish language. Students will be exposed to a variety of texts from different media (written, audio and video) as well as a broad selection of spoken varieties from the Hispanic world. This course aims at further developing students' language proficiency through a more in-depth study of important grammatical topics. It also aims to increase students' vocabulary acquisition so as to facilitate oral and written expression and comprehension of the Spanish language. By the end of this course students should have reached a stage where they are able to use the language independently and understand a wide range of demanding, longer texts and recognize implicit meaning. They should also be able to express themselves fluently and spontaneously and use language effectively for social, academic and professional purposes. Finally, they should be able to produce clear, well-structured texts on complex subjects, using connectors and cohesive devices.

Prerequisite: **SPAN4001. Spanish IV.1** or equivalent

Assessment: 100% coursework. Coursework includes: i) progress tests, ii) other assignments**,** iii) participation in class and iv) an oral test.

SWEDISH

The objective of the Swedish programme is to bring students to a proficient level in the language and gain a good command of the four language skills; speaking, listening, reading and writing and to acquire a sound knowledge of Swedish culture and society as well. The Swedish programme is offered as a minor.

In order to declare a minor in Swedish, students must complete the introductory courses, **SWED1001** and **SWED1002;** OR **SWED1003** (12 credits in all) in year 1 or 2, followed by four advanced courses in year 2, 3 or 4, i.e. **SWED2001**, **SWED2002**, **SWED3001** and **SWED3002**.

Finally, students are encouraged to participate in a 3 to 4 weeks' linguistic stay in Sweden during the summer or winter either between their second and third year or third and fourth year of study.

Minor (36 credits):

To complete a Minor in Swedish, students are expected to take the following courses:

- **Prerequisite courses (12 credits):**
  {SWED1001. Swedish I.1 and
  SWED1002. Swedish I.2} or
  SWED1003. Swedish I

- **Core courses (24 credits):**
  SWED2001. Swedish II.1
  SWED2002. Swedish II.2
  SWED3001. Swedish III.1
  SWED3002. Swedish III.2

Students with prior knowledge of Swedish are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Swedish instead in place of the exempted course for the Minor.

Core Courses

SWED1001. Swedish I.1 (6 credits)

This course is for beginners of Swedish and will introduce the students to the essentials of the Swedish language. The course will cover speaking, listening, reading and writing with a special emphasis on speaking. Students will learn how to interact in everyday situations and describe their personal circumstances, such as family, profession and hobbies. Apart from using textbooks, additional classroom materials, such as videos and other audio-visuals will be used. The course will also give students an insight to Swedish culture and society. Since Sweden, Norway, and Denmark are closely related in culture and language, the course will also enable students to develop an understanding of Scandinavia.
Non-permissible combination: **SWED1003**
Assessment: 100% coursework

SWED1002. Swedish I.2 (6 credits)

This course is a continuation of **SWED1001. Swedish I.1** and will further introduce the students to the essentials of the Swedish language. Students will be able to engage in short conversations about everyday situations such as shopping, means of transport, asking for directions, making a phone call, etc. Apart from using textbooks, additional classroom materials, such as videos and other audio-visuals will be used.
Non-permissible combination: **SWED1003**
Prerequisite: **SWED1001. Swedish I.1** or equivalent
Assessment: 100% coursework

SWED1003. Swedish I (12 credits)

SWED1003 is an alternative to SWED1001 and SWED1002. Students taking SWED1003 commit to a full two-term sequence, with no spring-term add/drop period. SWED1003 has the same contact hours, classroom times, and assessments as SWED1001 and SWED1002. SWED1001 and SWED1003 share an enrolment quota. In case of a waiting list, SWED1003 students will receive preference. SWED1003 will introduce basic Swedish literature and help students to formulate independent opinions in the language. Apart from using textbooks, additional classroom materials, such as videos and other audio-visuals will be used. The course will also give students an insight to Swedish culture and society. Since Sweden, Norway, and Denmark are closely related in culture and language, the course will also enable students to develop an understanding of Scandinavia.
Non-permissible combination: **SWED1001** or **SWED1002**
Prerequisite: Nil
Assessment: 100% coursework

SWED2001. Swedish II.1 (6 credits)

This course is a continuation of **SWED1002. Swedish I.2** or **SWED1003. Swedish I**. The intention is to build further on the junior level work and widen the scope of exposure to more complex aspects of the language. The teaching will diversify through the use of more elaborate material and a variety of

teaching techniques. Participants are expected to consolidate their understanding of Swedish language and develop further their production and reception skills.
Prerequisite: **SWED1002. Swedish I.2**, **SWED1003. Swedish I** or equivalent
Assessment: 100 % coursework

SWED2002. Swedish II.2 (6 credits)

This course is a continuation of **SWED2001. Swedish II.1**. The intention is to build further on the previous level work and widen the scope of exposure to more complex aspects of the language. The modes of teaching adopted will diversify, and more elaborate material will be used. Students will learn about the Swedish educational system and employment procedures. Through discussions and presentations, they will share their own experiences of education in Hong Kong and in Swedish, hence expanding their vocabulary as well as laying the foundation for possible work and education exchange in Sweden and Scandinavia.
Prerequisite: **SWED2001. Swedish II.1** or equivalent
Assessment: 100% coursework

SWED3001. Swedish III.1 (6 credits)

This course continues to build on the two previous years' work on a more advanced level. The intention is to allow students to develop a fairly comprehensive understanding of the Swedish language through the study of a variety of documents (written, audio and video). The selection of documents will also serve as a basis for discussion on some social issues regarding contemporary Sweden, as well as its history and cultural background. It also asks or more analyzing, participating roles from the students involved, such asking them to read and discuss contemporary Swedish news articles and analyze chapters from Swedish literature.
Prerequisite: **SWED2002. Swedish II.2** or equivalent
Assessment: 100% coursework

SWED3002. Swedish III.2 (6 credits)

This course is a continuation of **SWED3001. Swedish III.1** and the students are expected to be able to use the spoken and written language on an increasingly advanced level. The students will continue to develop their language skills and simultaneously actively apply their acquired knowledge within different contexts of the course. The selection of documents will serve as a basis for discussions pertaining Swedish society as well as the students' own experiences of Hong Kong society, students will also be given new chances to examine their skills, such as with a short film in Swedish where they use their fluency while also displaying their knowledge of Swedish culture.
Prerequisite: **SWED3001. Swedish III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

SWED2003. Nordic societies and politics (6 credits)

This course will introduce the region of Scandinavia, which includes Sweden, Denmark, Norway, Finland, and Iceland, through the main themes of its history and culture. It will explore features common to Scandinavia as a whole as well as aspects unique to each country. It will also take a look at Sino-Scandinavian relations and draw comparisons between the contrasting lifestyles of Scandinavians and Hong Kongers. Students can expect to gain an understanding of a region famous for balancing the demands of an advanced and highly competitive economy with one of the world's most comprehensive social welfare systems.
Prerequisite: Nil
Assessment: 100% coursework
Medium of instruction: English

SWED3003. Swedish reading course (6 credits)

This course will introduce students to the literature of Sweden through reading, analysis and discussion of a selection of texts, covering a range from late 19th century to contemporary authors. The texts will enhance the students understanding of historical developments and contemporary trends in Swedish society as well as different literary genres in Sweden. Texts from other Scandinavian countries will also be introduced. The course will be conducted in Swedish and students are required to have a good knowledge of the language. Students will enhance their language and communication skills.
Prerequisite: **SWED3001. Swedish III.1** or equivalent
Assessment: 100% coursework

THAI

The objective of the Thai programme is to bring participants to a high level of proficiency in the language and to acquire a sound knowledge of Thai society and culture as well as of the Thai-speaking part of the world.

The Thai programme will also offer a minor in Thai which will provide students with a good command of the four different language skills: speaking, listening, reading**,** and writing. A language minor will also allow students to gain a deeper insight into the contemporary life and culture of the respective country. Languages combine well with all major programmes offered within the Faculty of Arts and they also provide students with additional opportunities to pursue further studies overseas.

In order to qualify for a minor in Thai, students must complete the introductory courses, **THAI1001** and **THAI1002**; OR **THAI1003** (12 credits in all) in year 1 or 2, followed by four advanced courses in year 2, 3 or 4, i.e. **THAI2001**, **THAI2002**, **THAI3001** and **THAI3002**. In addition, students will be strongly encouraged to participate in a 3 to 4-week linguistic stay in Thailand during the summer or winter between their second and third year.

Minor (36 credits)

To complete a minor in Thai, students are expected to take a total of 36 credits with following components:

- **Prerequisite courses (12 credits):**
  {THAI1001. Thai I.1 and
  THAI1002. Thai I.2} or
  THAI1003. Thai I
  These courses will be offered to undergraduates in year 1 or 2.

- **Core courses (24 credits):**
  THAI2001. Thai II.1
  THAI2002. Thai II.2
  THAI3001. Thai III.1
  THAI3002. Thai III.2
  These courses will be offered to undergraduates in Year 2, 3 and 4

Students with prior knowledge of Thai are required to take an interview/test with the Programme Coordinator. If course exemption will be granted, they are required to take an elective course in Thai instead in place of the exempted course for the Minor.

Core Courses

THAI1001. Thai I.1 (6 credits)

This course aims to teach complete beginners the basics of Thai with respect to the four linguistic skills of listening, speaking, reading, and writing. Students will also be introduced to Thai culture and society. Vocabulary and grammar will be presented in a communicative way for a variety of situations, e.g. making introductions, leave-taking, giving directions, shopping, making telephone calls and so on. The emphasis will be on spoken Thai.
Non-permissible combination: **THAI1003**
Assessment: 100% coursework

THAI1002. Thai I.2 (6 credits)

This course is a continuation of **THAI1001. Thai I.1**. It combines linguistic and communicative skills in Thai with a balanced emphasis on speaking, listening, reading and writing. Small classes will provide the students with an environment highly conducive to practicing their language skills. The course will also encourage students to exploit resources available on the Internet and in the SMLC's self-practice facilities (the Language Resources Centre and Practice Lab) which provide a wide range of materials for language practice such as audio and video discs.
Non-permissible combination: **THAI1003**
Prerequisite: **THAI1001. Thai I.1** or equivalent
Assessment: 100% coursework

THAI1003. Thai I (12 credits)

This introductory course combines THAI1001 and THAI1002 and requires no prior knowledge of Thai. Students enrolled in this course are guaranteed a place in both THAI1001 and THAI1002. Throughout the course, students will acquire basic linguistic and communicative skills in Thai, with a balanced emphasis on language proficiency and Thai culture. In addition to regular language classes, small tutorial groups will provide students with an ideal environment for practicing and enhancing their language skills.
Non-permissible combination: **THAI1001** or **THAI1002**
Prerequisite: Nil
Assessment: 100% coursework

THAI2001. Thai II.1 (6 credits)

This course continues to build on the First Year's work. The intention is to develop students' proficiency in the areas of speaking and listening, reading and writing. Class lectures are based on communicative methods.
Prerequisite: **THAI1002. Thai I.2**, **THAI1003. Thai I** or equivalent
Assessment: 100% coursework

THAI2002. Thai II.2 (6 credits)

This course is a continuation of **THAI2001. Thai II.1.** The intention is to build further on the previous work and widen the scope of exposure to more complex aspects of the language. More elaborate material will be used. Students are expected to consolidate their understanding of Thai and further develop their production and reception skills.
Prerequisite: **THAI2001. Thai II.1** or equivalent
Assessment: 100% coursework

THAI3001. Thai III.1 (6 credits)

This course continues to build on the first and second years' work. The intention is to lead students towards an in-depth understanding of Thai through the study of various materials provided in class.
Prerequisite: **THAI2002. Thai II.2** or equivalent
Assessment: 100% coursework

THAI3002. Thai III.2 (6 credits)

The course is designed for students who have completed **THAI3001. Thai III.1**. Students are expected to be able to use the spoken and written language at an advanced level.
Prerequisite: **THAI3001**. **Thai III.1** or equivalent
Assessment: 100% coursework

Elective Courses

Students are encouraged to take the following elective courses to enrich their studies of language, though a language minor only requires students to take 6 core language-learning courses. In addition, they can consider taking "GLAS3111 Global and Area Studies internship" (6 credits), "GLAS3112 Field trip course" (6 credits) and "GLAS3119 Overseas immersion language course" (6 credits) when the course offerings fit their study plan, provided that they meet the enrollment conditions.

THAI1021. Introduction to Thai culture and society (6 credits)

This course provides students with a broad-based description of Thai culture and society. It will include a brief historical overview of the country to examine various socio-cultural issues in traditional and modern Thai, and compare them to those of the Southeast Asian countries.
Prerequisite: Nil
Assessment: 100% coursework

THAI3003. Thailand today (6 credits)

This course will look at representations of various aspects of contemporary Thai society in the media in current time. Topics will include: Society and cultures in advertisements and films, fashion and music, Western and other Asian influences on youth culture and everyday life, Students will study each topic from materials in Thai such as TV commercials, newspaper texts, Thai songs, film clips and movies.
Co-requisite: (one of the following: **THAI3001**, **THAI3002**) or equivalent
Assessment: 100% coursework

THAI3004. Thai/English Translation: Practical skills (6 credits)

The objective of this course is to reinforce students' language skills in Thai. Students will practice written translations from Thai to English and from English to Thai conversely using a variety of texts from literature, Thai newspapers, magazines, posters, signs posts, brochures, and leaflets.
Co-requisite: (one of the following: **THAI3001**, **THAI3002**) or equivalent
Assessment: 100% coursework

THAI4001. Thai IV.1 (6 credits)

This course is designed to further develop students' fluency in written and spoken Thai. They will be able to achieve the goal of communicative competence in Thai beyond predictable everyday use. The selection of material used in class will also serve as a basis for discussion on social issues, current situation in Thailand and historic and cultural background.
Prerequisite: **THAI3002. Thai III.2** or equivalent
Assessment: 100% coursework

THAI4002. Thai IV.2 (6 credits)

This course is intended to be a final stage for the Advanced Thai. It is aimed to deepen and strengthen the four skills of listening, writing, reading and speaking in advanced contexts. The course will make ample use of television footages, excerpts of radio programmes, and articles from newspapers. There will also be opportunities to experience real-life situations, such as job interviews.
Prerequisite: **THAI4001. Thai IV.1** or equivalent
Assessments: 100% coursework

CENTRE OF BUDDHIST STUDIES

Buddhism has played an important role in the history and culture of Asia and is still a dominant religion in many Asian countries. The Minor in Buddhist Studies aims to give students a broad-based education that is both coherent and flexible and address the relation of Buddhism to culture, society, language, art, film and psychology. It provides a study pathway on the fundamental doctrines, institutions, and representations of Buddhism through historical, philosophical, artistic, psychological and sociological approaches. Students will have opportunities to gain a greater appreciation of commonly shared elements in Asian cultures (Indian, Chinese, Tibetan, and Japanese) and examine Buddhist practices in traditional and contemporary contexts.

To obtain a minor in Buddhist Studies, students are required to take a total of 36 credits. They are expected to take two introductory core courses (BSTC1003 and BSTC1004) and four advanced courses. The courses that can be selected to meet the requirements of the minor are listed below:

Core courses (12 credits):
BSTC1003. Introduction to religious studies (6 credits)
BSTC1004. Introduction to Buddhism (6 credits)

Advanced/cross-listed courses (24 credits):
BSTC2002. Life and Buddhism (6 credits)
BSTC2003. The Influence of Zen Buddhism on Japanese aesthetics (6 credits)
BSTC2004. Chinese Buddhism and ritual (6 credits)
BSTC2005. Buddhism in today's world (6 credits)
BSTC2006. Buddhist psychology and mental cultivation (6 credits)
BSTC2009. Japanese culture and thought: the Buddhist impact (6 credits)
BSTC2010. Buddhist art of Asia (6 credits)
BSTC2013. Buddhism through film (6 credits)
BSTC2014. Chinese Buddhist art (6 credits)
BSTC2017. Buddhism and economics (6 credits)
BSTC2021. Buddhist ethics (6 credits)
BSTC2022. The evolution of Buddhist meditation (6 credits)
BSTC2023. History of Buddhism in India (6 credits)
BSTC2024. The Buddhist conquest of China (6 credits)
BSTC2025. Early Buddhist philosophy (6 credits)
BSTC2026. Mahāyāna Buddhist philosophy (6 credits)
BSTC2027. Tibetan Buddhism (6 credits)
BSTC2028. Making sense of Chan Buddhism (6 credits)
BSTC2029. Reading Chinese Buddhist texts (6 credits)
BSTC2030. Chinese Buddhist calligraphy (6 credits)
BSTC2048. Buddhism and science: view and meditation in the light of physics and neuroscience (6 credits)
BSTC2049. Buddhism and gender (6 credits)
BSTC2050. Buddhism and ecology: integrating thought with action (6 credits)
ARTH2047. Arts of India (6 credits)
ARTH2087. Buddhist art of East Asia (6 credits)
CHIN2253. Chinese philosophy III: Buddhism (6 credits)
PHIL2800. Buddhist philosophy (6 credits)

BSTC2008. Sanskrit language I (6 credits)
BSTC2020. Sanskrit language II (6 credits)
BSTC3040. Sanskrit language III (6 credits)
BSTC3041. Sanskrit language IV (6 credits)
BSTC2015. Tibetan language I (6 credits)
BSTC2018. Tibetan language II (6 credits)

BSTC3042. Tibetan language III (6 credits)
BSTC3043. Tibetan language IV (6 credits)
BSTC2016. Pāli language I (6 credits)
BSTC2019. Pāli language II (6 credits)
BSTC3044. Pāli language III (6 credits)
BSTC3045. Pāli language IV (6 credits)
BSTC2046. Buddhist Chinese language: Indian Buddhist texts (6 credits)
BSTC2047. Buddhist Chinese language: native Chinese texts (6 credits)

Note: Please refer to the course description of non-BSTC courses from the relevant Programme's syllabuses. They may have prerequisite(s).

Core Courses

BSTC1003. Introduction to religious studies (6 credits)

In this course, students survey the academic study of religion through learning its subject matter, history, and interpretive frames to understand different ways people have thought, felt, and acted as religious devotees over the course of long histories of their religions and how scholars have enhanced our knowledge of religion and individual religious traditions through multiple methodological approaches. Students learn the subject matter by examining key beliefs, practices, and historical developments of selected world religions such as Christianity, Hinduism, Islam, Judaism, Taoism, and Shinto, and learn the history and interpretive frameworks of studying religion by surveying the antecedents of the religious studies discipline and critically accessing its theological, sociological, psychological, and phenomenological interpretive frames.
Assessment: 100% coursework.

BSTC1004. Introduction to Buddhism (6 credits)

Buddhism, being a major world religion, is an important cultural heritage of mankind. Its teachings have not only influenced art and philosophy throughout history, but have also become a source of inspiration for contemporary researchers in the fields of psychotherapy, neuroscience and education.
This course will systematically introduce to students the essence of Buddhist teachings. Special emphasis will be placed on the core teachings of the Buddha, which include the Four Noble Truths, Dependent Origination, Prajñā wisdom, Bodhisattva ideal, etc. and their practical applications.
Assessment: 100% coursework.

Advanced Courses

BSTC2002. Life and Buddhism (6 credits)

This course guides students to explore the thought, values and practices of Buddhism through the application of its fundamentals of philosophical theories and principles. Buddhist teachings entirely focus on the analysis of human life and offer a unique way to solve life's problems and achieve happiness. Just as the Buddha said, he taught one thing: suffering and its cessation. In this course, the basic Buddhist teachings of dependent arising, the relationship of mind and body, human behaviours and their consequences, the human condition and its causes, the concept of happiness, etc. will be investigated on the basis of the earliest Buddhist literatures namely the Pali Nikayas and Chinese Agamas.
Assessment: 100% coursework.

BSTC2003. The Influence of Zen Buddhism on Japanese aesthetics (6 credits)

Zen (禪) is a significant element in the cultural backbone of Japan. In this course, attention will be focused upon the impact of Zen thought and practice on Japanese culture. The course will begin with the introduction of proto-Zen from India to China, followed by the transmission and development of Zen in Japan. The aesthetic impacts of Zen practices are an important component of this course. Zen's influence on the aesthetics of everyday objects, experience, and judgments will be examined through examples in architecture, landscaping, arts, literature, spirituality, and lifestyle. From this course, students will gain a basic understanding of Zen Buddhism and the impact it has had upon the everyday thought and culture of the Japanese people.
Assessment: 100% coursework.

BSTC2004. Chinese Buddhism and Ritual (6 credits)

From the very early period and throughout the entire history of its transmission, Buddhism has adopted indigenous rituals and practices, and devised a great variety of its own rituals. This course provides an introduction to Buddhist ritual practice in Chinese Buddhism from the perspectives of their psychological, religious and spiritual significance. It begins by exploring several theories and research methods of ritual adopted in anthropology and religious studies and proceeds to studies of the doctrinal, mythic and other dimensions of Buddhist practice, examining the structural patterns of various rituals, surveying the different categories of ceremonies, and analysing the most important types of rituals, including the recitation of sutras (scriptures) and mantras, funeral ritual, ritual of liberation of living animals, and the ritual of saving all sentient beings from water and land (shuilu fahui) are examined in some detail. The focus of concerns will be the effort of ritual experiences on individual enlightenment, effect of ritual, and the expression of participants' understanding of Buddhist teaching. As a comparative approach to Buddhist rituals, the course will use related myths, texts, and video recordings of rituals. Fieldwork studies may also be conducted. Students therefore can personally witness how Hong Kong Buddhists perform some of these rituals.
Assessment: 100% coursework.

BSTC2005. Buddhism in today's world (6 credits)

Buddhism was founded by Buddha Sakyamuni more than 2500 years ago. Since then, it has spread to various places, and has become one of the major religions in the contemporary world. Buddhism has undergone a long historical development and its practices have experienced magnificent changes. This course is designed to explore, from various perspectives, the development of Buddhism in the contemporary period. It will first give an overview of the major Buddhist doctrines, and then review its history in a concise manner. Then it will look into a number of aspects of Buddhism, including institutional developments, lay Buddhism, ritual practices, and social relationships in various areas of today's world. Recent developments of Chinese Buddhism, which is closely concerned with human life in this world, as well as how Buddhism has transformed itself to suit the needs of the modern world, will also be explored.
Assessment: 100% coursework.

BSTC2006. Buddhist psychology and mental cultivation (6 credits)

In this course, we will examine Buddhist discourses on the nature and operation of the mind. We will study basic Buddhist principles and diverse practices of mental cultivation based on ancient Buddhist texts and manuals that present unique perspectives on individual, family, and society at large and world. The main topics covered in this course include psychology of dhamma and the theory of "dependent

co-arising", relation between mind and body, sensory perception and obsession, intentional actions and human wellbeing, positive thinking and self-initiative, controlling emotions and mindfulness practice, selfless being and awakened mind.
Assessment: 100% coursework.

BSTC2009. Japanese culture and thought: the Buddhist impact (6 credits)

Buddhism was perhaps the first instance of cultural globalization particularly in Asia beginning from the 3rd century B.C.E. Through missionary zeal it spread far and wide beyond the shores of the Indian subcontinent touching and influencing the lives of many Asian peoples. Since its introduction from Korea to Japan in the 6th century C.E., Buddhism played a pivotal role in moulding the ways of thinking of the Japanese people. This course introduces Japanese culture from Buddhist perspectives especially in light of Buddhist global developments by making constant references to both shared and distinct features in the ways of thinking between Chinese and Japanese peoples, and examining how Japanese Buddhism and culture including Zen, the tea ceremony, and Japanese cuisine became a global phenomenon after the 19th century. The aim is to critically appraise this cultural diversity based on Buddhism and heighten awareness of other cultures through the understanding of Japanese culture and thought.
Assessment: 100% coursework.

BSTC2010. Buddhist art of Asia (6 credits)

Visual art has always played a key role in delivering the message of the Buddha throughout the long history of Buddhism. During the process of its dissemination, various forms of visual art were created with symbolic meanings to facilitate and enhance the practice of Buddhist ritual and meditation. Therefore, when Buddhism was transmitted to China from the Eastern Han dynasty onwards, not only did it influence the religious belief of Chinese people, it also had great impact on the development of Chinese art, culture and science. This course will study and examine Chinese Buddhist art from historical and cultural perspectives to explore its origin, evolution and influence. The transmission of Buddhism as well as its transformations will also be studied through the investigation of the various art treasures found along the Silk Road. A study of these archaeological artefacts, religious monuments, and art and sculpture from the area would reveal to us the fascinating story of the development of Buddhism from India to Central Asia, China, South and Southeast Asia, and eventually to Korea and Japan.
Assessment: 100% coursework.

BSTC2013. Buddhism through film (6 credits)

Film is an important medium for reflecting and constructing not only contemporary cultural values, but also religious sentiments and stereotypes. In this course we will explore: a) how Buddhist doctrines, rituals, practitioners, and institutions are portrayed through films and documentaries produced in Asia and the West; and b) how Buddhist films may be used as forms of religious expression, practice and mission. During the course, students will acquire critical perspectives towards films and documentaries as multi-layered texts that use sound, visual narratives, and symbolic referents to portray religious subject-matters.
Assessment: 100% coursework.

BSTC2014. Chinese Buddhist art (6 credits)

The course introduces students to the rich world of Chinese Buddhist art from historical and thematic perspectives, through an examination of important Buddhist caves, paintings, sculptures, calligraphy, architecture, and renowned world cultural heritage sites in China. Starting with an introduction on Indian Buddhist art, this course comprises a series of thematically designed topics and issues from different historical periods and regions of China. In this course, students will be exposed to the ways Buddhism influenced Chinese art and come to appreciate how some distinct movements of Chinese Buddhist art, such as Pure Land, Lotus Sutra, Maitreya, Bodhisattva path, Chan, and Huayan, influenced East Asian art in general. This course will enable students to achieve visual literacy and gain a historical understanding of the origins and evolution of Chinese Buddhist art and iconography as a result of social, political and philosophical changes. Furthermore, they will learn to critically analyze how Buddhist art conveys the Buddhist teachings and serves as an instrument of propagation for Buddhism at large.
Assessment: 100% coursework.

BSTC2017. Buddhism and economics (6 credits)

Living in a market economy where short-term profit and economic growth appear to be the ultimate goal, can the Buddhist teachings bridge the divide between our spiritual and material needs and reconcile the tension between doing good and doing well? In this course we will introduce some core Buddhist teachings and explore ways of achieving sustainability in individuals, society and the environment through the cultivation of morality and well-being. The efficacy of Buddhist perspectives on decision-making and their practical implications to our daily life will be discussed. Prior knowledge of Buddhism and Economics may be useful but it is not required for this course.
Assessment: 100% coursework.

BSTC2021. Buddhist ethics (6 credits)

Buddhism assigns ethics a crucial place in the daily life of its practitioners and their pursuit of the final spiritual goal. This course introduces students to core doctrines and teachings that underpin Buddhist ethical approaches alongside several essential Buddhist social, ritual and contemplative practices aimed at nurturing an ethical disposition. Through the lens of Buddhist perspectives, it critically explores a range of contemporary ethical issues, including animals and the environment, war and violence, sex and gender, abortion, suicide and euthanasia, and AI. The course also fosters a historically informed understanding of lived approaches to ethical issues across diverse Buddhist traditions, cultures and societies. Students will analyse complex ethical issues using insights from Buddhist teachings, refining their skills in critically evaluating ethical discourse.
Assessment: 100% coursework

BSTC2022. The evolution of Buddhist meditation (6 credits)

During the past decades, mindfulness practice, a form of Buddhist meditation, has not only become popular among mainstream culture embraced by some of the world's biggest corporates, including Google, Facebook, P&G, etc. but also become the building blocks of several important stress reduction psychosocial interventions such as Mindfulness Based Stress Reduction (MBSR) and Mindfulness Based Cognitive Therapy (MBCT). In this course, students will have a chance to study the evolution of Buddhist meditation: from its origination to its latest manifestation as psychosocial interventions spanning more than 2000 years. Through the study of Buddhist meditation texts and experiential learning, the theories and practices of several important Buddhist meditation methods will be introduced, such as mindful-breathing, compassionate meditation, samadhi and vipassana. Students will be expected to allocate time to practice at home what they have experientially learned in class. In order for

students to gain both a theoretical and practical understanding about the different types of meditation, this class will include weekly lectures and meditation workshops.
Assessment: 100% coursework

BSTC2023. History of Buddhism in India (6 credits)

This course aims to provide a comprehensive introduction to the history, doctrines and philosophy of Indian Buddhism. The main themes of the course include: the cultural background out of which Buddhism arose; the life of the historical founder and his teachings; the compilation of the Buddhist canon; the classification and development of the Buddha's teachings; interpretations and debates during the Buddhist Councils; the emergence and development of the major Buddhist sects; King Aśoka and his contribution to the propagation of Buddhism; the rise of Mahāyāna and Tantric Buddhism; the spread of Buddhism outside India; and the decline of Buddhism in India.
Assessment: 100% coursework.

BSTC2024. The Buddhist conquest of China (6 credits)

Buddhism was introduced to China from India over 2,000 years ago and has been successfully integrated into Chinese culture and society, contributing to the development of Chinese civilization. In this course, we will examine how this foreign religion's conquest of China played out from a historical perspective and how it became part of Chinese society, culture, and other religions. The aim of this course is to examine the trials and tribulations which Buddhism went through while establishing itself in China and how it became an integral part of the Chinese culture.
Assessment: 100% coursework.

BSTC2025. Early Buddhist philosophy (6 credits)

This course introduces students to the fundamentals of Buddhist philosophy as preserved in the Chinese Āgamas and Pāli Nikāyas which are considered among the earliest Buddhist literature. We will offer a description of the religious and philosophical milieu in which Buddhism arose in order to show how the polarization of intellectual thought into spiritualist and materialist ideologies gave rise to Buddhism. The following central topics will be discussed critically and analysed for presenting the epistemological, metaphysical and ethical foundation of Buddhist philosophy — dependent arising, an analysis of mind, moral theory and practice, the doctrine of non-self, and the conceptualization of *nibbāna*.
Assessment: 100% coursework.

BSTC2026. Mahāyāna Buddhist philosophy (6 credits)

The aim of this course is to provide a foundational knowledge of Mahāyāna Buddhism for students with no or little background in Buddhist Studies. At the end of the course, students will acquire fundamental knowledge of the Mahāyāna tradition. In keeping with this aim, this course will include: a survey of contemporary theories on the origins of Mahāyana; an examination of the conception and formulation of the Bodhisattva ideal in the earliest extant Mahāyāna texts, such as the *Aṣṭa-sāhasrikā Prajñāpāramitā*, *Ugra-paripṛcchā*, and so forth; discussions surrounding the question of primitive *Prajñāpāramitā*, the emptiness doctrine (*śūnyatā*) expounded by Nāgārjuna, the doctrines of the early Yogācāra and *tathāgatagarbha*. Other fundamental Mahāyāna doctrines examined include the *trikāya*, the six *pāramitā*, and the ten-stage progression (*daśabhūmi*). Some important scriptures are also selected for discussion, including the *Diamond-cutter sutra*, the *Vimalakīrti-nirdeśa*, and the *Saddharmapuṇḍarīka*.
Assessment: 100% coursework.

BSTC2027. Tibetan Buddhism (6 credits)

Tibetan Buddhism is a form of Mahāyāna Buddhism that developed in Tibet, Mongolia, parts of Russia, and the Himalayas over the course of more than one thousand years. In this course we will examine the history, institutions, teachings, and ritual practices of Tibetan Buddhism. We will do so by following two parallel tracks, one historical and the other thematic, providing on the one hand a sense of the origins and development of Tibetan Buddhism, and on the other a general overview of some central topics such as Tibetan Buddhist art; meditation practices on the Buddhist path of liberation, pilgrimage, death and dying; and more. Although foundational knowledge of Buddhism will be provided in the opening weeks, some prior basic knowledge of Buddhism would be helpful for students wishing to take this course.
Assessment: 100% coursework.

BSTC2028. Making sense of Chan Buddhism (6 credits)

Chan Buddhism is the most important and influential Buddhist school in China. It is characterized by its enigmatic stories and dialogues about religious epiphany, known as gong'an. This course introduces the origin, development, basic doctrines, and cultural influence of Chan Buddhism and some eminent Chan masters such as Bodhidharma, Huineng, and Mazu Daoyi. Students will be guided to appreciate and decipher a number of well-known gong'an stories.
Assessment: 100% coursework.

BSTC2029. Reading Chinese Buddhist texts (6 credits)

This course focuses on an in-depth reading of selected texts from major genres in the Chinese Buddhist Canon translated at different historical periods including histories, biographies, and doctrinal treaties. Through a combination of selected readings, the students will not only learn about a range of Buddhist doctrines, religious practices, ethical values, cosmologies, myths, and the lives of individual monks in Indian Buddhist society, but also about how Indian Buddhism was received by the Chinese as reflected in the translation of Indian texts and Chinese commentaries.
Prerequisite: "BSTC1004. Introduction to Buddhism"
Assessment: 100% coursework.
Note: Chinese is an integral part of this course and course materials will be in Chinese or, where appropriate, in English translation. Students are expected to have an understanding of basic classical Chinese. Those with no prior knowledge of Chinese characters should seek advice from the teacher prior to enrolling in this course.

BSTC2030. Chinese Buddhist calligraphy (6 credits)

Since the introduction of Buddhism to China, Buddhist sacred writing culture enriched and enchanced the development of Chinese calligraphy. This course includes lectures and experiential workshops which provides an introduction of Buddhist writing culture from the perspectives of religious art and history of Chinese calligraphy. It will guide students to explore the theories, research methods and practice of Buddhist calligraphy through examining the calligraphy of Dunhuang manuscripts, Buddhist stone sutras, stone stele inscriptions from various ancient archaeological sites. The master calligraphers and Buddhist scribes will be examined. In addition to workshop demonstrations by the teacher, students will acquire the basic techniques, methods and practice of writing with brush. It will enable students learning how to write calligraphy mindfully with tranquility as the quintessence of Buddhist mental

cultivation and modalities of writing cultures. They will also appreciate the essence of Buddhist texts, such as the Heart-sūtra and Diamond-sūtra
Assessment: 100% coursework.

BSTC2048. Buddhism and science: view and meditation in the light of physics and neuroscience (6 credits)

Buddhism and science have developed models of reality based on empirical evidence and logic. Eastern models of reality tend to be structured around mind, and one idealist current of Buddhist thought even reduces matter to mind on the presupposition that mind alone exists (cittamātra). Western scientific models, however, are inclined to privilege matter, to the extent that for extreme proponents of scientific materialism mind has no place in a naturalistic account of the world. Given this situation, the grounds on which Buddhism and science can meet are models of reality that do not attempt to reduce mind and matter to each other. The acceptance of such a view inevitably leads to the question of whether and, if yes, how mind and matter are capable of mutual interaction. Some models of quantum physics suggest that consciousness, or the act of observation, may play a fundamental role in determining the outcome of quantum events. Numerous neuroscientific and medical experiments with experienced meditators have also shown that systematic mental training leads to a physical change in the brain and in the biochemistry of our body cells. This suggests a mutual influence of mind and matter in a complex process of dependent arising, which according to the Buddhist philosopher Nāgārjuna presupposes emptiness in the sense that everything involved in this fundamental process lacks an independent existence. Modern science and Buddhism thus share in common that there is no objective reality independent of observation.
The course is designed to help students understand the many facets of the dialogue between Buddhism and science. To this end, the course will explore the relevance of Buddhist philosophy and contemplative practices in providing models of reality for the unusual experiential results in modern physics and also in current science-based formats of working with the mind.
Assessment: 100% coursework.

BSTC2049. Buddhism and gender (6 credits)

Gender dynamics shape religious worlds in diverse and complex ways. This holds true in Buddhism as it does in other religious traditions. In this course we will take an interdisciplinary approach to critically examine the relationship between Buddhism and gender in a broad variety of historical and Buddhist thematic contexts. To accomplish this, we will immerse ourselves in Buddhist texts and teachings, analyse material and visual culture, and delve into the lived experiences of Buddhist practitioners spanning from Early Buddhism to the present day, across a range of Buddhist traditions, cultures, and geographical settings. In so doing, we will explore topics including the role and status of women, the construction of Buddhist masculinities and femininities, the gendering of religious roles, institutions and practices, and activism towards gender equality in Buddhist communities. No background knowledge of Buddhism is required for this course and all students are welcome.
Assessment: 100% coursework

BSTC2050. Buddhism and ecology: integrating thought with action (6 credits)

The adoption of pre-ecological thinking and engagement in environmental action are of paramount importance for the future of the planet and humanity. Within the context of Buddhism, there exists a profound emphasis on the interconnectedness of all entities and their inseparable connection to the natural world. Buddhism acknowledges the significance of embracing the environment and recognizes the karmic consequences of human actions.

This course aims to delve into the foundational principles of ecological thought within Buddhism. It will explore the ethical and doctrinal considerations of Buddhism regarding ecological issues, as well as examine perspectives on the interplay between humanity and nature. Furthermore, the course will scrutinize Buddhist environmental thought and activism, focusing on contemporary trends within the Buddhist community and their endeavors in addressing environmental challenges such as climate change, renewable energy, consumerism, deforestation, and education.
By integrating Buddhist philosophy and action into ecological consciousness, students will not only engage in critical analysis of Buddhism's role in fostering pro-ecological thinking and action, but they will also evaluate how these principles can be applied to foster both individual and communal activism that advances ecological well-being.
Assessment: 100% coursework

BSTC2008. Sanskrit language I (6 credits)

Sanskrit, being one of the most ancient languages known to humankind, is considered by some to be a key to understanding human civilization, in particular, the rich cultural, philosophical and religious heritage of India whose influence on our world continues to be felt. Students of history, history of science, comparative literature, general and historical linguistics, philosophy and religions will discover that a basic knowledge of the language greatly enriches their studies. For students who intend to specialize in different aspects of Indian Buddhism, a reading knowledge of Sanskrit is essential. This course will give a comprehensive overview of the history, structure, and grammar of the language, covering topics such as scripts, phonetics, declensions, conjugations, and meters. Students are expected to be able to read and comprehend simple Sanskrit passages by the end of the course.
Assessment: 50% coursework and 50% examination.

BSTC2020. Sanskrit Language II (6 credits)

Sanskrit is one of the most ancient languages known to humankind. It is a key to understanding the rich cultural, philosophical and religious heritage of India whose influence on our world continues to be felt. Students of history, history of science, comparative literature, general and historical linguistics, philosophy and religions will discover that a basic knowledge of the language greatly enriches their studies. It is one of the four languages in which many Buddhist teachings are preserved. Indian Buddhist schools such as Sarvāstivāda, Yogācāra, Mādhyamikā composed most of their texts in Sanskrit. Many Mahāyāna texts such as the Prajñāpāramitā literature, *Saddharmapuṇḍarikā-sūtra* and many more treatises were composed in Sanskrit. Therefore, for students who intend to specialize in different aspects of Indian Buddhism, a reading knowledge of Sanskrit is essential. This course will cover the structure and grammar of the language, including topics such as, possessive nouns, numerals, relatives, future passive participle, present participle, passive voice, imperative and optative mood, different forms of the past tense, declensions, and conjugations.
Prerequisite: "BSTC2008. Sanskrit Language I" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.

BSTC3040. Sanskrit Language III (6 credits)

Sanskrit is one of the most ancient languages in the world and is studied by scholars of language and literature, religion, history and anthropology and by anyone who is interested in India's Buddhist cultural heritage. Sanskrit is the language not just of the religious literature of Hinduism and Buddhism, but extends to the fields of philosophy, science, art, music, mathematics, architecture, history, covering over three thousand years of development. Knowledge of Sanskrit grants access to an enormous body of Indian and Buddhist literature. The main focus of this course is grammar of the language, covering parts of speech, nouns of different gender and their declensions, verbs and their conjugations, participles

and their functions, syntax and reading and translation of selected Sanskrit passages from the *Jātakamāla* and the *Mahāvastu*. Students will be able to read and comprehend simple Sanskrit passages by the end of the course.
Prerequisite: "BSTC2020. Sanskrit Language II" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2040

BSTC3041. Sanskrit Language IV (6 credits)

Sanskrit, being one of the most ancient languages, is studied by scholars of language, religion, literature, history and anthropology and anyone who is interested in Indian and Buddhist cultural heritage. It is one of the three languages in which Buddhist teachings are preserved. Indian Buddhist schools such as Sarvāstivāda, Yogācāra, Mādhyamikā and Indian Mahāyāna and Vajrayāna composed their texts in Sanskrit. Therefore, for students who intend to specialize in different aspects of Buddhism, a reading knowledge of Sanskrit is essential. Students of Buddhist philosophy and history will discover that knowledge of the Sanskrit language greatly enrich their studies. This course is designed for students who wish to read and comprehend Buddhist Sanskrit texts and employ Sanskrit Buddhist resources for their future research.
Prerequisite: "BSTC3040. Sanskrit Language III" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2041

BSTC2015. Tibetan language I (6 credits)

Tibetan is the language of Tibetan Buddhist canon comprising for the most part translations of Sanskrit texts of Indian Buddhism and indigenous compositions of Tibet. The purpose of this course is to provide a working knowledge of classical Tibetan and a comprehensive overview of the history, structure, and grammar of the language, covering topics such as scripts, syntax, phonetics, and transliteration. The students will also learn to read and write basic Tibetan, while acquiring a practical understanding of grammar and the ability to translate sentences and short Buddhist passages mainly from Tibetan to English, but also from English to Tibetan. As an introductory course, the students are not expected to have any prior knowledge of the Tibetan language.
Assessment: 50% coursework and 50% examination.

BSTC2018. Tibetan language II (6 credits)

This course is designed for students with basic knowledge of literary Tibetan and grammar. It will cover advanced features of Tibetan grammar, syntax and complex sentences. Students will be introduced to reading and translating selected passages from different genres of Tibetan literature. Tibetan I or an equivalent qualification is required for enrolling in this course. At the end of the course, the students are expected to acquire a standard to write basic Tibetan, and the ability to translate selected passages from different genres of Tibetan literature.
Prerequisite: "BSTC2015. Tibetan language I" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.

BSTC3042. Tibetan language III (6 credits)

The purpose of this course is to provide comprehensive knowledge of classical Tibetan Buddhist texts translated from Sanskrit. These include both canonical and later commentarial texts written by Indian scholars. In this course students will be guided in reading, comprehension and translation of classical

Tibetan texts from different genres. At the same time idiomatic and typical expressions and terminologies will be explained. This course will not deal with topics such as basic grammar, phonetics and transliteration.
Prerequisite: "BSTC2018. Tibetan language II" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2042

BSTC3043. Tibetan language IV (6 credits)

The purpose of this course is to provide comprehensive knowledge of classical Tibetan Buddhist texts composed for the most part by native Tibetan Buddhist scholars. Some translations made from Sanskrit into Tibetan may also be included for the purpose of comparison with native Tibetan writings. This course will focus on understanding the structure and syntax of classical texts of different genres. Idiomatic and typical expressions and terminologies will be explained to aid students in their translation.
Prerequisite: "BSTC3042. Tibetan language III" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2043

BSTC2016. Pāli language I (6 credits)

Pāli is the language of Theravāda Buddhist canon used by the Theravada Buddhist tradition commonly practiced in South and Southeast Asia. This canon is the only complete Buddhist canon dating back to the 3rd century B.C. This course is meant for those students who have no prior knowledge of Pāli and who wish to become familiar with Pāli expressions and idioms so as to understand simple passages of Pāli Buddhist texts. The main focus of the course is to introduce the basics of the Pāli language including its grammar phonetics, parts of speech, nouns of different genders and their declensions, verbs and their conjugations, participles and their functions, syntax and classification of sentences. By the end of the course the students are expected to be able to read simple Pāli sentences and understand their religious and philosophical significance.
Assessment: 50% coursework and 50% examination.

BSTC2019. Pāli language II (6 credits)

The main focus of the course is to introduce more practical knowledge of Pāli that enables students to read easy Pāli passages, both prose and verse, extracted directly from the Pāli texts. It also introduces remaining grammatical components not included in 'Pāli Language I' such as basic grammar together with exercises, including phonetics, parts of speech, nouns of different gender and their declensions, verbs and their conjugations, participles and their functions, syntax and classification of sentences. By the end of the course the students are expected to be able to read the Pāli discourses and produce philosophical presentations on Buddhist concepts.
Prerequisite: "BSTC2016. Pāli language I" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.

BSTC3044. Pāli language III (6 credits)

Pāli is the language of a large body of Theravāda canonical and non-canonical Buddhist literature. Here we find a rich variety of texts that contain valuable information on the religious, social, political, literary and linguistic history of South Asia. Important contributions are made in Pāli to philosophy and psychology through the analysis of the nature of *dhammas*, the classification of various kinds of mind and mental states, phenomenal processes and their causal relations. All of these topics can be understood

through a careful study of Pāli literature. The course is devoted to the understating and translating of selected Pāli passages, as well as explaining the content of the Pāli canon and its commentaries and gradually building sufficient vocabularies for the purpose of reading the Pāli texts independently.
Prerequisite: "BSTC2019. Pāli language II" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2044

BSTC3045. Pāli language IV (6 credits)

This course enables students to independently read Pali texts with the help of dictionaries. Every assigned reading will be self-contained in its relation to Buddhist teachings and their significance. The main focus of this course is to make grammatical explanations as clear as possible, while also gaining access to Pāli original sources for textual studies research using the Pāli dictionary and vocabulary. Each lesson includes a set of readings with an accompanying glossary and grammatical notes covering different nouns and their declensions, verbs and their conjugations, compounds, primary and secondary derivates, syntax, clause and numerals.
Prerequisite: "BSTC3044. Pāli language III" or possess equivalent knowledge
Assessment: 50% coursework and 50% examination.
Non-permissible combination: BSTC2045

BSTC2046. Buddhist Chinese language: Indian Buddhist texts (6 credits)

This course aims to guide students to systematically acquire the ability to read Chinese Buddhist canonical texts that are translated from Indic languages through a guided reading ofthe *Diamond Sutra*, and other texts. The textual sources used in the course mainly consist of the Buddhist texts in Chinese translated by Xuanzang and Kumarajiva. Grammatical guide to reading Buddhist Chinese language will be introduced in combination with reading the Diamond Sutra. This course will build a foundation for further studying Indian and Chinese Buddhist doctrines.
Prerequisite: Course instructor's approval for students whose first language is not Chinese or Japanese
Assessment: 50% coursework and 50% examination.
Note: This course is designed for students who know at least 500 Chinese characters. Students whose first language is not Chinese or Japanese should check with the course instructor as to their suitability for the course before enrolling. Students may need to take a qualification test.

BSTC2047. Buddhist Chinese language: native Chinese texts (6 credits)

This course is designed for those who wish to read the Buddhist texts composed in Classical Chinese. The text sources used in this course are those which had significant impact on the development of Chinese Buddhism. Students will learn the fundamental grammar of the language and Buddhist vocabulary by reading selections of Buddhist texts. The course contents cover a wide range of Chinese Buddhist texts dating from the first century CE to the end of medieval China including the colloquial Chan Buddhist writings and rhetorical biographies of eminent monks. This course will build a foundation for further studying Chinese Buddhist history and doctrines.
Prerequisite: "BSTC2046. Buddhist Chinese language: Indian Buddhist texts" or course instructor's approval for students whose first language is not Chinese or Japanese.
Assessment: 50% coursework and 50% examination.
Note: This course is designed for students who know at least 700 Chinese characters. Students whose first language is not Chinese or Japanese should check with the course instructor as to their suitability for the course before enrolling. Student may need to take a qualification test.

FACULTY OF ARTS

These syllabuses apply to candidates admitted to the non-BA(GCIN) curriculum in the academic year 2025-2026 and thereafter.

GLOBAL CREATIVE INDUSTRIES

Through foundational courses on the history and structure of the creative industries, along with specialized courses in their chosen concentration, students explore the social, political, and economic influences on creative industries worldwide. They can take diverse courses on topics such as film, music, gaming, and social media, and participate in hands-on internships and overseas experiences in Greater China, Japan, South Korea, and Europe, etc.

One of the Programme's standout features is its diverse range of internships, industry experiences, capstone projects, and field trips. These opportunities may be local, regional, or global, all designed to provide students with practical, hands-on learning experiences. Industry experience courses allow students to gain immersive exposure in the creative sector. Capstone options provide international industry experiences, with one focusing on independent research and the other integrating classroom learning with real-world internships. Advanced electives further explore specialized topics through expert-led sessions and immersive experiences, equipping students with essential knowledge and skills for success in diverse fields.

Major in Global Creative Industries (72 credits)

Candidates intending to pursue a second major in Global Creative Industries are required to complete the following requirements, and obtain a minimum grade of B+ in both GCIN1001 and GCIN1010. In addition, the Programme Team will conduct screenings and possibly interviews to vet applications for majoring in GCIN from non-BA(GCIN) students.

- Compulsory courses: Take *all* the following courses (totaling 42 credits)

  Year 1:
  GCIN1001. Introduction to global creative industries (6 credits);
  GCIN1010. The business of creativity: An introduction (6 credits); AND
  One introductory course offered by any Arts programmes (6 credits)

  Year 2:
  GCIN2003. Cultural policy: A complex marriage of business, politics and culture (6 credits); AND
  GCIN2040. Research and practical methods in creative industries (6 credits)

  Year 2 to 4:
  GCIN2201. Industry experience I (6 credits)

  Year 4:
  either
  GCIN4001. Global creative industries research project (capstone experience) (6 credits);
  or
  GCIN4002. Global creative industries internship (capstone experience) (6 credits)

- Interdisciplinary advanced electives: Take *five* courses from the list below, with at least *three* courses (18 credits) from the same concentration, within Year 2 to Year 4 (totaling 30 credits). All are 6-credit courses unless otherwise specified. While some courses are listed on more than

one concentration, successful completion of any one of these courses will count towards the requirement of one concentration only.

Concentration: Film & Media Communications

Global and Creative Industries

GCIN2008. Advertising: Cultural and organizational dynamics
GCIN2020. New media, social media, and creative industries
GCIN2037. Marketing and managing fandom
GCIN2039. New media and global popular culture industry
GCIN2108. Immersive Storytelling: Introduction to XR Media Industries
GCIN2109. Introduction to VR Filmmaking

School of Chinese

CHIN2348. Bilingual studies in media and popular culture
CHIN2358. Journeys to the East: Translation and China in the literary imagination of the West

School of English

ENGL2085. Creative writing
ENGL2184. Visual communication

School of Humanities

CLIT2008. Film culture II
CLIT2025. Visual cultures
CLIT2026. Digital culture
CLIT2065. Hong Kong culture: Representations of identity in literature and film
GEND2004. Gender in visual and material culture
GEND2011. Feminism in popular culture

School of Modern Languages and Cultures

AMER2002. What's on TV? Television and American culture
GLAS2108. U.S. film in a global context from Golden-Age Hollywood to new Hollywood and beyond

Faculty of Social Sciences

JMSC2009. Visual communications
JMSC2021. Introduction to strategic communication
JMSC3013. Multimedia magazine design
SOCI2006. Critical issues in media studies
SOCI2015. Hong Kong popular culture
SOCI2055. Tourism, culture and society
SOCI2077. Media, culture and communication in contemporary China
SOCI2080. Media and culture in modern societies

Concentration: Gaming & Digital Humanities

Global and Creative Industries

GCIN2012. Introduction to video games studies
GCIN2035. Digital economy, media and entertainment
GCIN2106. Gameworlds and imaginaries
GCIN2107. Total Design - Experiential designs in the age of the virtual

Humanities and Digital Technologies

HUDT2100. Emerging trends and trajectories in digital practices
HUDT2205. eXtended Reality (XR) in the humanities

School of Humanities
HIST3080. Historical gaming

Concentration: Visual Arts, Heritage & Museum Studies
Global and Creative Industries
GCIN2009. Art worlds: Aesthetics, money, and markets
GCIN2017. Luxury markets in East Asia
GCIN2023. Fashion entrepreneurship
GCIN2104. Commodifying heritage

School of Humanities
ARTH2101. Installation and participation

School of Modern Languages and Cultures
GLAS2101. Art, time, and new media

Faculty of Social Sciences
SOCI2055. Tourism, culture and society

Concentration: Music & Performing Arts
Global Creative Industries
GCIN2101. Exploring sound: Instruments, art, and design
GCIN2102. Musicking in global subculture
GCIN2103. Mega-events
GCIN2105. Introduction to arts administration (cross-listed as MUSI2079)

School of Humanities
MUSI2086. Music business
MUSI2087. Music and entrepreneurship
MUSI2088. Music, AI, and the future of creativity

School of Modern Languages and Cultures
GLAS2101. Art, time, and new media

Other interdisciplinary electives:
Global and Creative Industries
GCIN2033. Gender and creative industries: An introduction
GCIN2051. Understanding cultural politics
GCIN3001. Special topics in Creative Industries

Notes:
1) Candidates may be required to take additional course(s) to fulfil the prerequisite(s) or co-requisite(s) of an advanced interdisciplinary elective. Please refer to the relevant Programme's syllabuses for course descriptions and enrollment conditions.

2) Candidates are encouraged to take one to two language learning courses (e.g. "ITAL1001. Italian I.1") in Year 1 or 2 to enhance their global perspective.

3) This programme is offered as a second major to non-BA(GCIN) candidates. Hence, BA candidates are required to declare and complete a major offered by the School of Chinese, School of English, School of Humanities or School of Modern Languages and Cultures as their first major on SIS to fulfil the degree requirements.

COURSE DESCRIPTIONS

Not all courses are offered every semester or annually. Please check with the teaching units for their course offering around August.

Compulsory Courses

GCIN1001. Introduction to global creative industries (6 credits)

This introductory course will adopt an interdisciplinary approach to examine significant and complex issues related to the emergence, development and prospect of the global creative industries. This course is a prerequisite for all students intending to declare a major in Global Creative Industries, but it is also suitable for anyone seeking a broad understanding of the interplay between culture and creative economy.
We will examine the concept of the 'global creative industries' by offering a brief overview of the industries of advertising, art, fashion, antiques and crafts, publishing, music, performing arts, digital entertainment, design, film and video as well as television and radio. We will survey and identify the key players and characteristics of the emerging global creative economy by exploring the development of creative industries in different regions, such as East Asia, North America and Europe. We will also analyze the impact and implication of the growth of global creative industries on the role and function of culture in society today. Our goal is to help students examine and reflect critically on the cultural, economic, social as well as political forces that shape the form and content of global creative industries.
Assessment: 100% coursework

GCIN1010. The business of creativity: An introduction (6 credits)

This course is required of all students intending to major in Global Creative Industries. This course will introduce students to the mechanism of production, circulation, consumption, regulation and representation of the global creative industries. We will examine the process of commercialization of creativity and culture. We will focus particularly on how cultural products are being produced, branded and reproduced at the industry-level. By drawing examples from a variety of areas such as Korea, China, Hong Kong, Japan, America and Europe, we will demonstrate how the business activities of the creative industries are shaped by and reshaping respective cultural traditions. Our goal is to encourage students to critique the increasingly complex relationship and interaction between culture and commerce.
Prerequisite: **GCIN1001**, with a minimum grade of B+
Assessment: 100% coursework

GCIN2003. Cultural policy: A complex marriage of business, politics and culture (6 credits)

This course is required of all students intending to major in Global Creative Industries. This course will examine the relationship between cultural policy and the development of the global creative industries. We will analyze why and how the state intervenes in the production, distribution and consumption of cultural goods and ideas. We will trace the development of cultural policies in different countries through a comparative approach. We will also explore the impact and limitation of national cultural policy in the global arena. Our goal is to help students identify and explain the complex interaction among business, politics and culture behind the operation of the global creative industries. Taught within a seminar type framework, students will be encouraged to select, in consultation with a staff member, a country or an area of focus for deeper examination.
Prerequisite/Co-requisite: **GCIN1010**
Assessment: 100% coursework

GCIN2040. Research and practical methods in creative industries (6 credits)

This course combines a research and practical skill approach to studying and working in the creative industries. First, it introduces students to the various research methods adopted by scholars of the creative industries working in cultural policy, management studies, economics, geography, and anthropology, among others. It surveys different research methods, including library and archival research, in-depth interviews and focus group research, statistical surveys, fieldwork participant observation, and goal-oriented policy research, and discusses ethical aspects of research. Second, it introduces students to the kinds of technical skills used in the creative industries, including how to use research methods in market analysis, an introduction to using multimedia software suites and various tools used for content creation, and newly emerging tools.
Prerequisite: **GCIN1010**
Assessment: 100% coursework

GCIN2201. Industry experience I (6 credits)

Industry Experience I provides students with hands-on experience in the creative industries by engaging with businesses or organizations locally, regionally, or internationally. Course activities may include internships, project-based work, and study trips, allowing students to acquire practical skills, industry insights, and networking opportunities. The main objectives are to offer industry exposure, cultivate a holistic understanding of the creative sectors, equip students with marketable skills, establish industry networks, and enhance self-marketing abilities.
Prerequisites: **GCIN1001** and **GCIN1010**
Assessment: 100% coursework.

Capstone Experience Course

GCIN4001. Global creative industries research project (capstone experience) (6 credits)

Students in this course pursue independent research and produce a research project under the supervision of a teacher in Global Creative Industries. Students will be expected to explore in depth a topic of interest to them in relation to the development of the global creative industries and the interaction between culture and commerce. We will provide a research skills workshop for students undertaking this course, where students will learn strategies for designing research questions, conducting research, and producing academic research projects. The projects can include multimedia components as part of the submission, such as online content and website construction, but they must also include a written research paper that analytically explains the project and its contribution to the field of global creative industries. The course aims to provide students the opportunity to create a portfolio of their own work that they can use for their future careers.
Prerequisite: **GCIN1001**, **GCIN1010** and **GCIN2040**
Assessment: 100% coursework

GCIN4002. Global creative industries internship (capstone experience) (6 credits)

This capstone experience course challenges students to integrate classroom learning with real-world experience through creative industry internships in Hong Kong or abroad. It nurtures an understanding of cultural production processes, practical business environments, and interactions with industry professionals. Students collaborate closely with their field supervisors and academic tutors to identify issues and develop projects related to socio-cultural factors influencing creative enterprises. They have the option to enhance their reports with multimedia elements such as websites or portfolios. The course aims to merge academic knowledge with practical skills, emphasizing the relationship between creative

industry operations and societal influences, thereby paving the way for future employment opportunities. Placement confirmation from host businesses or organizations is mandatory.
Prerequisite: **GCIN1001**, **GCIN1010** and **GCIN2040**
Assessment: 100% coursework

Interdisciplinary Advanced Electives

GCIN2008. Advertising: Cultural and organizational dynamics (6 credits)

This course enables students to study the cultural and organizational dynamics of the advertising industry to understand the economic, social, cultural and material processes that underpin the whole industry. Through an in-depth and comparative study of the creative processes, technology adaptation, value chains, overall organizational structures, and consumer images of the industry, the course aims to engage students in a critical discourse on the complex interplay between the economic and cultural forces which drive the development of the advertising industry in the global market.
Assessment: 100% coursework

GCIN2009. Art worlds: Aesthetics, money, and markets (6 credits)

The overall aim of the course is to analyse and understand the functioning of art worlds in a global context. It is taught primarily by lectures, with accompanying tutorials, and focuses on the different attitudes and values brought to bear on art works by different people in an art world. Because such works are not just appreciated in aesthetic and historical terms, but are also traded as part of an art market, the course seeks to tease apart the strictly cultural and aesthetic from other, social and economic, aspects that affect the production, distribution and consumption of art works.
Assessment: 100% coursework

GCIN2012. Introduction to video games studies (6 credits)

This course is an introduction to the exciting new field of video game studies. The course starts with tracing the historical background and recent development of the video game industry, followed by discussions on the major methods and approaches used to analyze video games as a cultural product. Through in-depth and comparative study of video games in social, economic, aesthetic, psychological, and gender perspectives, the course aims to engage students in a critical discourse on the major debates surrounding the medium.
Assessment: 100% coursework

GCIN2017. Luxury markets in East Asia (6 credits)

The course examines and compares the development of the luxury markets in different regions in East Asia including Hong Kong, Taiwan, China, Japan and Korea. Through in-depth case studies, the course enables students to analyze various branding and marketing, business management, pricing and product assortment strategies of luxury brands operating in East Asia. This course aims at enabling students to identify the cultural specificity of the production, circulation and consumption of luxury goods in East Asia and to reflect on the cultural concepts of pleasure and beauty embedded in the specific industrial and social contexts.
Assessment: 100% coursework

GCIN2020. New media, social media, and creative industries (6 credits)

Digitalization has become a central part of consumer life and the business world. Our economy, society and culture are being significantly (re-)articulated and shaped of digitalization and the Internet. In addition, new media and social media have become two very important pillars of creativity and innovation, marketing and management practices for consumer and business, from designing, hiring, reputation management to customer service. Different forms of new media, and social media, including QR codes, YouTube, Facebook MeWe, Instagram, Pinterest, Netflix Amazon, and Apple TV+, etc. are dramatically changing creative processes, technological development, value chains, buying behavior and customer service in our society. The course aims to provide students with an insight into how new media and social media inspire creativity and innovation, affect consumers and the society, as well as the cultural and organizational dynamics of the business world.
Assessment: 100% coursework

GCIN2023. Fashion entrepreneurship (6 credits)

The fashion industry does not only need good designers but also entrepreneurs who understand the language of design and designers. This course aims to provide the fundamental knowledge, skills and values to students who have the desire to become fashion entrepreneurs in the future, with a focus on start-up and small-scale business. The course will be taught through lectures, but will also include external guest speakers' seminars, workshops, projects on practical fashion businesses, visits to fashion companies / boutiques, exhibitions and fashion shows.
Assessment: 100% coursework

GCIN2033. Gender and creative industries: An introduction (6 credits)

This course investigates gender issues in the creative and cultural industries. The creative and cultural industries cover business-related industries such as films, TV, video and music industries, but also cultural sectors such as museums, galleries and libraries. However, given that a large number of female workers and activists are working in the creative industries, the problem of unequal gender opportunities still exists. Women are still often perceived to be less creative than men. The unequal and unnoticed lives of women are often obscured by high-profile and highly-paid male workers who normally assume the leadership roles in the creative industries. Further, the gender-related barriers that exist in other industry sectors are also prevalent within the creative and cultural sectors. The key issues in the creative industries are exemplified by the opportunity gap, wage gap and perception gap. By analysing the development of selected sectors of the creative industries, this course explores discriminatory issues relating to gender and the ways and means available to narrow inequality between men and women.
Assessment: 100% coursework

GCIN2035. Digital economy, media and entertainment (6 credits)

This course provides a critical introduction to the latest development of the media and entertainment industries in the digital economy. It introduces the key approaches and perspectives to the study of the global media and entertainment industries. It invites students to examine the impact of digitalization on the production, circulation, consumption and regulation of media and entertainment content. It also interrogates the changing organization and management of the media and entertainment industries. Drawing on international and especially Asian cases, the course explains the emergence of the major digital entertainment forms today including social media, video games, online videos and live-streaming and digital animation and visual effects.
Assessment: 100% coursework

GCIN2037. Marketing and managing fandom (6 credits)

Fans are important assets that many of them are hardcore customers and loyal supporters to their objects of affection. This course, compiles with interdisciplinary lectures and case studies, will discuss the motivation, intention and personal development of a fan of someone or something, categorisation of stereotypes of fans, the formation of fandom as a community to share common fan ideologies and practices, strategies to manage and deal with conflicts between fans, non-fans and anti-fans, concerns of political and copyright issues, and possible online and offline marketing and management strategies in celebrities, ACG (anime, comics and games), sports, and brand businesses.
Assessment: 100% coursework

GCIN2039. New media and global popular culture industry (6 credits)

Popular culture or low culture is not limited to be consumed as entertainment as it cultivates various sets of practices, beliefs, and shared meanings in societies. With social and cultural concerns, popular culture also plays an important role in the economy. This course sets with multimedia lectures, experience sharing and field studies, will let students to explore the businesses, collaboration between businesses, as well as individual participants like KOLs and daigou-ers who contribute to the socioeconomics in the global popular culture industry, such as popular music, celebrities, ACG, and new media industries, in the digital age.
Assessment: 100% coursework

GCIN2051. Understanding cultural politics (6 credits)

Cultural politics refers to the way that culture—including people's attitudes, opinions, beliefs and perspectives, as well as the media and arts—shapes society and political opinion, and gives rise to social, economic and legal realities. This course is designed to address what is cultural about politics and what is political about culture by bringing together text and visual art that offer diverse modes of engagement with theory, cultural production, and politics, to analyse how cultural identities, agencies and actors, political issues and conflicts, and global media are linked, characterized, examined, and resolved, and to elucidate how cultural theories and practices intersect with and elucidate analyses of political power. Topics include representation and visual culture; media, film, and communications; popular and elite art forms; the politics of production and consumption; art and aesthetics; the culture industry; cities, architecture, and the spatial; sports and games; global capitalism; value and ideology; power, authority, and institutions; and identity and performance.
Assessment: 100% coursework

GCIN2101. Exploring sound: instruments, art, and design (6 credits)

This comprehensive course delves into the realms of musical instruments, sound art, sound design, and the ways in which sound impacts our everyday lives. Students will explore the historical evolution of musical instruments, the principles of sound as an art form, the technological advancements in sound design, and the ecological and immersive aspects of soundscapes. Through theoretical study and practical exercises, students will gain a holistic understanding of sound in various contexts, emphasizing the importance of creativity in all aspects of sound exploration.
Assessment: 100% coursework

GCIN2102. Musicking in global subculture (6 credits)

This course examines the intricate relationships between music and a variety of subcultural practices across the globe. This course invites students to explore how diverse musical genres—such as hip hop with its vibrant dance and graffiti elements, punk's DIY ethos, reggae and drum and bass parties, trance and nomadic trance gatherings, as well as new age music and sound healing sessions—interact with and influence subcultural identities. Through a multidisciplinary approach that incorporates ethnomusicology, cultural studies, and sociology, students will analyse how music functions as a vital tool for collective identity construction within these subcultures. The course will delve into the historical, social, and political contexts that shape these musical forms and their associated practices, highlighting their roles in community building, resistance, and personal expression.
Assessment: 100% coursework

GCIN2103. Mega-events (6 credits)

This course examines the history, development, and current forms of global mega-events. Mega-events have become a defining feature of global creative industries over the past several decades, and they have become a key component of Hong Kong's future economic development strategy, as well as a major dimension of Hong Kong's creative economy. Although the history of mega-events stretches back to the World Expos of the 1800s and the modern Olympics of the 1900s, the second half of the 19th century has witnessed a dramatic increase in the type, number, scale, geographical spread, and economic value of global spectacles. In this course, students will examine a range of mega-events, including World Expos and the Olympics, as well as ACG conventions, film, art, and music festivals, global sports competitions, and food, fashion, and technology conventions. Students will learn about the historical, sociocultural, political, and economic aspects of planning, staging, and participating in mega-events, and will develop a critical understanding of how mega-events are shaped by both local and global forces.
Assessment: 100% coursework

GCIN2104. Commodifying heritage (6 credits)

Heritage has become big business in the modern era. From historical buildings to works of art to "intangible" forms of music and dance, heritage is a major part of modern nations' creative economies as well as the ways that nation-states understand themselves and present themselves to the world. This course will examine the historical, cultural, and social construction of the concept of heritage in modern societies through theoretical approaches and real-world case studies. Students will learn how the concept of heritage contributes to the self-understanding of societies, and how the heritage-related industries are influenced by policies and practices in different societies around the world. Using real-world case studies, students will also identify and solve problems related to heritage management in both local and global contexts.
Assessment: 100% coursework

GCIN2105. Introduction to arts administration (6 credits) (cross-listed as MUSI2079)
[Note: Students should enroll in the course with the GCIN-prefix to fulfil the concentration requirement of GCIN major.]

This yearly course is designed to provide students with a comprehensive overview of arts administration, with a supervised practicum element. Through discussions, interaction with guest speakers, and project-based internships, major topics to be explored include planning, development, marketing, artist relations, organizational structure, outreach, venue management, as well as issues and challenges commonly faced by arts administrators today.

Assessment: 100% coursework.

GCIN2106. Gameworlds and imaginaries (6 credits)

The virtual realms crafted within computer games serve as a profound entry point for exploring one of humanity's most defining traits: the imagination of the mind.
In today's post-industrial, networked society, recent technological advancements aim to engage and immerse the population in economically productive activities, whether in virtual or actual realms. This engagement often employs psychological manipulations and persuasive tactics to capture the attention of the masses, enticing individuals to consume products and experiences. However, it is imperative to balance this commercialization and individual atomization with the timeless human engagement in meaningful experiences and narratives—an engagement that is epitomized by the age-old practices of storytelling and literary imagination. These elements remain the hallmark of our humanity, even in the face of the AI revolution.
This course will delve into the origins and evolution of human immersive experiences, spanning literature, visual arts, cinema, and virtual realities. We will explore the myriad constructs that draw readers and viewers into engaging virtual worlds, examining the cultural meanings and essential components that comprise these imaginative realms. From spatial and narrative devices to cultural products and gender identities, these imaginaries will serve as the framework for constructing virtual worlds and experiences in our increasingly networked and complex reality, which now encompasses actual, virtual, and mixed-reality experiences.
Assessment: 100% coursework.

GCIN2107. Total Design - Experiential designs in the age of the virtual (6 credits)

Design Thinking has long been heralded as a powerful approach to problem-solving within engineering and social enterprises. Yet, design transcends mere solutions; it is an act of cultural production, endowing users with profound meaning and experience.
In the era of the Anthropocene, where human activities indelibly shape our planet, every facet of material production must consider its environmental and social impacts. Design, thus, becomes a responsible act, weaving through all aspects of life in our technologically advanced world. From graphic design to product design, and all forms of experiential design, we inhabit a comprehensively designed world.
Assessment: 100% coursework.

GCIN2108. Immersive Storytelling: Introduction to XR Media Industries (6 credits)

The advent of consumer grade VR and AR headsets around 2015 have enabled the emergence of the XR media industry. After an introduction to the history and theory of VR and AR, this course will focus on storytelling in the new medium of narrative VR. We will study the theory of VR film, including VR camera, shot, editing, sound, mise-en-scene, and storytelling. Students will be introduced to the emerging genres dominating VR content production, including journalism, documentary, drama, science fiction, historical, travel, and horror. We will experience and analyze many of the best examples of this emerging and rapidly evolving medium, such as The Evolution of Verse, Giant, Notes on Blindness, Apex, The Great C, Travelling While Black, Is Anna Ok?, Wolves in the Wall, Aripi, The Key, The Edgar Mitchell Experience, Gloomy Eyes, The Book of Distance, The Last Goodbye, Battlescar, Lustration, On the Monrning You Wake, Submerged, and many others.
Assessment: 100% coursework.

GCIN2109. Introduction to VR Filmmaking (6 credits)

VR film has been emerging as a new narrative medium since 2015. This course will introduce students to the basics of 180-degree VR filmmaking. Students will learn the entire process of VR film production including pre-production, shooting, and post-production. Students will gain technical expertise to operate a professional VR camera setup, including on set recording of omnidirectional sound. Students will further learn how to edit VR footage in Adobe Premiere Pro. All students will participate in a group project to produce a VR short film.
Assessment: 100% coursework.

GCIN3001. Special topics in creative industries (6 credits)

This course will be offered periodically with specific topics chosen by experts in the field, including scholars and industry practitioners. The course will consist of lectures and/or field trips to businesses, cultural sites, and events. Students will be given the opportunity to learn detailed knowledge, gain first-hand insights, and understand specific challenges and issues regarding particular aspects of the creative industries.
Prerequisites: **GCIN1001** and **GCIN1010**
Assessment: 100% coursework

FAITH AND GLOBAL ENGAGEMENT

Free elective

Please refer to https://leadforlife.hku.hk/ for more information.

LEAD9001. Lead for Life (6 credits)

Lead for Life is transformational experiential learning journey for undergraduate students, focused on cultivating character as the driving force of effective leadership. We believe that leadership is not based on a position but a person's disposition. Everyone has potential to be a leader of character. Leadership is a process of influencing others towards a goal, and the core of character leadership is that character is both the means through which influence is made, as well as the aspiration. Character leadership entails developing self-awareness of our current selves, our different strengths and styles of leadership, and continuously striving to fulfil our potentials and become the best versions of ourselves in the future. This lifelong journey is centred on living our lives in virtuous ways that positively influence others and promote a flourishing world.
At the heart of Lead for Life is nurturing a flourishing community for the intentional exploration and practice of strategies for character and leadership growth. We emphasize the importance of positive relationships with virtuous exemplars who seek to practice such qualities in daily life contexts. Students will journey with their mentor groups for two academic years, strengthening friendships, engaging in meaningful dialogues, supporting, and holding each other accountable. They will meet for gatherings organized by the mentor groups, which may range from casual social events to experiential educational activities in the community outside of HKU, allowing students to experience life beyond the academic and develop character leadership through engaging conversations and new experiences. Students will practice character leadership in their daily lives and communities, regardless of any position they may hold in any organisation. We aim to nurture a caring and fun space for students to flourish at HKU and to make a positive impact on the world.
Assessment: 100% coursework (graded on a Pass/Fail basis)

UNIVERSITY MUSEUM AND GALLERY

Free electives

Courses listed below may not be offered every year.

MUSE2001. Introduction to the Conservation of Art and Historic Artifacts (6 credits)

This course offers an introduction to the foundational aspects of conservation and the preservation of material culture. The history and development of the field of conservation in relation to museums and galleries would be presented, beginning with issues related to preventive conservation and general collections care. Subsequent lectures will focus on individual specialisms, including book and paper; stone, metal and ceramic objects; and paintings. Students benefit equally from theoretical material and practical information provided by established curatorial and conservation professionals. As an integral part of the course, students would visit conservation laboratories, museums and gallery spaces at HKU and across Hong Kong.
Prerequisite: At least one 1000-level Art History course.
Assessment: 100% coursework.

MUSE2002. Art meets Science: Materials and Techniques found in the Making of Historic and Contemporary Artefacts (6 credits)

This course teaches an introduction to organic and inorganic materials used in art making. Students will learn to combine scientific and humanist approaches to studying artefacts and artmaking processes. Individual lectures will focus on the material composition of works of art, including Chinese ink paintings on paper; metal, ceramic and glass objects; furniture; and lacquer. Students will learn about the history of artworks with an object-based and material-focused methodology. As an integral part of the course, students will handle and analyse objects closely and gain behind-the-scenes access to the conservation laboratory and museum at HKU.
Prerequisite: At least one 1000-level Art History course.
Assessment: 100% coursework.