

## **COURSE DESCRIPTIONS 科目簡介**

### **COURSES FOR 4-YEAR UNDERGRADUATE PROGRAMMES**

#### **GLA1001 Transpacific Literature in a Global World (3 credits)**

This course looks at the Pacific as the primary location for literary, historical, and racial imagination since the Age of Exploration. It studies the crisscrossing, transpacific field of inscriptions ranging from Captain Cook to Herman Melville, Mark Twain, Jack London, Maxine Hong Kingston, and Theresa Cha.

#### **GLA1002 Global Business and Management (3 credits)**

(recoded to GLA2003 from 2020-21)

#### **GLA1003 Global Inquiry and Research (3 credits)**

This course provides students with skills and knowledge in two areas: (1) the purposes and challenges of academic inquiry that attends to global context and consequences; and (2) the process, structure, and tools of globally-informed research. Combined training in these two areas lays a foundation for students to succeed in advanced coursework, enabling them to employ global perspectives and methodologies in a range of academic disciplines.

#### **GLA1004 Global Perspectives from the Arts (3 credits) (from 2020-21)**

As a required Year 1 course in the Global Liberal Arts programme from 2020-21 intake, this course lays a foundation for students to develop global competency vis-à-vis the arts and humanities disciplines. It draws from multiple disciplines to provide students with a range of tools to analyze comparisons, contrasts, and connections in the world through the lens of the arts. In so doing, it trains students to think in two directions: how to use the arts disciplines to explore world dynamics and world areas, and conversely, how to employ a global perspective to understand the arts fields. In touching on a wide range of arts disciplines—philosophy, religion, history, literary studies, language studies, cultural studies, performance studies, visual studies, music—it enables students to investigate any of these through the prism of global comparison, contrast, and connection. At the same time, the course demonstrates how the arts fields reveal the similarities and differences between world cultures and their dynamic interactions when in dialogue with one another.

#### **GLA2001 Globalisation: Social Sciences Perspective (3 credits)**

This course begins with a review of the conceptual, theoretical and methodological perspectives on the state and market, followed by an examination of how state and market interactions have shaped the post-war global political economy. The course provides a broad survey of the field of International Political Economy (IPE) as it has evolved in the post-war period. The central concern of IPE involves the study of the reciprocal relationships between the state and the market or politics and economics, both nationally and globally, in particular, the roots of the subprime-induced global financial crisis and the Great Recession of 2007-09; the nature and implications of the massive government bailout and the debates it has generated regarding states and markets (state capitalism vs. American-style free-market neoliberal capitalism); the rise of China and its broader political and economic ramifications. Hong Kong, as a major global financial and business center and a gateway to China, will be used for experiential learning.

The second part of the course critically examine how the growing impact of globalization has affected social development and society across different parts of the globe. Particular attention will be given to examine how nation states respond to ideology of neoliberalism by transforming the way they manage the social and cultural developments. Largely

student-centered, the course is structured around student-guided discussions of assigned readings, with the goal of encouraging the drawing of conclusions about important social issues from the comparison of different cases, such as the massification of higher education, youth unemployment, youth transitions and social mobility. Through preparation for discussions, organizing group presentations and completing written assignments, students will develop independent inquiry skills to explore the interrelationships between education and social policy and social phenomena. More specifically, this course will critically examine the following issues:

- How social and cultural development has been affected by the growing trends of globalization?
- What major problems and challenges that globalization has brought to the contemporary society?
- What major policies and strategies that the governments in the West and the East have adopted in managing rapid social, economic, political and cultural changes in order to enhance their global competitiveness?
- What new forms of social policy and governance are emerging as a consequence of this change process?

### **GLA2002 Business as a Social Good (3 credits)**

The course is based on the concept that business has been a driver of social progress and business organisations are increasingly focused on delivering value to society at the same time as achieving other business goals. The course draws upon literature in the fields of business ethics and ‘business and society’, but presents a more positive and progressive stance, that business has the scale, resources and expertise to make a positive difference to social development.

### **GLA2003 Global Business and Management (3 credits)**

(recoded from GLA1002 from 2020-21)

(Restriction: Students are not allowed to take both this course and BUS2108 Global Business Environment.)

This course examines the changing world of international business and the impact that globalization has had on the amount and the nature of international trade and investment. It also considers the impact of continuing globalization on the growth strategies of multinational corporations and how they conduct their international business activities.

- Part one defines globalization, describes its drivers, and debates its merits and drawbacks.
- Part two focuses on national differences in culture and ethics and the implications of these differences for ethical decision making in international business.
- Part three presents a review of international trade theories and describes the trade and investment environment in which international business occurs.
- Part four examines alternative market entry strategies that businesses adopt and the strategic choices available for international competition.
- Part five examines the functional activities of multinational companies

### **GLA3001 Critical Visual and Media Studies (3 credits)**

This is a course on studies of visual culture and media as a contemporary form of social and political expression. We examine various forms of moving images and their relations to culture and politics. We focus on how film and digital media may carry specific meanings, and might be used as vehicles of power and persuasion. We will also trace the development of modern image cultures and examine how they frame contemporary social and political experience and thinking. At the end of the course, students should be able to make sense of the selected digital artworks and their relations to the larger context of contemporary culture

and politics.

**GLA4001 Capstone Project (6 credits)**

(Prerequisites: Completion of all GLA required courses)

This year-long six-credit capstone course enables students to integrate, articulate, advance, and present the totality of their learning in the four-year programme. Its central focus is the execution of an individual project, which will culminate in the production of an e-portfolio. The process and content of the course guides students to (a) integrate the local and global, the disciplinary and interdisciplinary, and the academic and the experiential aspects of their learning, in manner that evaluates and demonstrates the growth of their global competencies; (b) apply their knowledge and skills to a substantial summative project; and (c) articulate and present their project ideas through written, oral, and e-technology formats. The various components of the course empower students not only to produce a capstone project but to confidently coalesce and apply the totality of their experience to competently embark on their post-university work and life.