UGFH1099 阅读人文 **(Reading Humanity)**

科目简介：

本科邀请同学探讨「人文」的意义，思索人的本质与核心价值问题。探索会从个人和社会两个层面进行，确认人是追求个人幸福的独立个体，也是谋求群体福祉的社会一员。同学将与文学家、哲学家、社会思想家的作品展开直接对话，一同反思三个基本问题：美好的人生应包含甚么内容？理想的社会应具备甚么条件？美好人生与理想社会如何获致？

本科从不同的人文学科，挑选影响深远的中外经典著作，辑录篇章，供同学阅读、讨论及撰文分析，提升同学读原典、论原典的信心和能力。同学将逐一审视各篇章所提出的观点和理念，估量它在当代世界是否仍真确适用；同学并须针对以上三个问题，评价有关个人潜能与理想人生种种论点，寻找自己的答案。

The course invites students to investigate the problem of “humanity”—i.e., what it means to be human—at two levels: human as an individual and human as a social being. Students will be engaged in a direct dialogue with literary writers, philosophers and social reformers who address three fundamental questions: What is it that makes a “good” life for me? What is it that makes a “good” society for everyone? How do I make possible such a “good” life and “good” society? Students are expected to read, discuss, and write about a wide range of texts extracted from influential classics in the humanities East and West. They will be encouraged to discover their own answers to the three questions by considering views and arguments expressed in the texts, and by exploring how far and in what ways such views and arguments may hold true for the contemporary world. Where appropriate, the selected classic texts will be given bilingually to help students enter the world of classics and develop confidence and competence in approaching primary texts. Emphasis will be placed on students’ capacity to respond critically to the selected texts in oral and written presentations, in the form of class discussions, short essays and a term paper. Class size will be kept small to maximize discussions and to facilitate intensive guidance on academic writing, in Chinese and/or English as specified by the instructor.

科目内容：

本科目以中文为主进行授课，课堂配以数篇中外经典文本的选段。这些文本包括柏拉图的 *Symposium* 、亚里斯多德的 *The Nicomachean Ethics* 、一行禅师的《与生命相约》、《论语》、 《庄子》、《圣经》及《古兰经》。导师会尽量提供中英对照的文本，帮助同学进入经典的世界。

课程主题：

1. 选择与突破：《奥德赛》（The Odyssey）
2. 爱与追求：《会饮》(Symposium)
3. 幸福是什么：《尼哥马各伦理学》(The Nicomachean Ethics)
4. 仁与人伦：《论语》
5. 虚己以游世：《庄子》
6. 慈悲与互即互入：《心经》
7. 人的局限：《圣经》(Bible)
8. 顺服与超越：《古兰经》(Qu'ran)

同学需就篇章进行课堂讨论，提交思辨短文和期末论文，表达个人的见解，深化讨论。论文应按导师要求以中文书写。为确保学员有充分机会参与课堂讨论，并在学术论文书写方面得到适当的指导，每组学生人数有严格限制。

教与学活动：导修讨论及讲授

评核方法：课堂讨论、短测、论文

香港中文大學 – 粵港澳大灣區暑期學院

2022 年 8 月 1 至 12 日

UGFH1099 閱讀人文 - 課程安排

	星期一	星期二	星期三	星期四	星期五
日期	8 月 1 日	8 月 2 日	8 月 3 日	8 月 4 日	8 月 5 日
0830 - 0900	暑期學院開幕禮				
0900 - 1200	第 1 課 討論：課程簡介 講課：荷马 《奧德赛》选篇	第 2 課 討論：《奧德赛》选篇 講課：柏拉圖 《會飲》	第 3 課 討論：《會飲》 講課：亞里士多德 《尼各馬可倫理學》	第 4 課 討論：《尼各馬可倫理學》 講課：孔子 《論語》	第 5 課 討論：《論語》 講課：《莊子》

	星期一	星期二	星期三	星期四	星期五
日期	8 月 8 日	8 月 9 日	8 月 10 日	8 月 11 日	8 月 12 日
0900 - 1200	第 6 課 討論：《莊子》 講課：《心經》與《般若之心》	第 7 課 討論：《心經》與《般若之心》 講課：《聖經》 （〈創世紀〉〈馬可福音〉）	第 8 課 討論：《聖經》 （〈創世紀〉〈馬可福音〉） 講課：《可蘭經》	第 9 課 討論：《可蘭經》 期末測驗	課程總結、學生報告

課程講師：高莘博士

UGFN1099 阅读自然 (Reading Nature)

科目简介：

本科目旨在通过经典阅读来进行跨学科的智性探索 ,范围涉及自然科学中最基础的两个领域：物理科学与生命科学。这些经典文献记载了人类探寻自然世界的历程，追溯到古希腊哲人开展的以理性探索世界的传统 , 奠定现代科学方法的基础 , 至近代物理科学的诞生。并将这种对大自然的寻问深入到生命领域 , 在冲击人类自我认知的同时也带来反思，反思人类对大自然的理解以及他们在自然中的地位与责任。

通过本科目的学习 , 我们希望学生能概括地了解科学概念、科学方法 , 以及科学家如何联系学术追求与当代生活 , 从而建立对科学议题的看法。本科着重提升同学读原典、论原典的能力；训练同学发挥批判思维 , 就指定篇章进行深入讨论；并提交论文 , 表述个人反思和分析的结果。希望学员透过这些学习活动培养整全的学术能力与学术热诚，将来继续与科学文本对话。

This course is a cross-disciplinary intellectual pursuit through classics reading, focusing on the two most fundamental domains of natural sciences, namely the physical and the biological sciences. These classics reveal the long-time journey of mankind's quest to understand the natural world, from Ancient Greek philosophers starting the exploration of the world with reason, laying the foundations of natural science, to the birth of modern physical science. This scientific enquiry into Nature was further into the world of life, influencing the self-cognition of mankind and leading to a reflection on the human understanding of Nature and the humans' place in it.

From this course, students are expected to gain a general understanding of the concepts and methodology of science, and of how scientists relate their academic pursuit to contemporary life, thereby to develop their own perspectives on scientific issues. This course emphasizes on classics reading and discussion, helping students to practice their critical thinking skills to discuss the select texts, and writing academic essays to present their analysis and personal reflections. Through these learning activities, students are expected to develop an all-around academic capacity and enthusiasm to continue such dialogues with science texts in the future.

科目内容：

本科目涵盖两大主题，每个主题配以数篇经典文本的选段。**学生须留意，本科目采用的全是英文文本**：

I. From Ancient Greek Philosophy to Modern Science (从古希腊哲学到现代科学)

- Plato, translated by Reeve C. D. C., Republic, (Hackett Publishing Company, Inc, 2004) [Book 7 (Para. 1-20)]

- Lindberg, *The Beginnings of Western Science: The European Scientific Tradition in Philosophical, Religious, and Institutional Context, Prehistory to A.D. 1450 (2nd ed.)*, University of Chicago Press, 1992, 2007 by The University of Chicago. [Chapter 3 (Para. 1-41)]

- (a) Cohen Bernard, *The Birth of a New Physics: Revised and Updated*., (W. W. Norton & Company, Inc, 1985 by Cohen Bernard, 1960 by Educational Services Incorporated) [Chapter 7 (Para. 1-25, 61-63)]
  (b) Isaac Newton, *The Mathematical Principles of Natural Philosophy*, translated by Andrew Motte. [Excerpts from 'Definitions', 'Axioms, or the Laws of Motion', 'Rules of Reasoning in Philosophy (Book IIII) and 'General Scholium' (Book III). Open Source: https://en.wikisource.org/wiki/The_Mathematical_Principles_of_Natural_Philosophy_(1846)]

- (a) Dunham William, *The Mathematical Universe: An Alphabetical Journey Through the Great Proofs, Problems, and Personalities*, (John Wiley & Sons, Inc., 1994) [Chapter G (Para. 1-47)]
  (b) Euclid, *Elements* / translated by Thomas L. Heath. Web version: http://www.perseus.tufts.edu [Book 1: "Definitions", "Postulates", "Common Notions", and "Propositions" 1-5, 7-11, 13, 15-16, 18-20.]

II. Scientific Exploration of the World of Life (生命世界的科学探索)

- Charles Darwin, The Origin of Species, 1st Edition. (Full text available online: http://darwin-online.org.uk/) [Chapter 4 (Para. 1-6, 9-18, 39-46, 50-63, 68-71)]

- Watson James and Berry Andrew, DNA: The Secret of Life, (DNA Show LLC, 2003) [Chapter 1 (Para. 1-42), Chapter 2 (whole)]

- Eric R. Kandel, In Search of Memory: The Emergence of a New Science of Mind (New York: W. W. Norton & Company, 2006). [Chapter 4 (Para. 1-9), Chapter 28 (whole)]

- Rachel Carson, Silent Spring (Boston: Houghton Mifflin, 1962). [Chapter 6]

教学活动：导修讨论 (18 课时)、大课 (8 课时)
评核方法：小测验、写作、讨论。

香港中文大學 – 粵港澳大灣區暑期學院

2022 年 8 月 1 至 12 日

UGFN1099 閱讀自然 - 課程安排

	星期一	星期二	星期三	星期四	星期五
日期	8 月 1 日	8 月 2 日	8 月 3 日	8 月 4 日	8 月 5 日
0830 - 0900	暑期學院開幕禮				
0900 - 1200	第 1 課 主題：進入經典	第 2 課 主題：柏拉圖	第 3 課 主題：亞里士多德	第 4 課 主題：牛頓	第 5 課 主題：歐幾里得

	星期一	星期二	星期三	星期四	星期五
日期	8 月 8 日	8 月 9 日	8 月 10 日	8 月 11 日	8 月 12 日
0900 - 1200	第 6 課 主題：達爾文	第 7 課 主題：沃森	第 8 課 主題：坎德爾	第 9 課 主題：卡森	課程總結、學生報告

課程講師：吳俊博士

THE CHINESE UNIVERSITY OF HONG KONG
DEPARTMENT OF GEOGRAPHY AND RESOURCE MANAGEMENT

UGEC 2192 Understanding Ecotourism

(Office of Academic Links (China) - Summer School for Mainland Students)

Course	**UGEC 2192 Understanding Ecotourism** **(生态旅游探索)**
Class Date	1-5, 8-12 August 2022; online exam on 13 August 2022
Class Time	09:00 – 12:00
Class Location	Online teaching via ZOOM
Instructor	Prof. CHAN Chung Shing, Johnson Assistant Professor, Department of Geography Resource Management, The Chinese University of Hong Kong
Email	ccs_johnson@cuhk.edu.hk
Medium of Instruction	English

Course Description

Course Overview

This course will introduce ecotourism which is an important component of the tourism industry, and is becoming relevant to most societies. It will develop and focus on a natural resource-based perspective incorporating resource and environmental management principles.

The first part of the course will cover the general introductory concepts and provide students with theoretical and historical background of the discipline. This will be followed by in-depth study of specific environmental settings and resource issues that will complement our understanding of ecotourism. Hong Kong is the main focus of discussion though examples or cases in Mainland China and around the world are also provided throughout the course. Critical issues in ecotourism such as its multi-dimensional impacts, governance, planning, and resource and visitor management will also be covered. Lastly, students will be exposed to the relation of the phenomenon of ecotourism and the concept of sustainable tourism. Some of the lectures will address SDGs, for example, Goals 12, 16 and 17 embrace the knowledge and evolution of environmentalism and nature-human relationship; Goals 14 and 15 connect with the concept of protected areas and environmental conservation; Goals 1, 3, 5, 8, 11, 12 and 13 cover multi-dimensional tourism impacts and, more importantly, climate change issue. The concept of sustainable development will frame and conclude the entire course since the concepts has played an indispensable role in tourism development nowadays.

Course objectives

The course objectives are:

- To provide broad intellectual perspective of ecotourism and to instill an understanding of it as an academic discipline;
- To offer students an understanding of the holistic approach to environment and resource management issues related to tourism, ecotourism and sustainable tourism at the local, regional and global levels;
- To develop basic knowledge on ecotourism development and its potential; and
- To train students to come up with timely responses to critical issues on conservation and natural resource management

Course Content

Course syllabus

Session	Date	Topic
1	1 Aug	Ecotourism: An introduction and the ideology of ecotourism and environmental conservation *(What is tourism, ecotourism and sustainable development?)* ***(SDG 12)*** *(How does ecotourism connect with environmentalism and sustainability?)* ***(SDGs 16, 17)***
2	2Aug	Who are the ecotourists? *(What is an ecotourist? Does the ecotourism market sustainable?)* ***(SDG 12)***
3	3 Aug	Ecotourism environments *(What and where may ecotourism take place? How to protect these resources for ecotourism and sustainable tourism development?)* ***(SDGs 14, 15)***
4	4 Aug	Ecotourism in China and Hong Kong: Potential and limitations *(What is status of ecotourism development in mainland China?)* ***(SDGs 1, 8, 9, 10, 11, 12)*** *(What is status of ecotourism development in Hong Kong?)* ***(SDGs 8, 11, 14, 15)***
5	5 Aug	Virtual field trips
6	8 Aug	Impacts of ecotourism *(What are the multi-dimensional impacts of tourism and ecotourism? How do these impacts affect the sustainability of ecotourism destinations?)* ***(SDGs 1, 3, 5, 8, 11, 12)***
7	9 Aug	Ecotourism planning and management *(How can we plan and manage ecotourism effectively to achieve sustainable tourism development?)* ***(SDGs 1, 5, 8, 9, 10, 11, 16, 17)***
8	10 Aug	Conclusion: Ecotourism and sustainable tourism *(How does climate change affect ecotourism and sustainable tourism development? What would be the possible future of tourism?)* ***(SDGs 1, 3, 5, 8, 11, 12, 13)***
	11 Aug	Self-study (no lecture)
9	12 Aug	Online final exam (10:00-12:00)

Learning Outcomes

This course will provide a broad intellectual perspective for students and enable them to develop a holistic understanding of environmental and resource management issues related to ecotourism. Students will acquire basic knowledge of ecotourism development and its potential and can be capable of making judgment in response to critical issues on conservation and natural resource management.
Specifically, after successfully completing this course, students will be able to:

- Understand the basic concepts of ecotourism and its relation with the overall tourism industry;
- Acquire knowledge in operating and managing ecotourism activities;
- Develop an understanding and the skills and approaches necessary for interpreting relevant policy and planning of natural and man-made resources for (eco)tourism; and
- Enhance problem-solving capability using an integrative approach and critical thinking as introduced in the course.

Learning format and activities:

- Lecture series: This part provides the basic concepts, knowledge and theoretical basis for the analysis of specific issues and case studies.
- Group project: This exercise, which requires the hands-on application of concepts and knowledge learnt from lessons, allows students form groups to conduct ecotourism potential study of a selected site in Hong Kong.
- Virtual field trips: This part exposes students to have virtual experience in exploring the potential, or managing and operating ecotourism activities in different environmental settings.
- Video sessions with class exercises and/or discussions: Students will watch selected videos and learn to identify critical issues and interpret real situations.
- The medium of instruction is English; most of the course materials and all assignments are in English.

Recommended Reading(s)/Reference(s)

- Fennell, D. A. (2014). *Ecotourism*. Florence, KY, USA: Routledge. (Ch. 2)
- United Nations Environment Programme (UNEP). (2012). *Protected planet report 2012*. Retrieved from http://www.unep-wcmc.org/system/dataset_file_fields/files/000/000/001/original/PPR2012_en.pdf?1395065803
- Jim, C. Y. (2000). Environmental changes associated with mass urban tourism and nature tourism development in Hong Kong. *The Environmentalist, 20*, 233-247.
- Stronza, A., & Gordillo, J. (2008). Community views of ecotourism. *Annals of Tourism Research, 35*(2), 448-468.
- Newsome, D., Moore, S. A., & Dowling, R. K. (2013). *Natural area tourism: Ecology, impacts and management*. Bristol; Buffalo, NY: Channel View Publications. (Ch. 4 to 6)
- Gössling, S., Hall, C. M., & Weaver, D. B. (Eds.) (2009). Sustainable tourism futures: Perspectives on systems, restructuring and innovations. New York: Routledge. (Ch. 2 and 16)

Course Assessment

Virtual local field trips – One group-based field trip report (40%)
Online final exam – Short questions and long questions (60%)

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.

- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

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THE CHINESE UNIVERSITY OF HONG KONG
DEPARTMENT OF GEOGRAPHY AND RESOURCE MANAGEMENT

UGEB 2161 Resource Issues in the Age of Globalization
(Office of Academic Links (China) – Summer School for Mainland Students)

Course	**UGEB 2161 Resource Issues in the Age of Globalization**
Class Date	**1-12 August 2022**
Class Time	**9:00 am -12:00 noon**
Class Location	**Online teaching via ZOOM**
Instructor	**Dr. Lawal M. MARAFA** **Professor, Department of Geography and Resource Management**
Email	**lmmarafa@cuhk.edu.hk**
Medium of instruction	**English**

Course Description

Course Overview

Globalization processes have been affecting every nook and corner of the world. We are all fascinated by the impacts of transnational companies; the increasing cross-boundary flows of resources as well as the increasing competition among places and cities. Resources becomes keen issue due to the growth of population, trade and economy in the age of globalization. Good management of resources will thus be both global and local concerns. In this regard, there is increasing enthusiasm in addressing the most pressing and challenging issues that the world is facing today, and these are Globalization and the pursuit of Sustainable Development Goals (SDGs).

The course will therefore expose students to both globalization and its role in the SDGs. Participants will acquire both individual and collective knowledge, skills, values and attitudes to enable them to understand the pathways towards sustainable development, globalization and the various catalysts for development. Various cases in the real world will be analyzed. This course will help students to broaden their views on the SDGs and understand the importance and implications of resource issues in both developing and developed countries in the age of globalization.

Course Objectives

- To broaden student's knowledge and horizon on resource issues at the local, regional and global levels
- To allow students to understand the implications of resource issues in the age of globalization
- To allow the students to understand the cognitive, socio-emotional and practical aspects of the SDGs
- To help students develop critical thinking on issues that affect their daily life

Course Content	
Course syllabus	
Date	**Topic**
1 August	Globalization and the World System: How does it affect me?
2 August	Specific attributes of Globalization (Examples: Health/Tourism/Food……) *SDG 10 – Reduced Inequalities*
3 August	Resource Management and Development: Global Concern
4 August	Global Biodiversity Resources and Food/Agriculture *SDG 15 – Life on Land* *SDG 2 – Zero Hunger*
5 August	*Video: Beyond Organic: (Video: Class Task)/SDG 2 – Zero Hunger*
6 August	Cities as Centers of Globalization: Socio-economic Challenges *SDG 11 – Sustainable Cities and Communities*
7 August	*Video: Global/Future Cities (Video: Class Task)* *SDG 2 – Zero Hunger*
8 August	Oil and other Energy Resources and the Alternatives
9 August	***State of the Planet****:* Climate change and global warming: implications and Responses **(***SDG 13 – Climate Action)*
10 August	Consumption and consequences of Fish industry: Production and consumption (*SDG 14 – Life below Water)*
11 August	Consumption and consequences of Fish industry: Production and Implications in Hong Kong and Cambodia (*SDG 14 – Life below Water)*
12 August	The Cambodian Fish Resources *(Video: Class Task)* *SDG 14 – Life below Water*
13 August	**Conclusion and Final Exam**

Learning Outcomes

Through a variety of teaching and learning activities, the student will be able to:

- understand the basic concepts of resource issues and globalization
- develop analytical and critical thinking capabilities through the discussion of various case studies and current issues
- students will be able to develop self-awareness and reflect their roles in local communities and at the international context
- enhance the skills necessary for interpreting relevant planning and management of resources in the society

Teaching and Learning Activities

- *Lecture* series: This will provide the basic concepts and theoretical basis for analysis of topical issues
- *In-class activities*: Give the students opportunity to participate in brainstorming and discussions on specific issues dealt with in the lectures

- *Video watching*: Students will view and learn to critically analyse and interpret real situations
- *Group discussion*: Arouse students' interest in keeping abreast with the current issues relating to the course

Recommended Readings

- Adedeji, O., Okocha, R. and O. Olatoye. (2014). Global Climate Change. Journal of Geoscience and Environment Protection. Journal of Geoscience and Environment Protection, 2, 114-122.
- Baran, E. and Myschowoda, C. (2008). Have Fish Catches Been Declining in the Mekong River Basin? In, Kummu, M., Keskinen, M. & Varis, O. (eds.): Modern Myths of the Mekong, pp. 55-64. Water & Development Publications - Helsinki University of Technology.
- Bartelson, J. (2000). Three Concepts of Globalization. International Sociology, Vol. 15(2). 180-96.
- Bickley et al. (2021). How does globalization affect COVID-19 responses? Globalization and Health, 17:57.
- BHARGAVA, V. (2006) Introduction to Global Issues.
- Daniel T. Griswold (2000). THE BLESSINGS AND CHALLENGES OF GLOBALIZATION Author(s): International Journal on World Peace, Vol. 17, No. 3, pp. 3-22.
- Ehrenfeld, D. (2003). Globalisation: Effects on Biodiversity, Environment and Society Conservation & Society, Vol. 1, No. 1, pp. 99-111.
- Newman, P and Thornley, A. (2000). Globalization, World Cities and Urban Planning; Developing a conceptual framework. Paper delivered at the Planning 2000 Conference held at the LSE March 27 - 29, 2000.
- OECD (2010). Globalisation in Fisheries and Aquaculture Opportunities and Challenges. Executive Summary.
- Sumaila, U. R., Khana, A., Watson, R., Munro, G., Zeller, D., Baron, N. and Pauly, D. (2007). The World Trade Organization and global fisheries sustainability. Fisheries Research 88, 1-4.
- Wolfensohn, J. D. (2001). The Challenges of Globalization: The Role of the World Bank.

Course Assessment

Class Activity Participation and Response (40%)
Final exam MC/Short questions (60%)

MUSC 3562: Chinese Music, aesthetics, and Globalization

Professor Frederick Lau
Chinese University of Hong Kong

1-5 Aug and 8-11, 2022
9AM-12:PM

Music is socially situated and culturally significant. Taking this as a starting point, this course explores the multiple approaches in the study of Chinese music beyond the conventional paradigms of music analysis and aesthetics. The age of viewing music simply as a cultural product is considered inadequate in the study of music as the understanding of music as art is being challenged. Music is at once a product and a cultural process. Like other domains of culture, music is intrinsically linked to philosophy, history, social imaginary, and cultural preference. This course will present both theoretical framework and case studies that help us think through issues of musical change, adaptation, appropriation, and beyond in the age of digital communication and intense globalization. Topics under discussion will range from the definition of music aesthetics to the idea of "orientalism" in Western art music and local responses to the importation of Western music. The goals of this course are to extend the scope of understanding Chinese music as a cultural phenomenon rooted in social foundation and to expand the idea of musical analysis beyond what is presented simply as notes on the printed page.

Grading:

1. Participation and sharing: 20%
2. First in-class presentation on "Chinese music and Aesthetic" 20%
3. Final group presentation: select **one** piece of Chinese music and using the concept learned in class to explain why you think it is aesthetically pleasing (10 minutes per presentation) 30%
4. Final Exam (multiple questions and short answers) 30%

Tentative Schedule

Lecture 1 Aug 1 (Monday)
Introduction: Understand Chinese music in culture; Chinese music genres and society
***Read**: Lau (*Music in Chinese* chapters 1)

Lecture 2 Aug 2 (Tuesday)
Music of Quqin, social elite, and Confucianism
***Read**: Robert van Gulik (Introduction, chs 2 & 3)

Lecture 3 Aug 3 (Wednesday)
National Music, Chinese Regional Genres, aesthetic, and identity

Music sharing
***Read**: Lau (*Music in Chinese* chapters 2-3)

Lecture 4 Aug 4 (Thursday)
The cultural approach to the study of Music
***Read**: Clayton (Introduction, chs 15 &Ch 17)
Video: ***On Orientalism***
Issues of Cross-Cultural music synthesis, globalization,
***Read**: Said (1979:1-28); Eriksen (2007 chapters 1)

*** Group discussion and class presentation on Chinese Music and Aesthetic**

Lecture 5 Aug 5 (Friday)
Western Music in China or Divine inspiration or appropriation?
Chinese Music in West
***Read**: Krauss (1-39); Locke (2008)

Lecture 6 Aug 8 (Monday)
Avant-garde or Chinese Music? The Case of Tan Tun and others
***Read**: Lau (2004), Yu (2004)

Lecture 7 Aug 9 (Tuesday)
Music, Place, Diaspora, and identity
***Read**: Lau (2001), Hosokawa (2000)

Lecture 8 Aug 10 (Wednesday)
Molihua as Chinese most famous folksong
***Read:** Lau (2018)

Lecture 9 Aug 11 (Thursday)
***Final Assessment and exam**
***Class Presentation**

<u>Recommendations for further reading</u>

Bellman, Jonathan, ed.
1998 The Exotic in Western Music. Boston: Northeastern University Press.
Chou, Wen-Chung
1971 Asian Concepts and Twentieth-Century Western Composers. Musical Quarterly LVII(2):211-229.
Clayton, Martin et al ed.

2003 *The Cultural Study of Music*. New York: Routledge.

Eriksen, Thomas
2007 Globalization: The Key Concepts. Oxford and New York: Berg.
Gulik, Robert van
1969 The Lore of the Chinese Lute: an Essay on the Ideology of the Ch'in. Rutland, Vermont and Tokyo, Japan: Charles Tuttle and Sophia University.
Hosokawa, Shuhei
2000 "Singing Contests in the Ethnic Enclosure of the Post-war Japanese-Brazilian Community." *British Journal of Ethnomusicology* 9(1):95-118.
Kraus, Richard
1989 *Pianos and Politics in China: Middle-Class Ambitions and the Struggle over Western Music*. New York and Oxford: Oxford University Press (3-39).
Lau, Frederick
2001 "Performing Identity: Musical Expression of Thai-Chinese in Contemporary Bangkok." *SOJOURN* 16(1):38-70.
2004 "Fusion or Fission: The Paradox and Politics of Contemporary Chinese Avant-garde Music," in Everett & Lau ed., *Locating East Asia in Western Art Music*, Middletown, CT., Wesleyan University Press, 22-39.
2007 *Experiencing culture, experiencing music: Music in China.* New York & Oxford: Oxford University Press 2008.
2018 "Molihua: Culture and Meaning of China's Most Well-travelled Folksong." in *Making Waves: Traveling Musics in Asia and the Pacific*. Co-edited by Frederick Lau and Christine R. Yano. Honolulu, University of Hawaii Press, 81-99.
2020 "The sounds of modernity in Chinese pop music." *Intercultural Communication of Chinese Culture*, Springer, V7/2:101–115.
Locke, Ralph
2008 "Doing the Impossible: On the Musically Exotic." *Journal of Musicological Research*. 27:334-358.
Nettl, Bruno
1985 *The Western Impact on World Music: Change, Adaptation, and Survival*. New York: Schirmer Books (33-36).
Said, Edward
1978 Orientalism: Western Representations of the Orient. London: Routledge & Kegan Paul (1-28).
Slobin, Mark
1993 *Subcultural sounds: micromusics of the West*. Hanover, NH: Wesleyan University Press : University Press of New England.
Stokes, Martin
1994 *Ethnicity, identity, and music: the musical construction of place*. Oxford, UK ; Providence, RI: Berg.

Yu, Siuwah

2004 "Two Practices Confused in One Composition: Tan Dun's Symphony 1997: Heaven, Earth, Man." in Everett & Lau ed., *Locating East Asia in Western Art Music*, Middletown, CT., Wesleyan University Press, 57-71.