

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	APSS1A06																
<b>Subject Title</b>	Humanity, Fear and Destiny: Revelation from Sci-fi Movie																
<b>Credit Value</b>	3																
<b>Level</b>	1																
<b>GUR Requirements Intended to Fulfill</b>	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> <b>Healthy Lifestyle</b></p> <p><input type="checkbox"/> <b>AI and Data Analytics (AIDA)</b></p> <p><input type="checkbox"/> <b>Innovation and Entrepreneurship (IE)</b></p> <p><input type="checkbox"/> <b>Languages and Communication Requirement (LCR)</b></p> <p><input type="checkbox"/> <b>Leadership Education and Development (LEAD)</b></p> <p><input type="checkbox"/> <b>Service-Learning</b></p> <p><input checked="" type="checkbox"/> <b>Cluster-Area Requirement (CAR)</b></p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="margin-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> <b>China-Study Requirement</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> <b>Writing and Reading Requirements</b></p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL																
<b>Assessment Methods</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>10%</td> <td>--</td> </tr> <tr> <td>2. Oral Presentation</td> <td>--</td> <td>20%</td> </tr> <tr> <td>3. Quiz</td> <td>30%</td> <td>--</td> </tr> <tr> <td>4. Essay</td> <td>40%</td> <td>--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• The grade is calculated according to the percentage assigned;</li> </ul>		100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10%	--	2. Oral Presentation	--	20%	3. Quiz	30%	--	4. Essay	40%	--
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	<ul style="list-style-type: none"> <li>• The completion and submission of all component assignments are required for passing the subject; and</li> <li>• Student must pass all component(s) if he/she is to pass the subject.</li> </ul>
<b>Objectives</b>	<p>Since the early twentieth century, Western society's responses towards science and technology have not been limited to the academia. It was also reflected in the advent of science fiction, a genre shaped not only by the creative imagination of the author but also by the consensual feelings of society in general. Indeed, science fiction is often used to show Westerners' reflective attitudes towards science and humanity.</p> <p>Science fiction movie has existed since the early of the twentieth century and become very popular in the nineteen seventies when they started to film with high standard special effects. Science fiction movie is in fact following the path of science fiction by using the story to arouse our imagination on both the problem of human development and the limitation of human conditions. But by using the film effects and the visual literacy, science fiction movie can more effectively engage the audience in exploring difficult and abstract concepts of humanity.</p> <p>Through the appreciation of science fiction movie, the subject aims at introducing students to the various dimensions of humanity and human development through analyzing mankind's ambivalent attitudes towards science and technology in general and machine in particular.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. grasp the relationships among technology, religious ideas, and human autonomy;</li> <li>b. understand various dimension of humanity through analyzing our ambivalence about science and technology;</li> <li>c. further explore the possibility of human conditions through the reflection of the relations among technology, humanity, and society.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i>	<ol style="list-style-type: none"> <li>1. Introduction to the western cultural framing of the relationships among science, technology, religion, and humanity</li> <li>2. History and cultural meanings of science fiction and science fiction movie</li> <li>3. Scientific achievement, technological domination, and human destiny: <i>Metropolis</i> 1927, restored version in 2010; <i>Babylon A.D.</i> 2008</li> <li>4. What is it to be human? Issue of identity and human agency: <i>Blade Runner</i> 1982; <i>Total Recall</i> 1990; <i>Invasion of the Body Snatchers</i> 1956</li> <li>5. The fear of death and the loss of humanity: <i>Frankenstein</i> 1931; <i>The 6th Day</i> 2000</li> <li>6. Self, destiny, and the ideology of technology: <i>Back to the Future</i> 1985; <i>The Terminator</i> 1984</li> </ol>

	<p>7. Artificial intelligence, artificial consciousness, and the fear of machine: <i>2001: A Space Odyssey</i> 1968; <i>The Matrix</i> 1999</p> <p>8. Human fallibility, destiny, and the possibility of salvation: <i>The Day the Earth Stood Still</i> 1951; <i>The Fifth Element</i> 1997</p> <p>9. Morality and social control: <i>A Clockwork Orange</i> (1971)</p>																																																						
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p>The subject will be taught via lectures. Science fiction movie materials will be used to engage students' interest in the subject. Students are expected to pay their effort to organize presentations and small group discussions in lectures on assigned topics.</p>																																																						
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" data-bbox="496 645 1517 1115"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Quiz</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. Essay</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><u>Class Participation</u></p> <p>Students are expected to lead discussions and debates as well as taking part in questions and answers for class activities. The lectures will provide a platform for participatory learning where they can deepen their understanding on various dimension of humanity.</p> <p><u>Oral Presentation</u></p> <p>Students are expected to work in small groups to prepare and present their work on analyzing a selected science fiction movie. They are required to produce their perspective and analysis the issue of humanity in relation to technology when making their seminar presentations.</p> <p><u>Quiz</u></p> <p>Students are expected to demonstrate in the quiz their knowledge of the philosophical concepts introduced in the course. They will be asked of questions concerning the definitions of those concepts, the theories on which they are grounded, plus the application of them to the analysis of science fiction films.</p> <p><u>Essay</u></p> <p>Students are required to submit an individual term paper of 2,500 words on a selected science fiction move. This involves conducting a literature review and</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c				1. Class Participation	10%	✓	✓	✓				2. Oral Presentation	20%	✓	✓	✓				3. Quiz	30%	✓	✓					4. Essay	40%	✓	✓	✓				Total	100%						
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	conceptual analysis on that movie. The paper is expected to be clearly and academically prepared, using appropriate theoretical approach, illustrated by interpretation of the plot of the movie with critical reasoning, indicating their understand various dimension of humanity through analyzing the science fiction movie.	
<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Oral Presentation	13 Hrs.
	▪ Quiz Presentation	13 Hrs.
	▪ Individual Essay	13 Hrs.
	▪ Self-studies	39 Hrs.
	Total student study effort	117 Hrs.
<b>Reading List and References</b>	<p><u>Essential</u></p> <p>Cornea, C. (2007). <i>Science fiction cinema: Between fantasy and reality</i>. Edinburgh: Edinburgh University Press.</p> <p>Sanders, M. (Ed.). (2008). <i>The philosophy of science fiction film</i>. Kentucky: The University Press of Kentucky.</p> <p>Warburton, N. (2012). <i>Philosophy: the basics</i>. 5<sup>th</sup> Ed. London: Routledge.</p> <p><u>Supplementary</u></p> <p>Bacon-Smith, C. (2000). <i>Science fiction culture</i>. Philadelphia: University of Pennsylvania Press.</p> <p>Dinello, D. (2005). <i>Technophobia: Science fiction visions of posthuman Technology</i>. Texas: University of Texas Press.</p> <p>Hard, M., &amp; Jamison, A. (2005). <i>Hubris and hybrid: A cultural history of technology and science</i>. New York: Routledge.</p> <p>King, G. (2000). <i>Science fiction cinema: From outerspace to cyberspace</i>. London: Wallflower.</p> <p>McCranor, T., &amp; Michels, S. (2020). <i>Science fiction and political philosophy: From Bacon to Black Mirror</i>. Lanham, Maryland: Lexington Books.</p> <p>Mulhall, S. (2016). <i>On film</i> (Third ed.). London; New York: Routledge.</p>	

	<p>Stevenson, Leslie, Haberman, David L., &amp; Wright, Peter Matthews (2018). <i>Thirteen Theories of Human Nature</i>. New York &amp; Oxford: Oxford University Press.</p> <p>Telotte, J.P. (2001). <i>Science fiction film</i>. Cambridge: Cambridge University Press.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.