

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1A06														
Subject Title	Humanity, Fear and Destiny: Revelation from Sci-fi Movie														
Credit Value	3														
Level	1														
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>														
Pre-requisite / Co-requisite/ Exclusion	NIL														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2. Oral Presentation</td> <td style="text-align: center;">--</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>3. Essay</td> <td style="text-align: center;">60%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The grade is calculated according to the percentage assigned; and The completion and submission of all component assignments are required for passing the subject. 			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	10%	--	2. Oral Presentation	--	30%	3. Essay	60%	--
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<p>Objectives</p>	<p>The responses of the West 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 Western society's 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 could easily 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>
<p>Intended Learning Outcomes</p> <p>(Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. grasp the relationships among technology, religious ideas, and human autonomy; b. understand various dimension of humanity through analyzing our ambivalence about science and technology; c. further explore the possibility of human conditions through the reflection of the relations among technology, humanity, and society.
<p>Subject Synopsis/ Indicative Syllabus</p> <p>(Note 2)</p>	<ol style="list-style-type: none"> 1. Introduction to the western cultural framing of the relationships among science, technology, religion, and humanity 2. History and cultural meanings of science fiction and science fiction movie 3. Scientific achievement, technological domination, and human destiny: <i>Metropolis</i> 1927, restored version in 2010; <i>Babylon A.D.</i> 2008 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 5. The fear of death and the loss of humanity: <i>Frankenstein</i> 1931; <i>The 6th Day</i> 2000 6. Self, destiny, and the ideology of technology: <i>Back to the Future</i> 1985; <i>The Terminator</i> 1984 7. Artificial intelligence, artificial consciousness, and the fear of machine: <i>2001: A Space Odyssey</i> 1968; <i>The Matrix</i> 1999 8. Human fallibility, destiny, and the possibility of salvation: <i>The Day the Earth Stood Still</i> 1951; <i>The Fifth Element</i> 1997

	9. Science fiction movie in the Chinese context, the uncanny blending of technology and magic: <i>Jiqi xia</i> (机器侠) 2009																																																					
Teaching/Learning Methodology <i>(Note 3)</i>	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.																																																					
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1" data-bbox="443 495 1473 904"> <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>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Essay</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p data-bbox="443 958 1473 1032">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="443 1066 687 1099"><u>Class Participation</u></p> <p data-bbox="443 1133 1473 1279">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 data-bbox="443 1312 671 1346"><u>Oral Presentation</u></p> <p data-bbox="443 1379 1473 1525">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 data-bbox="443 1559 520 1592"><u>Essay</u></p> <p data-bbox="443 1626 1473 1883">Students are required to submit an individual term paper of 2,500 words on a selected science fiction movie. This involves conducting a literature review and 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.</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	30%	✓	✓					3. Essay	60%	✓	✓	✓				Total	100%						
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Student Study	Class contact:																																																					

Effort Expected	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Oral Presentation	20 Hrs.
	▪ Individual Essay	20 Hrs.
	▪ Self-studies	33 Hrs.
	Total student study effort	112 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<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><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., & 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>Telotte, J.P. (2001). <i>Science fiction film</i>. Cambridge: Cambridge University Press.</p> <p>Wood, A. (2002). <i>Technoscience in contemporary American film: Beyond science fiction</i>. Manchester: Manchester University Press.</p>	

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.