

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A 2020/ 21**

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**Part I Course Overview**

**Course Title:** Introduction to Urban Studies

**Course Code:** POL2530

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* NA

**Precursors:**  
*(Course Code and Title)* NA

**Equivalent Courses:**  
*(Course Code and Title)* NA

**Exclusive Courses:**  
*(Course Code and Title)* NA

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This course introduces students to the inter-disciplinary field of urban studies which will be centred around the key object of urban studies, the city. The course explores why and how cities form and develop as well as decay, how cities function, the nature of everyday life in the city, the key problems confronting cities and how cities can address such challenges. A main focus of this course is the apparent paradox of the city – cities are the centres of vibrant lives, creativity, wealth accumulation, incubators of new cultures, origins of political reforms etc, yet at the same time, many cities also exhibit high concentrations of crime, poverty and inequality. There is the utopian and dystopian city, the cohesive and conflictual city.. The course will consider how such urban contradictions are examined and explained by different theoretical approaches with theories being drawn from economics, sociology, geography, anthropology etc. Examples from Hong Kong, China and other Asian countries as well as from Europe and the United States will be drawn upon as illustrations.

### 2. Course Intended Learning Outcomes (CILOs)

*(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)*

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Explain how cities develop and function			X	
2.	Identify approaches and theories in explaining processes and problems of cities			X	
3.	Discover the contradictions in the functions and processes of cities			X	
4.	Generate new perspectives in looking at urban issues and problems		X		X
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1.	Lecture	X	X					
2.	Presentation	X	X	X				
3.	Discussion			X	X			
4.	Term paper	X	X	X	X			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
1. Presentation		X	X				10%	
2. Discussion and participation			X	X			10%	
3. Term paper	X	X	X	X			40%	
4. End of term test	X	X	X				40%	
							100%	

\* The weightings should add up to 100%.

### 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

#### a) End of term test

Assessment Task	Criterion
Excellent (A+, A, A-)	Demonstrate excellent ability in – - Explaining how cities develop and function - Identifying approaches and theories in explaining processes and problems of cities
Good (B+, B, B-)	Demonstrate good ability in – - Explaining how cities develop and function - Identifying approaches and theories in explaining processes and problems of cities
Fair (C+, C, C-)	Demonstrate adequate ability in – - Explaining how cities develop and function - Identifying approaches and theories in explaining processes and problems of cities
Marginal (D)	Marginally demonstrate ability in – - Explaining how cities develop and function - Identifying approaches and theories in explaining processes and problems of cities
Failure (F)	Demonstrate no ability in – - Explaining how cities develop and function - Identifying approaches and theories in explaining processes and problems of cities

#### b) Presentation, discussion, participation and term paper

Assessment Task	Criterion
Excellent (A+, A, A-)	Demonstrate excellent ability in – - Explain how cities develop and function - Identify approaches and theories in explaining processes and problems of cities - Discover the contradictions in the functions and processes of cities - Generate new perspectives in looking in urban issues and problems

Good (B+, B, B-)	Demonstrate good ability in – - Explain how cities develop and function - Identify approaches and theories in explaining processes and problems of cities - Discover the contradictions in the functions and processes of cities - Generate new perspectives in looking in urban issues and problems
Fair (C+, C, C-)	Demonstrate adequate ability in – - Explain how cities develop and function - Identify approaches and theories in explaining processes and problems of cities - Discover the contradictions in the functions and processes of cities - Generate new perspectives in looking in urban issues and problems
Marginal (D)	Marginally demonstrate ability in – - Explain how cities develop and function - Identify approaches and theories in explaining processes and problems of cities - Discover the contradictions in the functions and processes of cities - Generate new perspectives in looking in urban issues and problems
Failure (F)	Demonstrate no ability in – - Explain how cities develop and function - Identify approaches and theories in explaining processes and problems of cities - Discover the contradictions in the functions and processes of cities - Generate new perspectives in looking in urban issues and problems

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

*(An indication of the key topics of the course.)*

The emergence and development of cities (pre-industrial, industrial and post-industrial cities), classic and new approaches in analysing urban development, urban economic development, urban power politics, globalisation and the competitive city, residential segregation, city culture and the creative city, new urbanism (mega city, compact city and smart growth), urban problems and solutions (housing, transport and sustainability), city futures.

#### 2. Reading List

##### 2.1 Compulsory Readings

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	LeGates, Richard T. and Stout, Frederic (2011) <i>The city reader</i> (edition) London ; New York : Routledge, 5th ed.
2.	Bridge, Gary and Watson, Sophie (2010) <i>The Blackwell city reader</i> (edition), Chichester, West Sussex, U.K. ; Malden, MA : Wiley-Blackwell, 2nd ed.
3.	Fainstein, Susan S. and Campbell, Scott (2011) <i>Readings in urban theory</i> (edition) Chichester, West Sussex ; Malden, MA : Wiley-Blackwell, 3rd ed.

##### 2.2 Additional Readings

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Davies, Jonathan S. and Imbroscio, David L. (2010) <i>Critical urban studies : new directions</i> (edition) Albany : State University of New York Press.
2.	Gottdiener, Mark and Gottdiener, Leslie Budd (2005) <i>Key concepts in urban studies</i> , London Thousand Oaks, Calif. : SAGE Publications.
3.	Jacobs, Jane (2011) <i>The death and life of great American cities</i> , New York: Modern Library.