

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A 2017/2018**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Urban Life and Culture</u>
<b>Course Code:</b>	<u>POL5503</u>
<b>Course Duration:</b>	<u>One Semester</u>
<b>Credit Units:</b>	<u>3</u>
<b>Level:</b>	<u>P5</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>None</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>None</u>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<u>None</u>

## Part II Course Details

### 1. Abstract

The course aims to enable students to: (1) develop understanding of relationships between cultures, peoples, urban development and landscapes; (2) demonstrate the evolution and changes of urban landscape, and understand the symbolic meanings of places and its effects on urban living. The course will cover a wide range of typologies of urban landscape, from faraway vernacular settlements and religious space, to the emerging avant-garde art and creative clusters. Major issues of urban morphological transformation will be examined from a variety of perspectives such history, identities, religion and aesthetics, culture/creativity, politics, migration/mobility, and interventions.

### 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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Summarise systematic knowledge of the urban history, urban community, and cultural landscapes of Asian cities	20	√	√	
2.	Compare the major cultural and social transformation of Asian cities, explain its symbolic meanings and effects on urban living	20	√	√	√
3.	Critique the research on the evolution and changes of urban landscape	30		√	√
4.	Communicate their ideas clearly, systematically and critically, both in verbal and written forms.	30		√	√
		100%			

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	
Lectures	Identify key issues and outline major institutional framework in historical, cultural and social change; introduce major analytic frameworks in analysing social and cultural issues	√	√			2 hours per week
Field trip	organized visit to typical field sites that represent key issues in cultural landscape transformation	√	√	√		
Student Presentations	develop students' capacity in identifying and critically evaluate important issues on the social and cultural landscape of Asian cities	√	√	√	√	1 hour every week
Discussion	enhances debates and the assessment of competing theories; develops students' communication skills.	√	√	√	√	
Essay Writing	advances students' ability in integrating information, develops analytic and communication skills	√	√	√	√	
Readings	three to four articles or book chapters per week to broaden their understanding of the literature, theories and policies.	√	√	√		

### 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%						
Group-project	√		√	√	20%	
Term paper (2500-3000 words)	√	√	√	√	50%	
In-class quiz	√	√	√	√	30%	
					100%	

**5. Assessment Rubrics**

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Group-project Term paper In-class quiz		Demonstrating comprehensive, in-depth understanding of social and cultural issues in Asian cities and able to offer a clear and critical analysis of such issues and related policies	Demonstrating good understanding of social and cultural issues in Asian cities and able to offer a clear and critical analysis of such issues and related policies	Demonstrating an adequate understanding of social and cultural issues in Asian cities and able to offer a clear and critical analysis of such issues and related policies	Offer partial but inadequate understanding of urban and social issues in China and able to offer a clear and critical analysis of such issues and related policies	Fail to offer partial but inadequate understanding of urban and social issues in China and able to offer a clear and critical analysis of such issues and related policies

### **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.)*

Cultural and historical landscape (heritage, conservation), community life and social formation (gender, migration, politics, the neighbourhood and identity), consumerism and commodification of space (tourism, place making, spectacles, mega-events), cultural/creative cities (city branding, production of culture)

#### **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. Abbas, A. (1997). (Ed.), *Hong Kong: Culture and the Politics of Disappearance*. Hong Kong: Hong Kong University Press.
2. Adler S. and Brenner J. (2005) "Gender and space: lesbians and Gay men in the city" in Lin, J. and Mele, c. (eds) *The urban sociology reader*. Abingdon: Routledge, pp200-207.
3. Appadurai, Arjun. (1990). Disjuncture and difference in the global cultural economy. *Theory, Culture and Society*, 7, 295-310.
4. AlSayyad, Nezar. (2001). *Consuming tradition, manufacturing heritage: global norms and urban forms in the age of tourism*. London; New York: Routledge.
5. Bishop R., Phillips J and Yeo W. (2004) *Beyond description: Singapore space historicity*. London and New York: Routledge.
6. Bourdieu, Pierre. (1984). *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, Mass.: Harvard University Press.
7. Broudehoux, Anne-Marie. (2007). Spectacular Beijing: The Conspicuous construction of an Olympic metropolis *Journal of Urban Affairs*, 29(4), 383-399.
8. Cosgrove D. (1984) *Social formation and symbolic landscape*. London: Croom Helm, Chapter 1, pp13-38.
9. Evans, Graeme. (2005). Measure for measure: Evaluating the evidence of culture's contribution to regeneration. *Urban Studies*, 42(5/6), 959-983.
10. Dunn K. and Winchester H. (1999) "Inventions of gender and place in Films" in Anderson K. and Gale F. (eds) *Cultural geographies*. Longman, pp173-195.
11. Kong, Lily, & Yeoh, Brenda S A. (1996). Social construction of nature in urban Singapore. *Southeast Asian Studies*, 34(2), 402-423.
12. Law L. (2003) *Transnational cyberpublics: new political spaces for labour migrants in Asia*. *Ethnic and Racial Studies*, 26:234-252.
13. Li L., Dray-Novey A. and Kong H. (2007) *Beijing: from imperial capital to Olympic City*. New York: Palgrave Macmillan
14. Lin, C.-Y., & Hsing, W.-C. (2009). Culture-led Urban Regeneration and Community Mobilisation: The Case of the Taipei Bao-an Temple Area, Taiwan. *Urban Studies*, 46(7), 317-1342.
15. Lozano E. (1990) *Community design and the culture of cities*. Cambridge: Cambridge University Press, Chapter 11, pp241-259.
16. Monk J. (1999) "Gender in the landscape: expressions of power and meaning" in Anderson K. and Gale F. (eds) *Cultural geographies*. Longman, pp153-172.
17. Moore N. and Whelan Y. (2007) (ed.) *Heritage, Memory and the Politics of Identity: new perspectives on the Cultural Landscape*. Aldershot: Ashgate.
18. Oakes, Timothy S., & Price, Patricia L. (Eds.). (2008). *The Cultural Geography Reader*. New York, Oxford: Routledge.
19. O'Connor, J., & Gu, X. (2012). Shanghai Modern: The Future in Microcosm? *Culture Unbound: Journal of Current Cultural Research*, 4.
20. Ong, Aihwa. (1999). *Flexible citizenship: The cultural logics of transnationality*. Durham & London: Duke University Press.

21. Zhang L. and Ong A. (2008) *Privatizing China: socialism from afar*. Ithaca : Cornell University Press.
22. Urry, John. (1995). *Consuming places*. London: Routledge.

## **2.2 Additional Readings**

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

23. Students are required to find two more additional readings aside from required one on their group project topics and term papers.