

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2022 / 23**

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**Part I Course Overview**

**Course Title:** Hong Kong's Urban Landscape and Heritage Preservation

**Course Code:** CAH5747

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

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

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

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

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

## Part II Course Details

### 1. Abstract

This course surveys the history of urban development and heritage preservation in Hong Kong since the 1970s. Through selected case studies, it will examine the roles and interactions between different stakeholders, as well as the social impact and benefits of different modes of urban conservation projects. Guest lectures by urban conservation and heritage preservation professionals will be arranged where possible.

### 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.	Demonstrate an in-depth understanding of the salient aspects of Hong Kong's urban development since the 1970s		x	x	
2.	Identify salient aspects of a given case of heritage preservation and urban conservation		x	x	
3.	Evaluate and compare the social impact and outcome of different modes of heritage preservation and urban conservation		x	x	x
4.	Generate original research findings and formulate arguments on topics related to the course		x	x	x
		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	Weekly lectures on basic concepts and case studies	x	x	x	x			
Tutorial group activities	Oral presentations and student-led discussion on a weekly reading/assigned topic	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 %								
Tutorial group presentation	x	x	x	x			25%	
Term test	x	x	x				35%	
Term paper	x	x	x	x			40%	
Examination: 0% (duration: , if applicable)								
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Tutorial group presentation	To conduct an oral presentation on an assigned topic and lead a class discussion on relevant themes and questions	1. Excellent command of knowledge about the subject matter 2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter 3. Excellent presentation and communication skills 4. Excellent team work and interactions with the fellow classmates	1. Good command of knowledge about the subject matter 2. Good critical thinking ability in identifying and analysing important issues and themes relating to the subject matter 3. Good presentation and communication skills 4. Good team work and interactions with the fellow classmates.	1. Marginal knowledge about the subject matter 2. Little evidence of willingness to engage in critical thinking and analysis 3. Marginal presentation and communication skills 4. Minimal team work and interaction with fellow classmates	1. Little or no evidence of basic understanding of the subject matter 2. Very low level of presentation and communication skills 3. Little or no evidence of team work and no incentive to interact with fellow classmates
2. Term Test	One 2-hour test at the end of the semester based on required readings, films, and lecture contents	1. Excellent command of knowledge about the subject matter	1. Good command of knowledge about the subject matter 2. Good critical	1. Marginal knowledge about the subject matter 2. Marginal effort in	1. Little or no evidence of basic knowledge of the subject matter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>2. Excellent critical thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Excellent academic writing skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original and well-substantiated arguments</p>	<p>thinking ability in identifying and analysing important issues and themes relating to the subject matter</p> <p>3. Good academic writing skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original and well-substantiated arguments</p>	<p>critical thinking and analysis</p> <p>3. Marginal command of academic writing skills</p>	<p>2. Little or no evidence of effort in critical thinking and analysis</p> <p>3. Poor academic writing skills</p>
3. Term Paper	A research paper on a topic relevant to the themes and content of the course	<p>1. Excellent command of knowledge about the subject matter</p> <p>2. Excellent critical thinking ability in identifying and analysing important</p>	<p>1. Good command of knowledge about the subject matter</p> <p>2. Good critical thinking ability in identifying and analysing important issues and themes</p>	<p>1. Poor knowledge about the subject matter</p> <p>2. Marginal effort in engaging with critical analysis</p> <p>3. Marginal academic writing skills</p>	<p>1. Little or no evidence of basic knowledge of the subject matter</p> <p>2. Little or no evidence of effort in critical analysis</p> <p>3. Little or no</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>issues and themes relating to the subject matter</p> <p>3. Excellent academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Excellent ability in formulating original arguments substantiated by solid research</p>	<p>relating to the subject matter</p> <p>3. Good academic writing and research skills in presenting coherent and structured analysis</p> <p>4. Good ability in formulating original arguments substantiated by adequate research</p>	<p>4. Marginal research effort</p>	<p>research effort</p> <p>4. Poor academic writing skills</p>

Not applicable to students admitted before Semester A 2022/23

### 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.)*

Urban renewal and conservation in Hong Kong, heritage preservation, built heritage, tangible and intangible heritage, revitalization, gentrification

#### 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. 谷淑美 (2011) 「香港城市保育運動的文化政治: 歷史, 空間, 及集體回憶」, 《香港·生活·文化》, 呂大樂, 吳俊雄, 馬傑偉 (編), 香港: 牛津大學出版社, 89-103
2. 黃宗儀, (2008) 《面對巨變中的東亞景觀: 大都會的自我身份書寫》, 臺北: 群學出版社
3. 呂大樂 (2020) 《那似曾相識的七十年代》 (增訂版), 香港: 中華書局
4. 蔡思行 (2019) 《尖沙咀海濱: 歷史、城市發展及大眾集體記憶》, 香港: 香港城市大學出版社
5. 祈宜臻 (編) (2019) 《活現築蹟: 工廈·活化·新生》, 香港: 商務印書館
6. 陳天權 (2019) 《城市地標: 殖民地時代的西式建築》, 香港: 中華書局
7. 鄭天儀、嚴志明 (2019) 《地方營造: 重塑社區肌理的過去與未來》, 香港: 三聯書店
8. 魯金 (2018) 《九龍城寨簡史》, 香港: 三聯書店

##### 2.2 Additional Readings

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

1. 周佳榮 (2020) 《香港紀要: 近代文獻著作選》, 香港: 三聯書店
2. 鄭寶鴻 (2018) 《香港城區發展百年》香港: 商務印書
3. 馮俊鍵 (2020) 《香港築印》, 香港: 非凡出版社
4. 魯金 (2019) 《香港東區街道故事》, 香港: 三聯書店
5. 魯金 (2018) 《香港中區街道故事》, 香港: 三聯書店
6. 香港文學館 (編) (2020) 《我香港, 我街道》, 香港: 木馬文化事業有限公司
7. 李健信/ 陳志華 (2020) 《香港鐵路: 百年蛻變》, 香港: 中華書局

*\*Reading list items will be adjusted and updated where necessary.*