

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A in 2017 / 18

Part I Course Overview

Course Title: Urbanicity and Heritage

Course Code: CAH4527

Course Duration: 1 Semester

Credit Units: 3

Level: B4

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: (Course Code and Title) Nil

Precursors: (Course Code and Title) Nil

Equivalent Courses: (Course Code and Title) CTL4527 Urbanicity and Heritage

Exclusive Courses: (Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims at raising students' awareness and their critical understanding of the intricate relationship between the city and heritage, through looking at the city as a cultural site of heritage in postmodernity. The course covers the following themes: the relation between heritage and urbanicity as part of our cultural history, what our city is like in postmodernity, and how our cultural heritage is reflected and represented in our city. Different features of the contemporary culture and the significance of cultural heritage will be explored through a scrutiny of how the city is constructed and represented in architecture, literature and films in the modern and postmodern age.

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.	Explain the importance of cultural heritage for contemporary cities.		√		
2.	Identify important features of a postmodern city.			√	
3.	Review critically how the city is constructed and represented in postmodernity.			√	
4.	Apply the concepts learned in the course to different cities and to their personal experience.				√

* 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		
Readings	Book chapters and articles related to the topics	√	√	√	√		
Lectures and teacher facilitated analysis and discussion	To focus on the importance of cultural heritage in postmodern cities; to appreciate and analyze how the city is constructed and represented in postmodernity	√	√	√	√		
Film clips screening followed by discussion	Clips of films related to how a city is represented in postmodernity will be screened and discussed so as to enhance students' analytical ability and arouse their awareness of the features of contemporary city cultures and the importance of cultural heritage.	√	√	√	√		

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: 70%							
Essay: 1000 words, on any topic(s) introduced in the course; students need to show their grasp and critical analysis of the topic(s) they have chosen, with a focus on how the city is represented in postmodernity and the importance of cultural heritage for contemporary society.	√	√	√	√		30%	
Group Presentation: Students are required to give a small-group presentation in which they explain, critically review and apply the concepts introduced in the course to other contemporary cities, focusing on the importance of cultural heritage.	√	√	√	√		30%	
Examination: 2 hours, covering the important theories introduced in the course compulsory readings.	√	√	√	√		30%	
Classroom participation, attendance, attitude	√	√	√	√		10%	
Examination: 30% (duration: 2 hours)							

* The weightings should add up to 100%.

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)
1. Essay	Discussing specific notions and concepts of a topic.	1. Excellent command of knowledge of cultural heritage and the features of the city in postmodernity.	1. Good grasp of the features of contemporary cities.	1. Adequate command of the course content.	1. Familiarity with the concepts covered in the course.	1. Little evidence of familiarity with the subject matter covered in the course.
2. Group Presentation	Analyzing the cultural relationship between the city and its urban heritage.	2. Excellent capacity to critically analyse the features of contemporary cities and the importance of cultural heritage.	2. Some evidence of critical ability in analysing the importance of cultural heritage for a contemporary city.	2. A certain degree of understanding of the features of a postmodern city.	2. Marginal command of course materials, with the ability to describe some important features of a contemporary city.	2. Weakness in critical and analytic skills.
3. Examination	Understanding theories and criticism from compulsory readings.	3. Excellent linguistic competence to present the salient features of a contemporary city.	3. Good linguistic competence to present the salient features of a contemporary city.	3. Fair linguistic competence to present the importance of cultural heritage for a contemporary city.	3. Marginal ability and skills to analyze the importance of cultural heritage for a postmodern city.	3. Weakness in demonstrating an understanding of the importance of cultural heritage for a postmodern city.
4. Classroom participation, attendance, attitude	Active response.	4. Excellent presentation skills to demonstrate an understanding and an application of the concepts covered in the course.	4. Good presentation skills to demonstrate an understanding and an application of the concepts covered in the course.	4. Acceptable presentation skills to demonstrate an understanding and an application of the concepts covered in the course.	4. Marginal presentation skills to demonstrate an understanding and an application of the concepts covered in the course.	4. Weakness in presentation skills.

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.)

City, city cultures, cultural heritage, urbanization, alienation, modernity, postmodernity, sustainable development, cultural preservation.

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	Baudrillard, Jean. <i>Simulacra and Simulation</i> . Trans. Sheila Faria Glaser. (Ann Arbor: The University of Michigan Press, 1994).
2	Weir, Peter (dir.). <i>The Truman Show</i> . Written by Andrew Niccol. Perf. Jim Carrey, Laura Linney. (Paramount Pictures, 1998).
3	Scott, Ridley (dir.), <i>Blade Runner</i> (film). Warner Brothers, 1999.
4	David Harvey, <i>The Condition of Postmodernity</i> (Oxford/Mass: Blackwell, 1990) Chapter 3 & 4.
5	Margaret Crawford, <i>The World in a Shopping Mall</i> in Michael Sorkin (ed), 'Variations on a Theme Park: The New American City and the End of Public Space' (New York: The Noonday Press, 1992).
6	Christine Boyer, <i>Cities for Sale: Merchandising History at South Street Seaport</i> , in Michael Sorkin (ed), 'Variations on a Theme Park: The New American City and the End of Public Space' (New York: The Noonday Press, 1992).
7	Frieden & Sagalyn, <i>Privitizing the City</i> , in 'Downtown Inc.: How America Rebuilds Cities' (Cambridge: MIT Press, 1989).
8	Richard Bolton, <i>Figments of the Public: Architecture and Debt</i> , in Marco Diani, Catherine Ingraham (ed), 'Restructuring Architectural Theory' (IL: Northwestern University Press, 1989).
9	Tom Slater, <i>Gentrification of the City</i> in Gary Bridge and Sophie Watson (ed), 'The New Blackwell Companion to the City' (Blackwell Publishing Ltd, 2011).
10	Charles Jencks, <i>The Post-Modern Agenda</i> in 'The Post-modern Reader' (Academy Edition, 1992).

2.2 Additional Readings

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

N/A