

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: Urban Culture and Heritage

Course Code: CAH3525

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL3525 Urban Culture and Heritage
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course looks at the city as a cultural site of heritage in modernity. Focuses will be placed not only on the socio-economic and psychical dimensions of the urban space, but also on the cultural dimension of the city in modernity and its relation to the past. Texts to be discussed will be drawn from cultural theories, short stories and films, for an exploration of the cultural heritage of the urban space and the tension between urbanization of the city and conservation of our cultural heritage.

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 concepts of the urban culture and the importance of conservation of cultural heritage.		√		
2.	Identify the features of urbanization.			√	
3.	Describe the intricate relation and conflict between urbanization of the city and conservation of cultural heritage.			√	
4.	Apply the concepts learned in the course to different situations and cities and to their personal experience.				√
		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			
Readings	Book chapters and articles related to the topics	√	√	√				
Lectures and teacher facilitated analysis and discussion	To introduce, explain and clarify the theories to students, and to discuss and analyze them with students through questioning and class/group discussions, so as to consolidate students' grasp of the theories.	√	√	√	√			

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: around 1,000 words on any topic(s) discussed in the course	√	√	√	√			30%	
Group Presentation: students are required to go out of the classroom to look for examples of urbanization and conservation of cultural heritage in Hong Kong for analysis in class.	√	√	√	√			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 terms and notions with examples.	<p>1. Excellent command of knowledge of cultural heritage and the urbanization of the city.</p> <p>2. Excellent capacity to critically analyse the tension between the urbanization of the city and the conservation of cultural heritage.</p> <p>3. Excellent linguistic competence to present the relation between the urbanization of the city and the conservation of cultural heritage.</p> <p>4. Excellent presentation skills to demonstrate an understanding and an application of the concepts covered in the course.</p>	<p>1. Good grasp of the features of the urbanization of the city.</p> <p>2. Some evidence of critical ability in analysing the tension between the urbanization of the city and the conservation of cultural heritage.</p> <p>3. Good linguistic competence to present the relation between the urbanization of the city and the conservation of cultural heritage.</p> <p>4. Good presentation skills to demonstrate an understanding and an application of the concepts covered in the course.</p>	<p>1. Adequate command of the course content.</p> <p>2. A certain degree of understanding of the features of the urbanization of the city.</p> <p>3. Fair linguistic competence to present the tension between the urbanization of the city and the conservation of cultural heritage.</p> <p>4. Acceptable presentation skills to demonstrate an understanding and an application of concepts covered in the course.</p>	<p>1. Familiarity with the concepts covered in the course.</p> <p>2. Marginal command of course materials, with the ability to describe some features of the urbanization of the city.</p> <p>3. Marginal ability and skills to analyze the relation between the urbanization of the city and the conservation of cultural heritage.</p> <p>4. Marginal presentation skills to demonstrate an understanding and an application of the concepts covered in the course.</p>	<p>1. Little evidence of familiarity with the subject matter covered in the course.</p> <p>2. Weakness in critical and analytic skills.</p> <p>3. Weakness in demonstrating an understanding of the relation between the urbanization of the city and the conservation of cultural heritage.</p> <p>4. Weakness in presentation skills.</p>
2. Group Presentation	Analyzing the cultural relationship between the city of Hong Kong and its urban heritage.					
3. Examination	Understanding theoretical concepts from compulsory readings.					
4. Classroom participation, attendance, attitude	Active response.					

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, capitalism, conservation, alienation, relation among cities, culture and human personality

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	Graham, Stephen & Marvin, Simon. 'The Social and Cultural Life of the City'. In Malcolm Miles & Tim Hall (eds), <i>The City Cultures Reader</i> (2 nd ed.). (London & New York: Routledge, 2000).
2	Mumford, Lewis. 'What is a City?' In Malcolm Miles & Tim Hall (eds), <i>The City Cultures Reader</i> (2 nd ed.). (London & New York: Routledge, 2000).
3	Simmel, Georg. 'The Metropolis and Mental Life'. In Malcolm Miles & Tim Hall (eds), <i>The City Cultures Reader</i> (2 nd ed.). (London & New York: Routledge, 2000).
4	David Harvey, <i>Modernity and Modernism</i> in 'The Condition of Postmodernity' (Oxford/Mass: Blackwell, 1990) Chapter 2.
5	J.L. Sert, <i>Centers of Community Life</i> , in 'CIAM 8: The Heart of the City' (London: Pellegrini & Cudahy, 1952).
6	Charlie Chaplin (dir.), <i>Modern Times</i> (film), 1936.
7	Ronald Neame (dir.), <i>The Million Pound Note</i> (film), 1954.
8	Kenneth Frampton, <i>Le Corbusier and the Ville Radieuse</i> in 'Modern Architecture: A Critical History' (London & New York: Thames and Hudson, 1987).
9	Maurice Halbwachs, <i>Space and The Collective Memory</i> in 'The Collective Memory' (New York: Harper & Row Colophon Books, 1980) Chapter 4.
10	Martin K. Meade, <i>Architectural and Urban Heritage: dead weight or dynamic asset for future?</i> (Internet source).
11	Thomas Chung, <i>Valuing Heritage in Macau: On Contexts and Processes of Urban Conservation</i> (Journal of Current Chinese Affairs 1/2009).

2.2 Additional Readings

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

N/A