

# EN3581: LITERATURE AND THE CITY

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## Effective Term

Semester A 2022/23

## Part I Course Overview

### Course Title

Literature and the City

### Subject Code

EN - English

### Course Number

3581

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course aims to introduce students to a diverse range of city literature, creative nonfiction and literary journalism situated in different socio-cultural contexts from the nineteenth century to the present day. Students will explore how

selected writers represent, narrate and (re) imagine the city and the urban experience. Drawing upon theories and practices in literary studies, cultural geography, sociology and spatiality, students will be introduced to key concepts and critical perspectives in the study of space, place and the city. Topics to be discussed include: city and modernity, gender and space, flâneur and the metropolis, memory and place, and cosmopolitanism. Students will generate reading and creative responses to selected texts throughout the course, as well as develop critical skills in analysing literary and cultural texts.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify key aspects of city writing from the nineteenth century to the present day	x	x	
2	Analyse the aesthetic and creative aspects of literary and nonfictional works	x	x	
3	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts	x	x	x
4	Discuss the characteristics of literary and cultural texts and understand their interdisciplinary character	x	x	x
5	Generate creative and critical responses to texts	x	x	x

#### 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 real-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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lecturing and discussion	Each week students will be introduced to a range of texts and will be encouraged to discuss and analyse them individually and in groups	1, 2
2	Composition and critical analysis of key concepts and ideas	Students will write a critical essay to engage with key concepts and ideas introduced in class. They will need to carry out research for the critical essay.	1, 2, 3, 4, 5

3	Creative and critical responses to literary texts	Students will generate creative and critical responses to selected texts throughout the course.	1, 2, 3, 4, 5	
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**Assessment Tasks / Activities (ATs)**

	<b>ATs</b>	<b>CILO No.</b>	<b>Weighting (%)</b>	<b>Remarks (e.g. Parameter for GenAI use)</b>
1	Reading Responses Students will compose reading responses on selected texts and topics throughout the course.	5	20	Individual Work
2	Group Creative Project Students form small groups to give a creative response to a set text of the course. The project will be presented and curated on a course-dedicated website.	2, 3, 4, 5	25	Group Work
3	Critical Essay Students will write a critical essay engaging with a key topic in city literature. They need to carry out secondary source research to support and develop their argument.	1, 2, 3, 4, 5	45	Individual Work
4	Participation Students are expected to actively participate in class discussions and activities and prepare the set texts before each class.	2, 3, 4, 5	10	Individual Work

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Critical Essay

**Criterion**

Argumentation

**Excellent (A+, A, A-)**

Thesis is clear and appropriate for the writing task. There is a sense of originality in the way the writer has answered the question. Ideas are well supported and conclusions reveal a progression of ideas

**Good (B+, B, B-)**

The responses contain sharp ideas that are clearly expressed, original, and thoughtfully supported.

**Fair (C+, C, C-)**

Elements of B and D

**Marginal (D)**

The topic is clear but there is little originality in the way that the writer has answered the question. Ideas are not always supported. There is little sense of progression as the paper develops.

**Failure (F)**

The essay appears to be off topic or only loosely related to the task. The writer may have misunderstood the question.

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**Assessment Task**

Critical Essay

**Criterion**

Language

**Excellent (A+, A, A-)**

Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.

**Good (B+, B, B-)**

Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.

**Fair (C+, C, C-)**

Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

**Marginal (D)**

There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

**Failure (F)**

Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.

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**Assessment Task**

Critical Essay

**Criterion**

Engagement

**Excellent (A+, A, A-)**

Sophisticated critical reading and interpretative skills apparent.

**Good (B+, B, B-)**

The discussion of the primary texts is appropriate and sufficiently detailed. There is a sense of the writer critically engaging with the texts.

**Fair (C+, C, C-)**

Elements of B and D

**Marginal (D)**

Some discussion of the primary texts, but mostly in general and broad terms. The selection of primary texts may not be appropriate for the task. Citation methods are not clear or inconsistently applied.

**Failure (F)**

Very little if any engagement with the primary texts

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**Assessment Task**

Critical Essay

**Criterion**

Presentation

**Excellent (A+, A, A-)**

The written assignments are extremely well presented in terms of font, layout, spacing, headings, and citation

**Good (B+, B, B-)**

The written assignments are well presented in terms of font, layout, spacing, headings, and citation

**Fair (C+, C, C-)**

The written assignments are adequately presented in terms of font, layout, spacing, headings, and citation

**Marginal (D)**

The written assignments are poorly presented in terms of font, layout, spacing, headings, and citation

**Failure (F)**

The written assignments are very poorly presented in terms of font, layout, spacing, headings, and citation

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**Assessment Task**

Reading Response Tasks

**Criterion**

Engagement and Support

**Excellent (A+, A, A-)**

Demonstrates a very detailed understanding of the course readings. Specific and accurate support

**Good (B+, B, B-)**

Demonstrates a good understanding of relevant texts with some specific support

**Fair (C+, C, C-)**

Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies.

**Marginal (D)**

Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate.

**Failure (F)**

Demonstrates a minimal understanding of relevant texts and/or lacking in content.

**Assessment Task**

Reading Response Tasks

**Criterion**

Ideas

**Excellent (A+, A, A-)**

The main ideas of the response are sharp, creative, and compelling.

**Good (B+, B, B-)**

The response is coherent and contains some elements of creativity and originality.

**Fair (C+, C, C-)**

Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

**Marginal (D)**

The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

**Failure (F)**

The response appears to be off topic or ideas are generally incoherent.

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**Assessment Task**

Group Creative Project

**Criterion**

Ideas

**Excellent (A+, A, A-)**

The main ideas are creative, original and compelling

**Good (B+, B, B-)**

The main ideas are thoughtful and contains elements of originality

**Fair (C+, C, C-)**

There are some interesting ideas, though the project appears to be lacking in terms of original or creative ideas.

**Marginal (D)**

The project appears to be lacking in terms of originality or relevance.

**Failure (F)**

The project ideas are generally incoherent, or irrelevant to the chosen topic

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**Assessment Task**

Group Creative Project

**Criterion**

Content

**Excellent (A+, A, A-)**

The key ideas of the creative project are very well expressed. Demonstrates an excellent understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating a strong sense of originality

**Good (B+, B, B-)**

The key ideas of the creative project are well-articulated. Demonstrates a very good understanding of the literary text. Establishes an intertextual relationship with the source text while demonstrating some elements of originality

**Fair (C+, C, C-)**

The key ideas of the creative project are to a large extent conveyed. Demonstrates a fair understanding of the literary text. The intertextual relationship with the source text can be strengthened. The project may be lacking in terms of original or creative ideas.

**Marginal (D)**

The main ideas are unclear. Demonstrates limited understanding of the literary text. The intertextual relationship between the source and the creative response needs to be strengthened. The project is lacking in terms of originality or relevance.

**Failure (F)**

Failed to demonstrate an understanding of the literary text. There is no attempt to establish an intertextual relationship with the original text. The project is lacking in terms of relevance.

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**Assessment Task**

Group Creative Project

**Criterion**

Presentation

**Excellent (A+, A, A-)**

The creative project is extremely well-presented. The chosen approach succeeds in bringing out the major features and ideas of the project.

**Good (B+, B, B-)**

The creative project is well-presented. The chosen approach to a large extent brings out the major features and ideas of the project.

**Fair (C+, C, C-)**

The creative project is to a large extent clearly presented. The chosen approach may not bring out all the key features and ideas of the project.

**Marginal (D)**

The creative project is not effectively presented. The chosen approach is not effective in bringing out the key ideas of the project.

**Failure (F)**

The presentation appears to be incoherent and is in lack of consideration.

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**Assessment Task**

Participation

**Criterion**

Participation in in-class activities

**Excellent (A+, A, A-)**

Makes significant contribution to in-class discussion and completes tasks satisfactorily.

**Good (B+, B, B-)**

Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

**Fair (C+, C, C-)**

Seldom makes contribution to in-class group discussion; only completes few in-class tasks.

**Marginal (D)**

Little evidence of participation in class; completes very few in-class tasks.

**Failure (F)**

Fails to complete in-class tasks or participate in class discussions.

## Part III Other Information

### Keyword Syllabus

City, narratives, literature, society, modernity, metropolis, space, place

### Reading List

#### Compulsory Readings

	Title
1	Baudelaire, Charles. "The Painter of Modern Life" .
2	Berman, Marshall. All That is Solid Melts Into Air (selections)
3	Dickens, Charles. Sketches by Boz: Illustrative of Everyday Life and Everyday People (Selections)
4	Leung, Ping-kwan. City at the End of Time (selections)
5	Pamuk, Orhan. Istanbul: Memories of a City (Selections)
6	Poe, Allan Edgar. "The Man of the Crowd Rhys, Jean. "Let Them Call It Jazz" "
7	Italo Calvino. Invisible Cities
8	Other materials, such as criticisms and poems, will be distributed by the instructor

#### Additional Readings

	Title
1	Alter, Robert. Imagined Cities: Urban Experience and the Language of the Novel. New Haven: Yale University Press, 2005.
2	Bachelard, Gaston. The Poetics of Space. Trans. Maria Jolas. Boston: Beacon Press, 1994.
3	Benjamin, Walter. The Arcades Project. Tran. Howard Eiland and Kevin McLaughlin. Cambridge, Mass., and London: The Belknap Press of Harvard University Press, 1999.
4	De Certeai, Michel. The Practice of Everyday Life. Tran. Steven Rendall. Berkeley, California: University of California Press, 1988.
5	Dennis, Richard. Cities in Modernity: Representation and Production of Metropolitan Space 1840-1930. Cambridge: Cambridge University Press, 2008.
6	Lehan, Richard Daniel. The City in Literature: An Intellectual and Cultural History. Berkeley & Los Angeles: University of California Press, 1998.
7	Nord, Deborah. Walking in the Victorian Streets: Women, Representation, and the City. Ithaca and London: Cornell University Press, 1995.



8	Parsons, Deborah. <i>Streetwalking the Metropolis: Women, the City, and Modernity</i> . Oxford, New York: OUP, 2000.
9	Solnit, Rebecca. <i>Wanderlust: A History of Walking</i> . London and New York: Verso, 2002.
10	Tuan, Yi-Fu. <i>Space and Place: The Perspective of Experience</i> . London and Minneapolis: University of Minnesota Press, 1977.
11	Williams, Raymond. <i>The Country and the City</i> . Hogarth Press, 1985.