

City University of Hong Kong
Course Syllabus

offered by Department of Public and International Affairs
with effect from Semester A 2022/2023

Part I Course Overview

Course Title: The Hidden City: Space, Power and Social Processes in Hong Kong

Course Code: GE2244

Course Duration: One Semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) Generally none

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

Hong Kong is small but complex city. There are contradictory and puzzling urban phenomenon we encounter in their daily life we are not able to make full sense of. The multifaceted social and political processes are more exciting than what they exhibit on the surface. There are space, people and power that are hidden from ordinary observers. There are public spaces the public has no knowledge of, there are land powers that steer policy, there are interesting people from ethnic background that make our city vibrant, etc. This course will introduce analytic lens through which such hidden dimensions of the city can be examined via systematic thinking approach. Students are able to investigate such hidden dimensions via experiential leaning processes and create their own analytical perspective for their observations.

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.	Describe the urban processes of densely populated cities	40	x	x	
2.	Critically analyse hidden processes of the city with alternate perspectives	30		x	
3.	Derive new perspective(s) in interpreting local urban issues and processes	30		x	x
		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				
Lectures	Lectures with particular focus in introducing relevant theories, systematic thinking methods and analytic perspectives in connection to local examples	x	x					2.5 hr / week for 10 weeks
Class discussion	Class discussion on the reflection of experiential learning	x	x	x				0,5 hr / week for 10 weeks
Group preparation for team projects – students	Group preparation for team projects – students are able to learn team work skills and feedback from tutor.		x	x				1 hr / week for 3 weeks
Team projects	Team projects – students worked in groups of 4 to 6 members to critically examine a real life urban issue		x	x				Out of class exercise
Out of class consultation sessions	Out of class consultation sessions – offering additional help to the preparation of group projects and other learning issues		x	x				Total 6 hours
Class presentation of team projects	Class presentation of team projects to polish communication skills		x	x				Total 6 hours

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					
Continuous Assessment: 100%								
Class discussion and reports	x	x					5%	
Class presentation of team projects		x	x				5%	
Team project reports		x	x				50%	
A short individual paper on selected issues	x	x	x				20%	
Quizzes	x	x					20%	
Examination: <u> 0 </u> % (duration: _____, if applicable)								
							100%	

* The weightings should add up to 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)	Good (B)	Fair (C)	Marginal (D)	Failure (F)
1. Team Project Reports and Individual paper	ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective	Students demonstrate excellent ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective	Students demonstrate good ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective	Students demonstrate fair ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective	Students demonstrate weak ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective	Students demonstrate no ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective
2. Classroom discussion and report and class presentation of team projects	Ability in organising relevant materials for the project as well as skills in the relevance and clarify of presentation	Students demonstrate excellent ability in organising relevant materials for the project as well as showing superior skills in the relevance and clarify of presentation and in responding to queries of the tutor and other classmates.	Students demonstrate good ability in organising relevant materials for the project as well as showing superior skills in the relevance and clarify of presentation and in responding to queries of the tutor and other classmates.	Students demonstrate fair ability in organising relevant materials for the project as well as showing superior skills in the relevance and clarify of presentation and in responding to queries of the tutor and other classmates.	Students demonstrate weak ability in organising relevant materials for the project as well as showing superior skills in the relevance and clarify of presentation and in responding to queries of the tutor and other classmates.	Students demonstrate no ability in organising relevant materials for the project as well as showing superior skills in the relevance and clarify of presentation and in responding to queries of the tutor and other classmates.
3. Quiz	ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories	Students demonstrate excellent ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories	Students demonstrate good ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories	Students demonstrate fair ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories	Students demonstrate weak ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories	Students demonstrate no ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories

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.)

Density and the compact city, Hidden space (the production of space, urban planning, private and public space), Hidden people (spatial segregation and exclusion, homeless people, the very rich and the very poor people, cultural and ethnic diversity), Hidden Power (city as growth machine, regime theory, land powers, people power, urban contestation).

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.)

Fainstein, Susan S. and Scott Campbell (2002) *Readings in urban theory* (edition) Oxford, UK ; Malden, MA : Blackwell Publishers.

Jonas, Andrew, E.G and Wilson, David (1999) *The Urban Growth Machine* (ed), Albany: State University of New York Press.

Methews, Gordon (2011) *Ghetto at the Centre of the World: Chungking Mansions*, Hong Kong, Hong Kong: Hong Kong University Press.

Mitchell, Don (2003) *The Right to the City*, New York: Guilford press.

Pahl R.E. (1975) *Whose city? : and further essays on urban society* (2nd ed), Harmondsworth, Middlesex ; Baltimore, Md. : Penguin.

Poon, Alice (2010) *Land the Ruling Class in Hong Kong*, Hong Kong: Enrich Publishing.

Stone, Clarence (1989) *Regime Politics*, Lawrence, Kansas: University of Kansas Press.

Zhang, Weiping (2009) *Invisible Logic- Hong Kong as Asian Culture of Congestion*, Nanjing: Southeast University Press.

2.2 Additional Readings

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

Designing Hong Kong (<http://www.designinghongkong.com/cms/>)

Hong Kong Public space initiative (<http://hkpsi.org/eng/aboutus/aboutus.php>)

Concern Group Against the Construction of Walled Buildings in Taiwan

(<http://www.facebook.com/helptaiwai>)

Our Government Hill (<http://www.governmenthill.org/>)

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILO 2,3 Team project
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILO 1 Team projects data collection (short introduction of research methods in lecture and consultative sessions)
PILO 3: Demonstrate critical thinking skills	CILO 2 Class discussion, team project report
PILO 4: Interpret information and numerical data	CILO 1,2 Team project report, quizzes
PILO 5: Produce structured, well-organised and fluent text	CILO 3 Team project report
PILO 6: Demonstrate effective oral communication skills	CILO 1,3 Team project presentation
PILO 7: Demonstrate an ability to work effectively in a team	CILO 3 Team project process and report
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILO 1 Lectures materials that draw on local culture and cultural diversity
PILO 9: Value ethical and socially responsible actions	CILO 2 Team project data collection process
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILO 2,3 Team project

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
Team Project Reports