

# GE2244: THE HIDDEN CITY: SPACE, POWER AND SOCIAL PROCESSES IN HONG KONG

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

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

### Subject Code

GE - Gateway Education

### Course Number

2244

### Academic Unit

Public and International Affairs (PIA)

### 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

### GE Area (Primary)

Area 2 - Study of Societies, Social and Business Organisations

### Medium of Instruction

English

### Medium of Assessment

English

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)	DEC-A1	DEC-A2	DEC-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

**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.

**Learning and Teaching Activities (LTAs)**

LTAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Lectures	Lectures with particular focus in introducing relevant theories, systematic thinking methods and analytic perspectives in connection to local examples	1, 2	2.5 hr / week for 10 weeks
2	Class discussion	Class discussion on the reflection of experiential learning	1, 2, 3	0,5 hr / week for 10 weeks
3	Group preparation for team projects – students	Group preparation for team projects – students are able to learn team work skills and feedback from tutor.	2, 3	1 hr / week for 3 weeks
4	Team projects	Team projects – students worked in groups of 4 to 6 members to critically examine a real life urban issue	2, 3	Out of class exercise
5	Out of class consultation sessions	Out of class consultation sessions – offering additional help to the preparation of group projects and other learning issues	2, 3	Total 6 hours

6	Class presentation of team projects	Class presentation of team projects to polish communication skills	2, 3	Total 6 hours
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**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Class discussion and reports	1, 2	5	-	Yes
2	Class presentation of team projects	2, 3	5	-	No
3	Team project reports	2, 3	50	-	No
4	A short individual paper on selected issues	1, 2, 3	20	-	No
5	Quizzes	1, 2	20	-	No

**Continuous Assessment (%)**

100

**Examination (%)**

0

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

Team Project Reports and Individual paper

**Criterion**

ability in uncovering the hidden process in the city and be able to interpret the selected urban phenomenon from a fresh perspective

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

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

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

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

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

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

**Marginal (D)**

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

**Failure (F)**

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

### **Assessment Task**

Classroom discussion and report and class presentation of team projects

### **Criterion**

Ability in organising relevant materials for the project as well as skills in the relevance and clarify of presentation

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

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.

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

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.

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

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.

#### **Marginal (D)**

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.

#### **Failure (F)**

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.

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### **Assessment Task**

Quiz

### **Criterion**

ability in outlining relevant concepts and theories relating to the urban processes and to interpret local urban phenomenon with concepts and theories

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

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

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

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

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

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

#### **Marginal (D)**

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

#### **Failure (F)**

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

### Keyword Syllabus

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).

### Reading List

#### Compulsory Readings

	Title
1	Fainstein , Susan S. and Scott Campbell (2002) Readings in urban theory (edition) Oxford, UK ; Malden, MA : Blackwell Publishers.
2	Jonas, Andrew, E.G and Wilson, David (1999) The Urban Growth Machine (ed), Albany: State University of New York Press.
3	Methews, Gordon (2011) Ghetto at the Centre of the World: Chungking Mansions, Hong Kong, Hong Kong: Hong Kong University Press.
4	Mitchell, Don (2003) The Right to the City, New York: Guilford press.
5	Pahl R.E. (1975) Whose city? : and further essays on urban society (2nd ed), Harmondsworth, Middlesex ; Baltimore, Md. : Penguin.
6	Poon, Alice (2010) Land the Ruling Class in Hong Kong, Hong Kong: Enrich Publishing.
7	Stone, Clarence (1989) Regime Politics, Lawrence, Kansas: University of Kansas Press.
8	Zhang, Weiping (2009) Invisible Logic- Hong Kong as Asian Culture of Congestion, Nanjing: Southeast University Press.

#### Additional Readings

	Title
1	Designing Hong Kong ( <a href="http://www.designinghongkong.com/cms/">http://www.designinghongkong.com/cms/</a> )
2	Hong Kong Public space initiative ( <a href="http://hkpsi.org/eng/aboutus/aboutus.php">http://hkpsi.org/eng/aboutus/aboutus.php</a> )
3	Concern Group Against the Construction of Walled Buildings in Taiwai ( <a href="http://www.facebook.com/helptaiwai">http://www.facebook.com/helptaiwai</a> )
4	Our Government Hill ( <a href="http://www.governmenthill.org/">http://www.governmenthill.org/</a> )

## Annex (for GE courses only)

**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:**

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**

2, 3

**PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology**

1

**PILO 3: Demonstrate critical thinking skills**

2

**PILO 4: Interpret information and numerical data**

1, 2

**PILO 5: Produce structured, well-organised and fluent text**

3

**PILO 6: Demonstrate effective oral communication skills**

1, 3

**PILO 7: Demonstrate an ability to work effectively in a team**

3

**PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues**

1

**PILO 9: Value ethical and socially responsible actions**

2

**PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation**

2, 3

**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