CUS509 Urban Culture of Hong Kong 香港城市文化

Course Title	:	Urban Culture of Hong Kong 香港城市文化
Course Code	:	CUS509
No. of Credits	:	3 credits
Mode of Tuition	:	3 hours of lecture
Class Contact Hours	:	3 hours per week, 42 hours for the whole course
Category	:	Elective course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil
Brief Course Description	:	Recently Hong Kong—the city and its culture—has often been characterized as hybrid, in-between, in perpetual transit, plural, postcolonial, (post)modern, cosmopolitan, commercial, pragmatic, and so on. With such a proliferation of incompatible concepts and descriptions of Hong Kong, it is apparent that there are serious flaws and misunderstandings about Hong Kong. This seminar investigates specific dimensions of Hong Kong urban culture that involve processes of border-crossing, self-reflexivity, and self-reinvention: the emergence of a Hong Kong urbanscape and local identity in relation to the city's negotiation between China and the world, the past and the present; the cosmopolitan imagination of Hong Kong as a dialectic of desire and fear in the process of becoming "China"; the making of the Hong Kong popular as a crossing of boundaries in culture, nation, gender and ethnicity. The course will re-examine the various assumptions on the social formations of Hong Kong by discussing various cultural texts including

film, writing and architecture. In particular, the course will re-examine the richness of the Cantonese language spoken by people growing up in Hong. At the same time it will examine notions of the intercultural, multicultural, transnational, global/local, postmodern, postcolonial and others.

Aims :

- To provide a critical overview of the culture of Hong Kong as a cosmopolitan city.
- To introduce students to major issues of cultural politics and the dynamic perspectives of contemporary urban cultural studies.
- To raise students' awareness of cultural, social and political issues in contemporary Hong Kong and to foster their in-depth understanding of and critical reflections on specific current issues that concern Hong Kong society at large.

Learning Outcomes :

On completion of the course, students will able to:

1. LO1 : define, describe, discuss, analyze and evaluate the overall condition of the culture of Hong Kong in the broad context of globalization and cosmopolitanism in relation to the reinvention of local culture;
2. LO2: apply critical and systematic approaches in interpreting major issues of cultural politics from the perspectives of contemporary urban cultural studies;
3. LO3: explain and argue—verbally and in written discourse of considerable length—on specific cultural issues that concern the general Hong Kong community.

Indicative Contents :

- The nature of city and what it means to see Hong Kong as a city.
- The production of space and the peculiarities of the social space of Hong Kong.
- The significance of spatial practice carried out on a daily basis.
- Limitations of current views of Hong Kong.
- Hong Kong as a meeting of empires.
- The political implications of Hong Kong musicals.
- The significance of the Cantonese language as spoken in Hong Kong.

Teaching Methods : Lecture, student's class presentation and seminar discussion

Measurement of Learning Outcomes:

Assessment / LO	Class participation and discussion	Presentation	Term paper
	(10%)	(20%)	(70%)
LO1	V		
LO2		V	V
LO3		V	

Measurement of Learning Outcomes :

1. Students' knowledge and skills on narrating and analyzing aspects of the culture of Hong Kong with reference to local culture, globalization and cosmopolitanism will be measured by their course papers which require an academic format and style with a critical-analytical orientation. Class discussion will test students' ability to carry out informative and critical dialogues interpersonally in a group situation; (LO1)

2. Short written assignments assess students' acquisition of conceptual knowledge of cultural politics in contemporary urban settings. Class discussion requires students to reflect on their understanding of theoretical concepts through a questioning process; (LO2)

3. Oral presentations require students to demonstrate their substantial understanding of the polemics of specific current cultural issues of their own choice in well-organized speeches and/or multimedia delivery. Course papers assess students' skills in presenting elaborated arguments and sophisticated speaking positions concerning specific cultural and social controversies using. (LO2, LO3)

Assessment :

1. Term paper (70%)
2. Presentation (20%)
3. Class participation and discussion (10%)

Term paper: Of approximate length of 8,000 characters in Chinese or 6,000 words in English. Class presentation (30 to 45 minutes) can be individual or group presentation. If a particular student is keen on answering questions and expressing one's views, course teacher will give

additional marks for that student.

Criteria for group presentation assessment

- Quality of Interpretation of the readings
- The relevance of the case to the arguments raised
- Organization of flow
- Clarity of the presentation/ commentary

- Relevance of questions raised
- Response to classmates' questions

Assessment Rubrics

1) Term paper (70%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (20%)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (20%)	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments. Have researched and drawn on some evidence.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis (20%)	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of Argument (5%)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.
Writing & Referencing (5%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.

2a) Individual Presentation (20%) OR

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Content (20%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	Presenter(s) seem to make little attempt to engage the audience.

2b) Group Presentation (20%)

***Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)

Content (15%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	Presenter(s) seem to make little attempt to engage the audience.
Team-work (5%)	Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.

3) Class Participation and discussion (10%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (1.5%)	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
Engagement with course materials (2%)	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it
Quality of analysis and discussion (5%)	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
Engagement with others (1.5%)	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

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Important Notes :

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on **https://pla.ln.edu.hk/**.
5. Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "*Guidelines for Using GAI Tools at Lingnan University*" and "*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*" can be found here: https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices.

Required/Essential Readings :

Abbas, A. (1997). *Hong Kong: Culture and the politics of disappearance* (pp. 63–90). Hong Kong: Hong Kong University Press.

Benjamin, W. (1978). On language as such and on the language of man. In *Reflections* (pp. 314–332). New York, NY: Schocken Books.

Benjamin, W. (1978). Paris, capital of the nineteenth century. In *Reflections* (pp. 146–162). New York, NY: Schocken Books.

Cuthbert, A. (1995). Under the volcano: Postmodern space in Hong Kong. In S. Watson & K. Gibson (Eds.), *Postmodern cities and spaces*. Oxford, England: Blackwell.

Ip, I.-c. (1998). The specters of marginality and hybridity. In S.-w. Man & S.-p. Lo (Eds.), *Chinese sociology & anthropology* (Spring 1998, pp. 45–64). Armonk, NY: M. E. Sharpe.

Lefebvre, H. (1991). *The production of space* (pp. 26–46). Oxford, England: Blackwell.

Li, S. L. (2008). Embracing glocalization and Hong Kong-made musical film. In P. Fu (Ed.), *China forever: Shaw Brothers and diasporic cinema*. Urbana, IL: University of Illinois Press.

Martindale, D. (1958). Prefatory remarks: Theory of the city. In M. Weber, *The city* (pp. 9–62). New York, NY: Free Press.

Sinn, E. (2003). The Tung Wah Hospital Committee as the local elite. In D. Faure (Ed.), *Hong Kong: A reader in social history*. Hong Kong: Oxford University Press.

Soja, E. W. (2000). Exopolis: The restructuring of urban form. In M. Miles & T. Hall (Eds.), *City cultures reader*. London, England: Routledge.

Wong, K. Y. (2000). On the edges of spaces: Blade Runner, Ghost in the Shell and Hong Kong's cityscape. *Science Fiction Studies*, 27(1), 20–35.

Recommended/Supplementary Readings :

Dear, Michael (2005). Los Angeles and the Chicago School: Invitation to a debate. In N. Kleniewski (Ed.), *Cities and social theory* (pp. 45–62). Oxford, England: Blackwell Publishing.

Harvey, D. (1989). *The urban experience* (pp. 17–58). Baltimore, MD: Johns Hopkins University Press.

Miners, N. J. (2003). The attempt to abolish the Mui Tsai system in Hong Kong, 1917–41. In D. Faure (Ed.), *Hong Kong: A reader in social history*. Hong Kong: Oxford University Press.

Ng, J. (2002). Repatriating from globalization. In *Paradigm city: Space, culture, and capitalism in Hong Kong*. Albany, NY: State University of New York Press.

Sassen, S. (2005). Overview of global cities. In N. Kleniewski (Ed.), *Cities and social theory*. Oxford, England: Blackwell Publishing.

Savage, M., & Warde, A. (2005). Modernity, postmodernity & urban culture. In N. Kleniewski (Ed.), *Cities and social theory*. Oxford, England: Blackwell Publishing.

Siu, H. F. (1999). Hong Kong: Cultural kaleidoscope in a world landscape. In G. G. Hamilton (Ed.), *Cosmopolitan capitalists: Hong Kong and the Chinese diaspora at the end of the twentieth century*. Seattle, WA: University of Washington Press.

Sum Yuen (心猿). (Year). *Crazy horse in a frenzied city* [《狂城亂馬》]. Publisher.

Peer Assessment Form

Team: _____

Instruction: Evaluate your peer team members on their participation in the course group work. This is due on the submission day along with the group work.

Name	Criterion	Ratings (1-10)	Further comments (optional)
1	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
2	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
3	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
4	Participation in project activities		