

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/Term : 3

Mode of Tuition : Lecture

Class Contact Hours : 3 hours per week

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 Content :
- 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 Method : Lecture, student's class presentation and seminar discussion

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. Class presentation (20%)
3. Class participation (10%)

Research 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 : **1) Term paper (70%)**

Rubrics

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s); Consistent perceptive and critical engagement with relevant concepts and theories; Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	Identifies and addresses most of the main question(s). Frequent perceptive and critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion summarizes main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs. Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.
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2a) Individual Presentation (20%) OR

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s). Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. 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.**

5%

A, A-	B+, B, B-	C+, C, C-	F
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.

15%

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses clearly the main question(s). Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt

times. fully examined. time to
 Presenter(s) engage the audience
 engage the audience most of
 the time.

3) Class Participation (10%)

A, A-	B+, B, B-	C+, C, C-	F
Participates actively and constructively all the time. Engages constructively with, all course material (assigned readings, issues, concepts). Provides insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills.

some success.

- 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/>.

Required Readings:

Abbas, Ackbar, *Hong Kong: Culture and the Politics of Disappearance*. Hong Kong, Hong Kong University Press, 1997, pp. 63-90.

Benjamin, Walter. “On Language as Such and on the Language of Man.” *Reflections*, New York: Schocken Books, 1978, pp314-332.

Benjamin, Walter. “Paris, capital of the nineteenth century.” *Reflections*. NY: Schocken Books, 1978, 146-162.

Cuthbert, Alexander “Under the Volcano: Postmodern Space in Hong Kong.” *Postmodern Cities and Spaces*. Eds. Sophie Watson and Katherine Gibson.

Ip, lam-chong (1998), “The Specters of Marginality and Hybridity” in Man Si-wai and Lo Sze-ping eds, *Chinese Sociology & Anthropology* Spring 1998, Armonk, M.E. Sharpe, pp45-64.

Lefebvre, Henri (1991), *The Production of Space*. Oxford, Blackwell Publishers. pp26-46.

Li, Siu Leung “Embracing Glocalization and Hong Kong-Made Musical Film.” *China Forever: Shaw Brothers and Diasporic Cinema*. Ed. Poshek Fu. U of Illinois P.

Martindale, Don. “Prefatory Remarks: Theory of the City” in Max Weber, *The City*. New York, The Free Press, 1958, pp. 9-62.

Sinn, Elizabeth (2003), “The Tung Wah Hospital Committee as the Local Elite” in David Faure ed., *Hong*

Kong: A Reader in Social History. Hong Kong, Oxford University Press.

Soja, Edward. "Exopolis: The Restructuring of Urban Form" in Miles, Malcolm and Hall, Tim, City Cultures Reader. London, Routledge, 2000.

Wong Kin Yuen, "On the Edges of Spaces: Blade Runner, Ghost in the Shell and Hong Kong's Cityscape." Science Fiction Studies 27.1 (Mar. 2000)

Suggested Readings:

Dear, Michael. "Los Angeles and the Chicago School: Invitation to a Debate" in Kleniewski, Nancy ed., Cities and Social Theory. Oxford, Blackwell Publishing, 2005.

Harvey, David, The Urban Experience. Baltimore, The Johns Hopkins University Press, 1989, pp 17-58.

Miners, Norman (2003), "The Attempt to Abolish the Mui Tsai System in Hong Kong, 1917-41, in David Faure ed., Hong Kong: A Reader in Social History. Hong Kong, Oxford University Press.

Ng, Janet "Repatriating from Globalization" from Paradigm City: Space, Culture, and Capitalism in Hong Kong

Sassen, Saskia, "Overview of Global Cities" in Kleniewski, Nancy ed., Cities and Social Theory. Oxford, Blackwell Publishing, 2005.

Savage, Mike & Warde, Alan, "Modernity, Postmodernity & Urban Culture" in Kleniewski, Nancy ed., Cities and Social Theory. Oxford, Blackwell Publishing, 2005.

Siu, Helen, F. (1999), "Hong Kong: Cultural Kaleidoscope in a World Landscape" in Gary G. Hamilton ed., Cosmopolitan Capitalists: Hong Kong and the Chinese Diaspora at the End of the Twentieth Century. Seattle and London, University of Washington Press.

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