

Instructor: Dr. Yvonne Leung (梁以文)

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## HONG KONG CULTURE

### I. AIMS

- (1) To examine the symbolic and cultural meanings embedded in the city of Hong Kong;
- (2) To decipher the process of cultural continuity and change from historical perspective;
- (3) To sensitize students to a critical understanding of local culture in various domains of social life.

### II. INTENDED LEARNING OUTCOMES

Upon completion of the course, students should be able to

- (1) Explain a few salient facets of Hong Kong culture and identity from historical perspective;
- (2) Analyze culture in terms of the values, meanings, discourses and ideologies underpinning various social spheres;
- (3) Formulate an informed interpretation of Hong Kong culture.

### III. COURSE DESCRIPTION

The course consists of two major thematic clusters and one special topic:

- i) Culture and identity from historical perspective
  - ii) Space, community and cityscape
- “Culture and identity” looks at the historical formation of Hong Kong culture through the local/ national/ global nexus. It considers the roles of popular culture (market), the state and civil society in shaping our local culture since the 1960s. It explores the construction of identity in different domains of social life from colonial times to the post-colonial era.
  - “Space, community and cityscape” extends the discussion of culture and identity into the arena of urban space and development, exploring the issues of memory and heritage, public versus private space, globalism and localism, community and development, urban versus rural, as well as home and housing inequalities.
  - (Special Topic) “Popular Culture” addresses issues relating to cultural production, popular tastes and audience reception, while echoing some of the issues relating to culture and identity.

### IV. MODES OF ASSESSMENT & ILOs

Short Assignment	10%	ILO1, ILO2, ILO3: evaluate students' ability to formulate their interpretation of popular culture in Hong Kong with reference to assigned readings
Seminar Presentation	10%	ILO1, ILO2: evaluate students' ability to explain and analyze different topics of Hong Kong culture based on assigned readings
Seminar & Discussion Participation	10%	To encourage students to participate in discussions
Essay	30%	ILO1, ILO2: evaluate students' ability to explain and analyze different topics of Hong Kong culture based on assigned readings, and to organize the materials into structured written work

Final Exam	40%	ILO1, ILO2, ILO3: evaluate students' ability to explain and analyze Hong Kong culture, and to formulate their own interpretation
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- ※ Seminars: Each student will do one group presentation. Attendance in the seminars is required.
- ※ A short assignment, *on an individual basis*, is due on **Oct 10 (Thu), 11:59pm**.
- ※ An essay, *on an individual basis*, is due on **Dec 16 (Mon), 11:59pm**.
- ※ Final exam will be in the form of essays.

#### Late Submission Policy:

- Late submission with 12 hours, 0.5 pt will be deducted.
- Late submission between 12-24 hours, 1 pt will be deducted.
- Late submission for more than 24 hours will not be accepted.

#### V. SCHEDULE FOR LECTURES AND SEMINARS

Wk	<i>Tuesday</i>	<i>Thursday</i>
1	[03/09] Introduction	[05/09] Culture & Identity (historical focus)
2	[10/09] Culture & Identity (historical focus)	[12/09] The Concept of Culture
3	[17/09] <b>Discussion</b>	[19/09] Culture & Identity (historical focus)
4	[24/09] Culture & Identity (historical focus)	[26/09] Culture & Identity (Collective Memory)
5	[01/10] Public Holiday	[03/10] Space & Community
6	[08/10] Space & Community	[10/10] Space & Community
7	[15/10] Space & Community	[17/10] <b>SEMINAR (1)</b>
8	[22/10] <b>SEMINAR (2)</b>	[24/10] <b>SEMINAR (3)</b>
9	[29/10] <b>SEMINAR (4)</b>	[31/10] Space & Community
10	[05/11] Space & Community	[07/11] Space & Community
11	[12/11] <b>Discussion</b>	[14/11] <b>SEMINAR (5)</b>
12	[19/11] <b>SEMINAR (6)</b>	[21/11] <b>SEMINAR (7)</b>
13	[26/11] <b>SEMINAR (8)</b>	[28/11] Consultation session

#### VI. GRADING RUBRICS

##### 1) Seminar Group Presentation (10%)

2%

A	B	C	D	F
Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Weak performance of teamwork. Demonstrates frequent miscommunication among group members. Few members contribute more than others.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal

workload.	distribution of workload.			distribution of workload.
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8%

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
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	Fails to address the question and shows no understanding of the issues. Presentation is unprepared.

**2) Essay (30%)**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Identifies and addresses clearly the main question(s). Consistent perceptive and critical engagement with relevant concepts and theories. Very	Identifies and addresses most of the question(s). Frequent perceptive and critical engagement with relevant concepts and theories. Comprehensive and logical	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories. Fairly comprehensive and logical	Shows limited understanding of the question(s). Barely valid engagement with relevant concepts and theories. Perspectives too narrow with only	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing

comprehensive and logical discussion with substantial evidence; in-depth and critical analysis. The language contains very few, if any, errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	discussion with good evidence; reasonably in-depth analysis. The language is generally accurate but contains some systematic errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	discussion with some evidence cited; analysis not in-depth enough. 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 academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	minimal evidence; a bit illogical; analysis tends to be superficial and with biases. Language expression minimally effective. Conventions of academic writing loosely followed.	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.).
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### 3) Exam (40%)

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
Identifies and addresses clearly the main question(s). Consistent perceptive and critical engagement with relevant concepts and theories. Very	Identifies and addresses most of the question(s). Frequent perceptive and critical engagement with relevant concepts and theories. Comprehensive and logical	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories. Fairly comprehensive and logical	Shows limited understanding of the question(s). Barely valid engagement with relevant concepts and theories. Perspectives too narrow with only	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing

comprehensive and logical discussion with substantial evidence; in-depth and critical analysis. The language contains very few, if any, errors in grammar and vocabulary.	discussion with good evidence; reasonably in-depth analysis. The language is generally accurate but contains some systematic errors in grammar and vocabulary.	discussion with some evidence cited; analysis not in-depth enough. 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.	minimal evidence; a bit illogical; analysis tends to be superficial and with biases. Language expression minimally effective.	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.
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## VII. REFERENCES

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3. Turner, Matthew, and Irene Ngan (eds). 1995. *Hong Kong Sixties – Designing Identity*. Hong Kong: Hong Kong Arts Centre, pp.xvi, 13-34, 80-83.

### B. Hong Kong Culture: Specific Issues

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### C. General Theoretical Resources

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## VIII. COMMUNICATION & FEEDBACK

- Homework assessment results will be released via Canvas within three weeks of submission.
- Students can seek for further comments from instructor by making an appointment after the results have been released.

**IX. COURSE AI POLICY**

The use of Generative AI in project is permitted with proper acknowledgement and will NOT be contributed to the students' work.

**X. ACADEMIC INTEGRITY**

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.