

Instructor: Dr. Yvonne Leung (梁以文)

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HONG KONG CULTURE

I. COURSE DESCRIPTION

The course consists of the following thematic clusters:

- i) Culture and identity from historical perspective and popular culture
 - 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.
 - “Popular Culture” addresses issues relating to cultural production, popular tastes and audience reception, while echoing some of the issues relating to culture and identity.
 - “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.

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. 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 Participation	10%	To encourage students to participate in discussions
Essay	30%	ILO1, ILO2: evaluate students' ability to apply theoretical concepts to analyze their own lived experience in Hong Kong, focusing on urban space and community
Final Exam	40%	ILO1, ILO2, ILO3: evaluate students' ability to explain and analyze Hong Kong culture, and to formulate their own interpretation

- ※ Seminars: Each student will do one group presentation. Participation in the seminars is required.
- ※ A short assignment, *on an individual basis*, is due on **March 11 (Wed), 11:59pm**.
- ※ An essay, *on an individual basis*, is due on **May 20 (Wed), 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.

IV. SCHEDULE FOR LECTURES AND SEMINARS

Wk	Monday	Wednesday
1	[02/02] Introduction	[04/02] Culture & Identity (Historical Focus)
2	[09/02] Culture & Identity (Historical Focus)	[11/02] The Concept of Culture
3	[16/02] Discussion	[18/02] Lunar New Year
4	[23/02] Culture & Identity (Popular Culture)	[25/02] Culture & Identity (Popular Culture)
5	[02/03] Culture & Identity (Collective Memory)	[04/03] Space & Community
6	[09/03] Space & Community	[11/03] Space & Community
7	[16/03] Space & Community	[18/03] SEMINAR (1)
8	[23/03] SEMINAR (2)	[25/03] SEMINAR (3)
9	[30/03] SEMINAR (4)	[01/04] Space & Community
9	Mid-Term Break	
10	[13/04] Space & Community	[15/04] Space & Community
11	[20/04] Discussion	[22/04] SEMINAR (5)
12	[27/04] SEMINAR (6)	[29/04] SEMINAR (7)
13	[04/05] SEMINAR (8)	[06/05] Consultation session

V. 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 workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of	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 distribution of

	workload.			workload.
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8%

A	B	C	D	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	Fails to address the question and shows no understanding of the issues. Presentation is unprepared.

2) Essay (30%)

A	B	C	D	F
Identifies and addresses clearly the main question(s). Consistent perceptive and critical engagement with relevant concepts and theories. Very comprehensive	Identifies and addresses most of the question(s). Frequent perceptive and critical engagement with relevant concepts and theories. Comprehensive and logical discussion with	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories. Fairly comprehensive and logical discussion with	Shows limited understanding of the question(s). Barely valid engagement with relevant concepts and theories. Perspectives too narrow with only minimal	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

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.	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.	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.	evidence; a bit illogical; analysis tends to be superficial and with biases. Language expression minimally effective. Conventions of academic writing loosely followed.	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%)

A	B	C	D	F
Identifies and addresses clearly the main question(s). Consistent perceptive and critical engagement with relevant concepts and theories. Very comprehensive	Identifies and addresses most of the question(s). Frequent perceptive and critical engagement with relevant concepts and theories. Comprehensive and logical discussion with	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories. Fairly comprehensive and logical discussion with	Shows limited understanding of the question(s). Barely valid engagement with relevant concepts and theories. Perspectives too narrow with only minimal	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

and logical discussion with substantial evidence; in-depth and critical analysis. The language contains very few, if any, errors in grammar and vocabulary.	good evidence; reasonably in-depth analysis. The language is generally accurate but contains some systematic errors in grammar and vocabulary.	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.	evidence; a bit illogical; analysis tends to be superficial and with biases. Language expression minimally effective.	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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VI. SEMINAR READINGS (available on Canvas)

VII. REFERENCES

A. Hong Kong Culture: Introduction/Overview

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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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8. 葉蔭聰 (1997)：「『本地人』從哪裏來？ - 從《中國學生周報》看六十年代的香港想像」。載羅永生（編）：【誰的城市？】。香港：牛津大學。頁 13-67。
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12. Chan, Kam Wah. 2000. "Prosperity or Inequality: Deconstructing the Myth of Home Ownership in Hong Kong." *Housing Studies*, Vol. 15 (1), 29-44.
13. Charrieras, Darchen and Sigler. 2018. "The Shifting Spaces of Creative in Hong Kong," *Cities*

- 74, pp.134-141.
14. Choi, Wing Yee Kimburley, Annie H.N. Chan and Anita K. W. Chan. (accepted in 2019). "Producing 'Luxury' Housing: Developers' Strategies and Housing Advertisements in Hong Kong (1961-2011)." *Urban Studies*.
 15. Chu, Yiu-wai and E. Leung. 2013. "Remapping Hong Kong Popular Music: Covers, Localization and the Waning Hybridity of Cantopop." *Popular Music*, Vol. 32/ 1, pp.65-78.
 16. Ho (2020) "Cosmopolitan locavorism: Global-local Food Movements in Postcolonial Hong Kong"
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 22. Ku, A. 2015. "Making Cultures and Spaces from Below – New Urban Activism in Hong Kong." In J. Wang et al. (eds). *Making Cultural Cities in Asia - Mobility, Assemblage, and the Politics of Aspirational Urbanism*, London: Routledge, pp.191-203.
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City' Brand" (1997-2007)

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C. General Theoretical Resources

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52. O'Sullivan, T. 1994. *Key Concepts in Communication & Cultural Studies*. Routledge.
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57. Wilson, D. & T. Muller. 2004. "Growth Coalitions, Language, and Metaphorical Deployment in St Louis," *Professional Geographer*, 56 (2): 282-294.

VIII. COMMUNICATION & FEEDBACK

- Assignment 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

If a situation arises where you have to use Generative AI, it must be properly acknowledged.

Please note that any AI-generated content will not be considered as part of your own 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.