

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2017 / 18**

Part I Course Overview

Course Title: Literature and the City

Course Code: EN3581

Course Duration: One Semester

Credit Units: 3 credits

Level: B3

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations

(for GE courses only)

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to some of the most important city writing covering a variety of authors from the nineteenth century to the present day. Students will read a diverse range of literature, creative nonfiction and literary journalism, and in the process discovering the various ways in which the writers represent, narrate and (re) imagine the city and the urban experience. Topics to be explored include the city and modernity, gender and space, flâneur and the metropolis, memory and place, and cosmopolitanism. This course will invite students to reflect upon key aspects of city writing and their relationship to the historical, cultural and societal contexts in which these works were produced, circulated and read. It will develop students' ability to compile their own city narratives and their critical skills in analysing the various literary and cultural texts both critically and creatively.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify key aspects of city writing from the nineteenth century to the present day		V	V	
2.	Analyse the aesthetic and creative aspects of literary and nonfictional works		V	V	
3.	Apply critical reading, thinking, and writing skills in interpreting literary and cultural texts		V	V	V
4.	Discuss the characteristics of literary and cultural texts and understand their interdisciplinary character		V	V	V
5.	Generate creative and critical responses to texts		V	V	V
			100%		

* If weighting is assigned to CILOs, they should add up to 100%.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Interactive lecturing and discussion	Each week students will be introduced to a range of texts and will be encouraged to discuss and analyse them individually and in groups	V	V					
Composition and critical analysis of key concepts and ideas	Students will write a critical essay to engage with key concepts and ideas introduced in class. They will need to carry out research for the critical essay.	V	V	V	V	V		
Application of knowledge through presentation	Students will give a presentation on a key theme and situate the topic in relation to literary texts of the period. Presentations will involve the whole class as they provoke discussion and questions		V	V	V	V		
Creative and critical responses to literary texts	Students will generate short creative and critical responses to selected texts throughout the course and record them on an online platform.	V	V	V	V	V		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
City Narrative (800-1000 words) Students will engage with the city of Hong Kong creatively by compiling a piece of literary journalism that combines text and images on their chosen topic.					V	25%	Individual Work
Group Presentation Students will work in groups to give a presentation on a key theme or idea germane to city writing in a format of their choice.		V	V	V	V	25%	Group Work
Critical Essay (1500-1800 words) Students will reflect and critically analyse particular issues relating to city writing; possible topics include metropolis and modernity, memory and place, and realism in urban writing. They will need to carry out secondary source	V	V	V	V	V	35%	Individual Work

research to support and develop their argument.								
Participation Students are expected to actively participate in class discussions and activities and prepare the set texts before each class. They will generate short critical and creative responses to selected texts throughout the semester.		V	V	V	V		15%	Individual Work
Examination: _____% (duration: _____, if applicable)								
<i>* The weightings should add up to 100%.</i>							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critical Essay	Content and Interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of the text; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some thoughtful ideas; shows good understanding of the text; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of the text, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misinterpretation of the text; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of the text; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
2. City Narrative	Content; organisation; language	Demonstrates lots of creative, original and thoughtful ideas Ideas are articulated very clearly and very expressively; very effective use of narrative and literary devices; excellent use of words and images; the narrative is very well-developed; ideas are very well-supported and illustrated by details.	Demonstrates some creative, original and thoughtful ideas. Ideas are articulated clearly and expressively; effective use of narrative and literary devices; an effective use of words and images. The narrative is well-developed; ideas are largely well-supported and illustrated by details.	Demonstrates few creative, original and thoughtful ideas; ideas are articulated fairly clearly and expressively; improvements are needed on the use of narrative and literary devices. The use of words and images are somewhat effective, though improvement is needed. The development of the narrative needs improvement; more details are needed to illustrate main themes/ideas.	Very few, or minimal, original and creative ideas Main ideas are obscured by the narrative; very limited, if any, use of narrative and literary devices There are instances of mismatch between words and images The narrative is under-developed; there is a constant lack of details in supporting and illustrating ideas and themes.	There is no original or creative idea The narrative is largely inarticulate; the narrative is in lack of development and details.

3. Group Presentation	Ideas; organisation; presentation skills; critical thinking and creativity	The topic is extremely well-presented and analysed; the presentation demonstrates the group's excellent critical thinking and creativity; the presentation style is highly appropriate.	The topic is competently presented and very well analysed; the presentation demonstrates the group's critical thinking and creativity; the presentation style is appropriate.	The topic is adequately presented and analysed; the presentation shows that the group is somewhat critical or creative towards the materials that they are working with; the presentation style is somewhat appropriate	The topic is sketchily presented and inadequately analysed; the presentation fails to demonstrate the group's critical and creative thinking; the presentation style is largely inappropriate.	The topic is highly inadequate in its presentation and is very poorly analysed; the presentation style is inappropriate.
4. Class Participation and Online Responses	Participation; ideas; effort on reading course materials	Has made significant contributions to in-class group discussion/workshops. Demonstrates evident effort in reading relevant materials related to the texts discussed during tutorials. Has generated insightful, thoughtful and creative online responses to selected texts throughout the semester.	Has made good contributions during the in-class group discussion/workshops. Demonstrates effort in reading relevant materials related to the texts discussed during tutorials. Has generated thoughtful online responses to selected texts on a regular basis throughout the semester.	Has made adequate contributions during the in-class group discussion/workshops. Demonstrates some effort in reading relevant materials related to the texts discussed during tutorials. Has generated online responses to selected texts on a largely regular basis throughout the semester.	Has limited contribution to in-class discussion/workshops. Shows minimal effort in reading relevant materials related to the texts discussed during tutorials. Has missed more than 3 classes. Complete online tasks very occasionally or rarely.	Failed to contribute to in-class discussion/workshops. Has not prepared any reading materials related to the texts discussed during tutorials. Failed to complete online tasks.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

City, narratives, literature, society, modernity, metropolis, space, place

2. Reading List

2.1 Compulsory Readings (tentative list)

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Baudelaire, Charles. "The Painter of Modern Life".
2.	Berman, Marshall. <i>All That is Solid Melts Into Air</i> (selections)
3.	Dickens, Charles. <i>Sketches by Boz: Illustrative of Everyday Life and Everyday People</i> (Selections)
4.	Leung, Ping-kwan. <i>City at the End of Time</i> (selections)
5.	Pamuk, Orhan. <i>Istanbul: Memories of a City</i> (Selections)
6.	Poe, Allan Edgar. "The Man of the Crowd"
6.	Rhys, Jean. <i>Voyage in the Dark</i>
7.	Italo Calvino. <i>Invisible Cities</i>
8.	Other materials, such as criticisms and poems, will be distributed by the instructor

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Alter, Robert. <i>Imagined Cities: Urban Experience and the Language of the Novel</i> . New Haven: Yale University Press, 2005.
2.	Bachelard, Gaston. <i>The Poetics of Space</i> . Trans. Maria Jolas. Boston: Beacon Press, 1994.
3.	Benjamin, Walter. <i>The Arcades Project</i> . Tran. Howard Eiland and Kevin McLaughlin. Cambridge, Mass., and London: The Belknap Press of Harvard University Press, 1999.
4.	De Certeai, Michel. <i>The Practice of Everyday Life</i> . Tran. Steven Rendall. Berkeley, California: University of California Press, 1988.
5.	Dennis, Richard. <i>Cities in Modernity: Representation and Production of Metropolitan Space 1840-1930</i> . Cambridge: Cambridge University Press, 2008.
6.	Lehan, Richard Daniel. <i>The City in Literature: An Intellectual and Cultural History</i> . Berkeley & Los Angeles: University of California Press, 1998.
7.	Nord, Deborah. <i>Walking in the Victorian Streets: Women, Representation, and the City</i> . Ithaca and London: Cornell University Press, 1995.
8.	Parsons, Deborah. <i>Streetwalking the Metropolis: Women, the City, and Modernity</i> . Oxford, New York: OUP, 2000.
9.	Solnit, Rebecca. <i>Wanderlust: A History of Walking</i> . London and New York: Verso, 2002.
10.	Tuan, Yi-Fu. <i>Space and Place: The Perspective of Experience</i> . London and Minneapolis: University of Minnesota Press, 1977.
11.	Williams, Raymond. <i>The Country and the City</i> . Hogarth Press, 1985.