

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A 2017 / 2018**

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**Part I Course Overview**

<b>Course Title:</b>	Literature and the City
<b>Course Code:</b>	EN6517
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to introduce students to key city narratives from the nineteenth century to the present day, and discuss a range of critical perspectives on spatiality and consider their significance in literary and cultural studies. Students will explore the ideas and representation of the city and the urban experience in literary texts from diverse cultural contexts. The course is interdisciplinary by nature, drawing upon theories and practices in cultural geography, sociology, philosophy, cultural and literary studies. Possible topics for discussion include: the country and the city, metropolis and modernity, cosmopolitanism, spaces of power, sites of memory, the global and the local. This course will help students understand key theme and issues in city literature and the recent ‘spatial turn’ in literary and cultural studies, and enhance their ability to analyse literary texts in their historical, cultural and social contexts.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and understand key concepts of space and place in literary studies		V	V	
2.	Discover and describe literary representation of the city and the urban experience		V	V	
3.	Analyse literary and cultural texts in context and in relation to spatial criticisms		V	V	V
4.	Understand the influence of historical, political and social issues on the development of city literature		V	V	V
5.	Generate creative and critical responses to various works of literary and cultural production		V	V	V

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

100%

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 in pairs and in groups		V	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		
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		
Creative responses to literary texts	Students work collaboratively to create a comprehensive website and incorporate multimodal elements into their work			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: <u>100</u> %								
Short Response Paper Students will write a short response paper on a selected topic.	V	V	V	V	V		20%	Individual work
Group Literary Project Students will form in groups to critically re-examine the topics covered in the course through the production of a literary project that engages with a particular theme in city writing. They will need to present their project to the class.			V	V	V		30%	Group work
Final Research Paper Students are required to write one substantial final research paper.	V	V	V	V			40%	Individual work
Participation and Discussion Students are expected to participate actively in class discussion and demonstrate their reading preparation.			V	V	V		10%	Individual work
Examination: <u>0</u> % (duration: _____, if applicable)								
							100%	

\* The weightings should add up to 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.Short Response Paper	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; structure is confusing and focus of discussion is weak; shows weak language skills	Fails to fulfil assignment requirement
2. Final research paper	Content and Interpretation; Research; organisation; Language	The paper is exceptionally well-researched and the analysis of the primary text(s) and historical or other critical contexts is outstanding; there is intelligent understanding of themes in the texts and the broader correlation to critical perspectives on space and place in literary studies; The purpose of analysing and presenting the material is completely achieved; style and tone are highly appropriate	The paper is well-researched and the analysis of the primary text(s) and historical or other critical contexts is strong; there is clear understanding of themes in the texts and the broader correlation to critical perspectives on space and place in literary studies; the purpose of analysing and presenting the material is achieved; style and tone are appropriate	There are some moderate concerns with the research and the analysis of the primary text(s) and historical or other critical contexts; there is limited understanding of themes in the texts and the broader correlation to critical perspectives on space and place in literary studies; the purpose of analysing and presenting the material is partially achieved; style and tone are somewhat appropriate	There are problems with the research and the analysis of the primary text(s) and historical or other critical contexts; there is minimal understanding of themes in the texts and the broader correlation to critical perspectives on space and place in literary studies; the purpose of analysing and presenting the material is not fully achieved; style and tone are somewhat inappropriate	Fails to fulfil assignment requirement

3. Group Literary Project	Content; Originality and Creativity Presentation skills; Organisation	The project demonstrates the group's excellent critical thinking and creativity; the topic is exceptionally well-presented and analysed; the presentation style is highly appropriate; ideas are communicated to the audience very effectively.	The project demonstrates the group's critical thinking and creativity; the topic is competently presented and analysed; the presentation style is appropriate; ideas are generally communicated to the audience effectively.	The project demonstrates the group's understanding of the primary text but more critical analysis is needed; the topic is adequately presented and analysed; the presentation style is somewhat appropriate; Ideas are in general communicated to the audience though improvements are needed for clarity of expression.	The topic is sketchily presented and inadequately analysed; the presentation style is largely inappropriate; failed to communicate key ideas to the audience.	Fails to fulfil the assignment requirements.
4. Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.	Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.	Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks	Little evidence of participation in class; completes very few in-class writing tasks.	Fails to sufficiently participate in in-class activities

### 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, space, place, culture, literature, cosmopolitanism, power, landscape, global, local

#### 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. <i>The Flowers of Evil</i> (selections)
2.	Calvino, Italo. <i>Invisible Cities</i>
3.	Dickens, Charles. <i>The Uncommercial Traveller</i> (selections)
4.	Poe, Allan Edgar. 'The Man of the Crowd'
5.	Woolf, Virginia. <i>Mrs Dalloway</i>
6.	Other materials, including poems, short stories and criticisms, will be distributed by the instructor

##### 2.2 Additional Readings

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

1.	Anderson, Amanda. <i>The Powers of Distance: Cosmopolitanism and the Cultivation of Detachment</i> . Princeton and Oxford: Princeton University Press, 2001.
2.	Appadurai, Arjun. <i>Modernity at Large: Cultural dimensions of Globalisation</i> . Minneapolis, Minn: University of Minnesota Press.
3.	Bachelard, Gaston. <i>The Poetics of Space</i> . Trans. Maria Jolas. Boston: Beacon Press, 1994.
4.	Baudelaire, Charles. <i>The Painter of Modern Life and Other Essays</i> . Trans. Jonathan Mayne. London: Phaidon Press, 1995.
5.	Berman, Marshall. <i>All That is Solid Melts into Air: The Experience of Modernity</i> . London and New York: Verso, 1983.
6.	Bulson, Eric. <i>Novels, Maps, Modernity: the Spatial Imagination 1850-2000</i> . London and New York: Routledge, 2000.
7.	Connell, Liam and Nicky Marsh (eds). <i>Literature and Globalization: A Reader</i> . Oxon: Routledge, 2011.
8.	Crang, Mike. <i>Cultural Geography</i> . New York and London: Routledge, 1998.
9.	Cresswell, Tim, <i>Place: A Short Introduction</i> . Oxford : Blackwell, 2004.
10.	Cresswell, Tim. <i>In Place/Out of Place: Geography, Ideology and Transgression</i> . London and Minneapolis: University of Minnesota Press, 1996.

11.	De Certeau, Michel. <i>The Practice of Everyday Life</i> . U California P, 2002.
12.	Heidegger, Martin. <i>Poetry, Language, Thought</i> . Trans. Albert Hofstadter. New York: Harper & Row, 1971.
13.	James, David. <i>Contemporary British Fiction and the Artistry of Space: Style, Landscape, Perception</i> . London: New York: Continuum, 2008.
14..	Kern, Stephen. <i>The Culture of Time and Space 1880-1918</i> . Cambridge, Mass.: Harvard University Press, 1983.
15.	Lefebvre, Henri. <i>The Production of Space</i> , trans. N. Donaldson-Smith (1974). London: Blackwell, 1991.
16.	Moretti, Franco. <i>Graphs, Maps, Trees</i> . London, New York: Verso, 2005.
17	Nord, Deborah. <i>Walking the Victorian Streets. Walking the Victorian Streets: Women, Representation, and the City</i> . Ithaca and London: Cornell University Press, 1995.
18.	Parsons, Deborah. <i>Streetwalking the Metropolis: Women, the City, and Modernity</i> . Oxford, New York: OUP, 2000.
19.	Simmel, George. <i>On Individuality and Social Forms: Selected Writings</i> . Ed. Donald N. Levine. Chicago, University of Chicago Press, 1971.
20.	Soja, Edward. <i>Postmodern Geographies: the Reassertion of Space in Critical Social Theory</i> . Verso, 1989.
21.	Tuan, Yi-Fu. <i>Space and Place: The Perspective of Experience</i> . London and Minneapolis: University of Minnesota Press, 1977.
22.	Walter, Benjamin. <i>The Arcades Project</i> . Trans. Howard Eiland and Kevin McLaughlin. Cambridge, Massachusetts and London: Harvard University Press, 1999.
23.	Werf, Barney and Santa Arias. <i>The Spatial Turn: Interdisciplinary Perspectives</i> . New York, London: Routledge, 2009.
24.	Williams, Raymond. <i>The Country and the City</i> . Hogarth Press, 1985.