Course Plan for 2004-05

Students are expected to take 1 core course and 1 elective course in the 1st term and 2nd term respectively.

1st TERM (1 September - 4 December 2004):

Core Course:

**CUS505 Methods in Cultural Research** *(Core Course for Year 2 Students ONLY)*

Course Coordinator: Dr Law Wing-sang
Lecturers: Dr Law Wing-sang, Dr Mirana Szeto and Guest Lecturer
Tutor: Mr Cheng Wai-pang
Time: Saturday 2:30-5:30 pm
Venue: MBG01, Lingnan U, Tuen Mun

**CUS501 Perspectives in Cultural Studies** *(Core Course for Year 1 students)*

Course Coordinator: Coordinator: Prof. Stephen CHAN Ching-kiu
Lecturers: Stephen CHAN Ching-kiu, MA Kwok-ming, Mirana SZETO May
Tutor: Karen CHAN Ka-ling
Time: Saturday 2:30-5:30 pm
Venue: GEG01, Lingnan U, Tuen Mun

Elective Courses:

**CUS504 History in Cultural Studies** *(Elective Course for Year 1 students)*

Lecturer: Mr. Ma Kwok Ming
Time: Tuesday 6:45-9:45 pm
Venue: World Trade Centre, Causeway Bay (LR1, Lecture Room)

**CUS510 Workshop in Cultural Practices** *(Elective Course for Year 2 Students ONLY)*

Course Coordinator: Dr Hui Po-keung
Facilitators: Dr Jeannie Martin, Mr Huan Sun Quan, Mr Billy Hung Fan-keung and Mr Cheung Wai-kee
Time: Thursday 6:45-9:45 pm
CUS512B Topics in Cultural Representation and Interpretation — Urban Chinese Cultural Studies
Lecturers: Professor Wang Xiaoming 王曉明, Director, Contemporary Chinese Culture Studies, Shanghai University; Dr. Bao Yaming 包亞明, Assistant Director, Institute of Literature, Shanghai Academy of Social Sciences (Deputy Chief-editor of Shanghai Culture Magazine)
Time: Wednesday 6:45-9:45 pm
Venue: World Trade Centre, Causeway Bay (LR1, Lecture Room)

CUS509 Urban Culture of Hong Kong [30] (Year 1 & 2) (Elective Course for Year 1 & 2 students)
Instructors: Dr Li Siu Leung / Mr Ip Iam Chong
Time: Monday 6:45-9:45 pm
Venue: World Trade Centre, Causeway Bay (LR1, Lecture Room)

CUS513 Research Seminar (Elective Course for Year 2 Students ONLY)

CUS513A Research Seminar - Postcolonial Studies of Hong Kong
Instructor: Prof Stephen Chan

CUS513B Research Seminar – Cultural Studies and Hong Kong Educational Reform
Instructor: Dr Hui Po-keung
2nd TERM (24 January - 6 May 2005):
Core Courses:
CUS502 Critical Thinking through Popular Culture (for Year 2 students)
Lecturer: Prof. Stephen Chan
Time: Saturday from 2:30 – 5:30 pm
Venue: ARG03, Arts Bldg., Lingnan University

CUS503 Pedagogy and Cultural Studies (for Year 2 students)
CUS505 Methods in Cultural Research (for Year 1 students)
Lecturer: Dr. Law Wing-sang and Dr. Mirana Szeto
Time: Saturday from 2:30 – 5:30 pm
Venue: GEG01, General Education Bldg, ARG01 & ARG02, Arts Bldg., Lingnan University

Elective Courses:

CUS507 Feminism and Cultural Politics
Lecturer: Dr. Chan Shun-hing and Prof. Dai Jinghua
Time: Thursday from 6:45 – 9:45pm at WTC

CUS508 Globalization and Contemporary Social Change
Lecturer: Dr. Mirana Szeto, Mr. Ip Iam-chong and Guest Speaker
Time: Monday from 6:45 – 9:45pm at WTC

CUS511B Topics in Cultural Institution and Policy – Contemporary Cultural Policies
Lecturer: Prof. Stephen Chan, Ms. Ada Wong and Guest Speakers
Time: Thursday from 6:45 – 9:45pm at WTC

CUS512C Topics in Cultural Representation and Interpretation: A Re-reading of the “Post Cold War” – Interrogating Representations in Film and Literature
Lecturer: Dr. Lau Kin-chi and Prof. Dai Jinghua
Time: Tuesday and Friday from 6:45 – 9:45pm at WTC

CUS513C Research Seminar – Hong Kong's Urban Future (for Year 2 students only)
Lecturer: Mr. Ma Kwok-ming
Time: Flexible teaching time
**Course Description**

This core course enhances the students to develop a reflexive attitude about and critical abilities of different methods used by cultural researchers. Method here is understood not only as research techniques, procedures, and practices, but also as involving the theories and perspectives that inform the production of a particular kind of research and justify it in terms of knowledge-making. Practical examples will be used to illustrate diverse cultural studies methods such as textual analysis, ethnographic methods (participatory action research, interviews, focus groups and story-telling), oral history, archival work, etc. Discussion of methodological issues involved in those examples will help students map out the trajectories in which cultural studies as a discipline developed in the past and the implications they have nowadays.

**Aims and Objectives**

* To guide students to pay critical attentions to the techniques and procedures of doing cultural research in such different areas as literature, film and media, popular culture, gender studies and postcolonial studies;
* To provide a platform for discussing different perspectives on research methods and related issues such as research ethics, knowledge, and power.

**Indicative Contents**

What is Cultural Research?
· Researching Cultural Representation

· Researching Cultural Experience

· Researching Cultural Formation

Ontologies and Epistemologies of Cultural Research

· Positivism, Hermeneutic, Critical Theory

Methods and methodological issues in the shifting paradigms of Cultural Studies;

· Literary Humanism, Dialectical Sociology, Culturalism, Structuralism, Postmodernism, Feminism

· Textual Analysis, Ethnography, Archival work

Negotiating research relationships: Ethics, Power, Subjectivity, Institution

Class Schedule

Wk1 (29/1) Discipline/Reflexivity/Positionality

Wk2 (5/2) Theory in the Practice of Research

Wk3 (12/2) Chinese New Year Holiday

Wk4 (19/2) On Knowledge and Power I

Wk5 (26/2) On Knowledge and Power II

Wk6 (5/3) Psychoanalysis and Feminism

Wk7 (12/3) Politicizing Psychoanalysis

Wk8 (19/3) Sexual, Textual Politics: Difference and Representation

Wk9 (26/3) Easter Holiday

Wk10 (2/4) Researching Others: Ethnographic practice
Wk11 (9/4) Postmodern Ethnography

Wk12 (16/4) Rethinking the Concept of Experience: Perspectives from the Margins

Wk13 (23/4) Audience Research and Beyond: Studying Subjectivities

Wk14 (30/4) The Politics of Documentary

Wk15 (7/5) Postmodern Cultural Politics
CUS501 Perspectives in Cultural Studies

Term 1, 2004-05
Coordinator: Prof. Stephen CHAN
Instructors: Prof. Stephen CHAN, MA Kwok-ming and Mirana SZETO May
Tutor: Karen CHAN Ka-ling
Timetable: Saturday, 2:30 - 5:30 pm
Lecture: 2:30 - 4:00 pm
Group discussion: 4:15 - 5:30 pm
Venue: GEG01, Lingnan University, Tuen Mun
Quota: 60

Course Description
This course provides an overview of key themes, concepts, theories and issues in cultural studies. It introduces students to the origins and foundational concerns of cultural studies as an academic discipline and an intellectual practice; examines selected critical notions and problems with reference to specific contexts; and look at the work of cultural studies in relation to social, historical and institutional conditions. The course also addresses such issues as the role of theory and analysis in the practice of cultural studies, the relevance of cultural studies for government and public cultures, as well as the constraints and possibilities cultural studies workers face today in their divergent attempts to engage themselves on location in critical projects of our time.

Aims and Objectives
- To introduce the basic aims and perspectives of cultural studies as an academic discipline and as an intellectual practice;
- To look at different dimensions of culture and acquaint students with a range of issues addressed by cultural studies;
- To provide insight into the complex nature of the relation between the cultural field and the social and economic spheres.

Indicative Contents
The concept of culture and the intellectual trajectories of cultural studies;

The implications of the "cultural turn" in contemporary societies;

The culture of everyday life and the question of identity.

Class Schedule

4/9 chan For Cultural Studies (Bennett 1998, 1-8, 17-21, 27-30)

11/9 ma Intellectual Trajectory I (Davis, 10-17; Mulhern, 49-73)

18/9 ma Intellectual Trajectory II (Davis, 30-63; Mulhern, 77-106)

25/9 ma From Fordism to Post-Fordism (Davis, 139-155)

2/10 ma Implications of the Cultural Turn I: The Commodification of Culture & the Aestheticization of Politics (McGuigan, 67-81)

9/10 ma Implications of the Cultural Turn II: The Rise of Cultural Industries (McGuigan, 81-94; Bennett 1995, 89-109)

16/10 chan The Prosaic Politics of Cultural Studies: Critique, Pedagogy, and Discipline (Bennett 1998, 30-38, 42-59, 60-84)

23/10 szeto The Culture of Everyday Life I: Why and How? (Fiske; also recommended: de Certeau)

30/10 szeto The Culture of Everyday Life II: Carrying on Between Turning Points in Organized Resistance (Scott, 183-201; also recommended: Scott, 1-16, 202-228)

6/11 szeto Questions of Identity I: Why Identity? Questioning the Intellectual (Grossberg; also recommended: Hall, Said)

13/11 szeto Questions of Identity II: Genders and Sexualities (Thiele, Butler; also recommended: Philips, MacCannell)

20/11 szeto Questions of Identity III: Ideas of the Subaltern (Guha; also recommended: Gramsci, Spivak)

27/11 chan/all Conclusion I (Chan, Flew)
**Readings**


Course Description
This course focuses on different modes of representing the past in contemporary culture. It explores how particular representations of the past have profound implications for the formation of meanings and value systems inscribed in tradition, memory and nostalgia. Looking at different sites where history is crucial for the production of social meaning and personal identity (such as museums, heritage sites or historical films), the course examines how discursive forms, narrative structures and representational conventions inscribe particular assumptions about the past, which are circulated, mediated, modified and contested at their sites of reception and consumption. Through an analysis of these processes, students will learn to apply the conceptual tools and methods that cultural studies provides for approaching, and making an intervention in, the complex relation between history and representation.

Aims and Objectives
· To equip students with tools and methods to critically analyze representations of the past;

· To examine the cultural contexts and mechanisms that shape representations of the past;

· To provide insight into traditions of government, imperialism and nation-building that produce particular visions of the past;

· To develop and foster strategies for a democratic, participatory and communal recovery of marginalized histories.

Indicative Contents
· Representations of the past in contemporary culture: literature, photography, film, fashion, museums, exhibitions, heritage sites, the built environment, autobiography and oral history;
- Discursive strategies of representing human experiences and social events: the power of narrative, visual display, object-based epistemology and the power of the artifact; imagined communities, experience and identity construction;

- Cultural mechanisms shaping representations of the past: commodification, the aesthetic mode, context and de-contextualization, governmentality.

Class Schedule

9.07 – general orientation, syllabus

Introductory lecture: history and cultural studies

Recommended Reading: Ankersmit, 1-25; Jenkins, 1-30

Part I: Sites of History

9.14 – The exhibitionary complex: history in museum and history of museum RR: Bennett, 89-105; McGuigan, 1-29

9.21 – Materialist frameworks of history RR: Anderson, 9-46; Bennett, 128-162; Hobsbawn & Ranger, 1-14, 263-307

9.28 – Mid-Autumn Festival

10.05 – The uses of personal pasts

RR: Benjamin (b), 3-60; Gilloch, 55-92

Part II: Public places, Tourist spaces

10.12 – history in Disney

RR: Eco, 1-58; The Project on Disney, 1-33; Wallace, 134-75

10.19 – Arcades & malls (proposal due)
RR: Buck-Morss, 78-158

10.26 – Architecture & the built environment

RR: Abbas, 63-90; Auge, 75-115

11.02 – Vacation spots

RR: Bennett, 220-45; Morris, 31-63

Part III: Mechanical images of the past

11.09 – the age of mechanical reproduction

RR: Benjamin (a), 217-251;

11.16 – history as photography

RR: Benjamin (a), 253-264; Cadava, 3-44; from Resina & Ingenschay, 1-22

11.23 – film as postmodern history

RR: from Sobchack, 201-18

11.30 – history in Hong Kong Cinema

RR: Abbas, 16-47

12.07 – the history of Cultural Studies, CS as history (research projects due) RR: Morris, 219-34

Readings

Abbas, Ackbar (1997): Hong Kong: Culture and the Politics of Disappearance, Hong Kong: Hong Kong University Press


CUS510 Workshop in Cultural Practices

Term 1, 2004-2005

Coordinator: Dr Hui Po-keung
Facilitators: Dr Jeannie Martin, Mr Huan Sun Quan, Mr Billy Hung Fan-keung, Mr Cheung Wai-kee

Time: Thursday 6:45-9:45 pm
Venue: LR1, World Trade Centre, Causeway Bay
Quota: 30

Course Description
This course will use a ‘workshop’ approach to discuss how cultural studies can be practiced in different professional fields. Professionals working in the fields of education, media, social and community services, arts and other areas will be invited to participate in the workshop and dialogue with the instructor and students of cultural studies. Through these dialogues students will learn about the cultural-political dimensions of professional and technical practices and consider the implications of these in their own vocational fields.

Aims and Objectives

1. To provide students with a working sense of how cultural studies can be practiced in various professional fields;

2. To articulate professional, technical and practical knowledge with cultural, ethical and political concerns.

Teaching Mode
Weekly workshop, 3 hours, with guest professionals as facilitators.

Tentative Schedule:

September 2: Introduction
September 9-30: Community Work (facilitator: Jeannie Martin, Senior Adjunct Research Fellow, University of Western Sydney)
Oct. 7-21: Alternative media (facilitator: Huan Sun Quan, Editor-in-chief, POTS Weekly, Taipei and founder of Taiwan Indymedia Center)

Oct. 28-Nov. 11: Arts education and social movements

(facilitator: Noise Co-operative, Hong Kong)

PART I

PART II: Alternative Media (October 7-21)

October 7: What are alternative media?

* A problematic definition and practice experiences

* Content production and marketing tactics

* Writing style and editorial policy

* Capability of production and networking

October 14: Own your media -- blog, wiki, and more…

* What is blog?

* What is wiki?

* What are open sources? How could it be possible to have open resources or social software?

* Collaborating writings

* Exchangeable information and syndications

* Commercial potential, copyleft, and social meanings

* Five minutes for a personal portal site

October 21: Own our media -- Indymedia (IMC) Center

* A brief history of IMC Center
* Anti-globalization actions and IMC’s global settings

* Core values: “Be media, don’t hate media”, open publishing, task-orientation, collective editing, social gathering and direct actions, activist as reporter and vice versa

* An introduction of the Taiwan Indymedia Center

* Looking into the future: the possibility of setting up a HK Indymedia Center

PART III: Arts education and social movements (Oct. 28-Nov. 11)

Oct. 28 and Nov. 4 (6 hours workshop):

* Warm up games

* Games for building groups dynamics

* Games for creating art pieces from daily life experiences

* Short performances

* Questions and discussions

Nov. 11 (3 hours lecture and songs):

* Origin and rationales of works on people’s culture in Hong Kong

* Listening to and analysis on selective social protest songs

* Questions and discussions

PART IV: Students’ presentations/projects (Nov. 18-Dec. 2)

References
Required/Essential Reading


Recommended/Supplementary Reading


Freire, Paulo (1993): Pedagogy of the City, Translated by Donaldo Macedo, New York: Contiumm


莫昭如、林寶元編著(1994): 《民眾劇場與草根民主》, 台北：唐山出版社。
CUS512B

Topics in Cultural Representation and Interpretation:
Urban Chinese Cultural Studies 中国都市文化研究

Term 1, 2004-2005

Lecturers:
Professor Wang Xiaoming 王晓明
Director, Contemporary Chinese Culture Studies Shanghai University

Dr. Bao Yaming 包亚明
Assistant Director, Institute of Literature Shanghai Academy of Social Sciences (Deputy Chief-editor of Shanghai Culture Magazine)

Timetable:
Wednesday 6:45-9:45 pm

Venue:
LR1, World Trade Centre, Causeway Bay

Quota:
30

Course Description

本课程所讲授的中国当代都市文化研究，以上海为主要分析对象，每次授课都从具体的案例分析入手，通过对有关影像资料的解读，分析上海都市文化的现状及其引申出来的都市文化理论问题。在讲授过程中将不局限于上海本地的案例，力图引入一种国际分析的视野，比如“弄堂”与“石库门”的世界：谁的全球化城市？一节，将在对上海、香港、波士顿三个城市的比较中，分析“新天地”所构建的文化意义；在“双城记与怀旧的政治：张爱玲、王安忆的上海和香港”一节中，除了分析张爱玲和王安忆的小说及其文化意义外，还将分析1995年“香港银行”电视广告片中的怀旧政治。在具体案例分析的基础上，本课程还将讨论一些重要的都市文化研究理论问题，比如全球化问题、本地知识问题、消费主义问题、文化资本问题、身份认同问题、媒体的权力等等。

今日中僐大陆的社缚巨蚂过程中，“都市化”成为朝野一致认可的“芜展”目标。整荏1990年代，上海明显成为这一都市化目标的典范。2002年以来，“到上海去”，成为内地大片地区的年轻人、资金、旅游团、私营企业总部的基本移动方向。就文化而言，出现了一系列新的文化形式和文化的生产和管制模式。由于各地的具体情况不同，都市文化的新的形态也各有不同（例如广州、北京和上海三地的纸面媒体的差异就很明显），尽管如此，上海的新的都市文化还是有相当的代表性（至少在长江三角洲地区）。因此，承续前两阶段的内容，再选择案例，向学生介绍和分析今日上海的新的文化形态，并循此路径，有选择地讨论若干牵涉到今日中国社会的基本性质的问题，就成为课程第三阶段的基本思路。

课程前两阶段由包亚明先生讲授，第三阶段由王晓明先生讲授。

涉及的具体专题如下：

1. (1/9) 全球化、空间重构与中国现代性
案例：租界时代以来的上海城市规划、浦东的兴起、黄浦江两岸规划、世界博览会规划

2. (8/9) 弄堂与“石库门”的世界：谁的全球化城市？
案例：香港瑞安集团、“新天地”与太平桥规划

3. (15/9) 殖民地遗产的复活：谁的历史？谁的未来？
案例：礼查饭店、洛克菲勒财团与外滩源规划、乔治·阿玛尼与外滩三号

4. (22/9) 怀旧、日常生活与全球城市的自我形象塑造
案例：系列老上海怀旧电视专栏“时髦外婆”、李欧梵《上海摩登》

5. (29/9) 双城记与怀旧的政治：张爱玲、王安忆的上海和香港
案例：张爱玲小说、王安忆小说《长恨歌》和《香港的情与爱》、1995年“香港银行”的电视广告片

6. (6/10) 本地知识的构建与知识分子话语
案例："力波啤酒"电视广告及其制作内幕、《东方早报·上海开埠160周年特刊》

7. (13/10) "小资"、"波波族"的生活趣味：文化资本与媒体意识形态
案例：《上海一周》、《申江服务导报》、《上海星期三》等报刊

8. (20/10) 娱乐如何征服现实：空间的生产与消费主义
案例：酒吧、咖啡馆、电影院等休闲空间

9. (27/10) 创意产业与城市活力：政府行为与市民社会的对峙
案例：泰康路创意产业园区、莫干山路50号视觉艺术创造园区

10. (3/11) 新的图像认知训练机制：以《上海楼市》杂志刊登的房产广告为例。

11. (10/11) 今日上海中等收入阶层的生活认知和生活理想：以一份针对房地产的问卷调查为例。

12. (17/11) 新闻、宣传和娱乐：以东方电视台的《媒体大搜索》栏目为例。

13. (24/11) 都市人的乡村想象和自我想象：以故事片《美丽新世界》为例。

14. (1/12) 总结：1. 两类不同的市场；2. 今日中国的新意识形态。
CUS509 Urban Culture of Hong Kong

Term 1, 2004-2005
Instructors: Dr. Li Siu Leung and Mr. Ip Iam Chong
Timetable: LR1, Monday 6:45-9:45 pm
Venue: World Trade Centre, Causeway Bay
Format: Lecture, student’s class presentation, seminar

Course Description
Hong Kong has in recent years been characterized broadly as hybrid, in-between, in perpetual transit, plural and international. This seminar investigates specific dimensions of Hong Kong urban culture that involve processes of border-crossing: the emergence of a Hong Kong urbanscape and local identity in relation to the city’s negotiation between China and the world; the cosmopolitan imagination of Hong Kong as a dialectic of desire and fear to become “China”; the making of the Hong Kong popular as a crossing of boundaries in culture, nation, gender and ethnicity. The course will analyze various cultural texts including film, writing and architecture. At the same time it will examine notions of the intercultural, multicultural, transnational, global/local, postmodern and postcolonial.

Schedule
Sept 6
First meeting: course introduction, syllabus, schedule, requirements

PART ONE: URBAN STUDIES (Instructor: Ip Iam Chong)

Sept 13 From urban ecology to urban cultures

Required Readings:

Suggested Readings:

Sept 20 Hong Kong and urban studies

Required Readings:


Suggested Readings:


Sept 27 Urban history

Readings:


Suggested Readings:


Oct 4 Architectural studies

Readings:

Borden, Iain. 1998. <滑板玩家：當代城市中又激進又反叛的市民> 《城市與設計》第七、八期，頁 25-44。

Suggested Readings:

夏鑄九 1993 <批判的歷史計劃：曼菲德·塔夫利與威尼斯學派＞《理論建築：朝向空間實踐的理論建構》台北：台灣社會研究季刊．126-157。

PART TWO: URBAN CULTURE (Instructor: Li Siu Leung)

Oct 11 The Dialectics Between Rural/Native and Urban/Glocal

Required Reading:

Siu Leung Li, “Forget China, Embrace the Glocal: Modernity, Identity and the Hong Kong Musical Film, 1950s-1960s” (Xerox)

References:

Song of the Peach Blossom River《桃花江》

Hong Kong Nocturne 《香江花月夜》

King Drummer《青春鼓王》

Raymond To 杜國威, Tales of the Walled-City 《城寨風情》

Oct 18 The Postmodern

Required:


References:

Li Chiu Hing 李照興, Hong Kong Postmodern 《香港後髦登》

Sum Yuen 心猿, Crazy Horse in a Frenzied City《狂城亂馬》

Ackar Abbas, Hong Kong: Culture and the Politics of Disappearance
References:

Aihwa Ong and Donald Nonini, Ungrounded Empires: The Cultural Politics of Modern Chinese Transnationalism.

Pheng Cheah and Bruce Robbins, eds. Cosmopolitics: Thinking and Feeling beyond the Nation.

Nov 22 Melting into a future megacity
Required:


References:

Wicked City 妖獸都市

Ghost in the Shell 攻殼機動隊

The Avenging Fist 拳神

Blade Runner


Nov 29 Concluding session
Course Description

Hong Kong is a city. People in Hong Kong used to think of Hong Kong as a vibrant and colourful metropolis. Even in the face of economic difficulty, phrases like “Asia's world city”, “Super-Manhattan”, “China’s New York” are still freely adopted by The Hong Kong Government and it seems the latter is not content with just uttering words. Hong Kong will soon have its version of Disneyland and the ambitious West Kowloon Cultural Complex is going ahead as planned. Even more significant than these prestige projects are the numerous urban renewal schemes initiated in many so-called “old areas”. These schemes are to be completed by the Urban Redevelopment Council, which has been invested with wide-ranging power to appropriate land for redevelopment. In addition there are various smaller-scale projects that aim to give a new look to the city and to enhance its image. The Tourist Association too is doing its bits to enhance the look of Hong Kong by designating new tourist spots and by sponsoring carnivals, fireworks and laser beam shows.

Hong Kong may be languishing in various ways, but it is putting on a brave face. The city is aggressively promoting its image. But is this the way ahead? Are all the efforts at city renewal necessary? In recent months, there are indications that the local population, who in the past seem to be quietly accepting whatever that is being done to the face of Hong Kong, is awaking to the wanton destruction of old buildings and the further reclamation of the Victoria Harbour. People in Hong Kong seem to be expressing their concern over the urban futures of Hong Kong more and more.

The research seminar on Hong Kong’s urban futures aims to review the relevant literatures on Hong Kong’s urban setting as well as the globalized context of the 21st Century for cities throughout the world. Hong Kong’s past history will also be closely examined to find out to what degree a heightened understanding of Hong Kong’s past helps to ensure a brighter future.

Basic References


Henri Lefebvre, The Urban Revolution. Minneapolis, University of Minnesota Press, 2003


Jim McGuigan, Culture & the Public Sphere London, Routledge, 1996


CUS513A  Research Seminar - Postcolonial Studies of Hong Kong

Term 1, 2004-2005
Instructors:  Prof Stephen Chan
Timetable:  Flexible teaching time with weekly or bi-weekly group meetings
Venue:  Lingnan University
Quota:  10

Course Description
What local imagination can attain is surely something we have yet to fully examine. During the last decade of colonial history in Hong Kong, the particular form of local eclectic consciousness and sensibility had been re-articulated to the territory’s moments of crisis, in which the late-colonial mode of operation worked alongside the new logic of post-imperialist global order. What, then, has become of the local local, of the deep and thick sense of locality, which we are supposed to have inherited from the decades before 1997 – its culture, its identity, its community, its links to personal and collective memories; the possibilities it leaves for those locked up in the present, and the promises it spells out for those feeling uncertain about their future?

It is not easy to unpack the cultural imaginary that sets the limits to the condition of possibility of our everyday life in the HKSAR, as a post-colony. For that collective process of transformation is intertwined with the complex network of market needs, desires, promises and constraints, in which a substantial part of our social, cultural and political futures must now be imagined and instituted. Yet, deeply implanted in popular imaginaries, this socio-emotional complex with which we live smacks of typical HK pragmatism, moving across the timeline of 1997. Only now its aggressiveness and contradictions appear to be both individually and socially problematic - should anyone want to examine closely the core values (moral, economic and affective) of this postcolonial community, who have survived the historical changes and crises of the recent decades.

The everyday play of ideological hybridity underlying much of the social spectacles and disturbances today has been commonplace to the formerly colonized people of HK. But the possibilities? to re-configure postcolonial locality are hard to ascertain; as a result, moves to globality as a relatively facile source of relevance, or to an emergent mode of post-national consciousness and sensibility, become options in the SAR community’s attempts to re-invent its “success” narratives of the past. The seminar offers a platform for the examination of such possibilities, with reference to specific aspects of our everyday life or public culture. Focus will depend on the students’ proposed projects, which may be
based on case analysis, historical study, or theoretical exploration, or a combination of these. We shall begin the semester with a discussion of selected issues in postcolonial criticism.

Basic References


Enrolment Requirement

As the course quota is limited, students who wish to enrol in the Research Seminar must submit a brief proposal (of 2-4 pages, including a short bibliography) by 15 July, providing an outline of the project they intend to work on for the independent research. The proposed topic should be as specific as possible and fall within the broad areas of concern outlined above. Details of the project are, of course, subject to modification as the student starts working on it. (Enrolment in the course is subject to the acceptance of the research proposal by the instructor.)

Course Requirements

Though there may not be regular classes for this course, students are expected to participate actively in a series of seminars to examine the key issues relating to the topic area(s) specified, and discuss their research work-in-progress with fellow students. Details of these seminars will be coordinated by
and arranged with the instructor(s) concerned at the beginning of the semester. Individual meetings to discuss students’ research work will also be arranged with the instructor. Apart from satisfactory participation in the seminars, a final research paper is required.

**Research Paper**

At the end of the semester, each student will submit a research paper on a chosen topic completed in accordance with the project plan approved by the instructor. The length of the paper should be approximately 7,500-10,000 words in English, or 15,000-20,000 characters in Chinese (inclusive of bibliography and notes).
Course Description

This research seminar aims at studying various aspects of the current educational reform in Hong Kong since the 1990s from a cultural studies perspective. Students taking this course will be working on a research topic broadly related to the current educational reform in Hong Kong. Students may focus their researches on a specific topic, such as the curriculum reform of a particular school subject, or the whole secondary school curriculum, or the changing working environment of school teachers after the implementation of various reforms, or on the assessment system, or on students' response to various reforms...etc. The seminar will basically borrow intellectual resources from the fields of cultural policy and critical pedagogy. Each student will be required to conduct library/internet research and field work both independently and collectively (to map out a comprehensive picture of the current educational reform), and will present research findings in a seminar, engage in seminar commentaries and discussions, and write up a research paper.

Basic References


Ball, Stephen (1999): Educational reform and the struggle for the soul of the teacher, Hong Kong : Faculty of Education, Hong Kong Institute of Educational Research, Chinese University of Hong Kong.


Enrolment Requirement

As the course quota is limited, students who wish to enrol in the Research Seminar must submit a brief proposal (of 2-4 pages, including a short bibliography) by 15 July, providing an outline of the project they intend to work on for the independent research. The proposed topic should be as specific as possible and fall within the broad areas of concern outlined above. Details of the project are, of course, subject to modification as the student starts working on it. (Enrolment in the course is subject to the acceptance of the research proposal by the instructor.)

Course Requirements

Though there may not be regular classes for this course, students are expected to participate actively in a series of seminars to examine the key issues relating to the topic area(s) specified, and discuss their research work-in-progress with fellow students. Details of these seminars will be coordinated by and arranged with the instructor(s) concerned at the beginning of the semester. Individual meetings to discuss students’ research work will also be arranged with the instructor. Apart from satisfactory participation in the seminars, a final research paper is required.

Research Paper
At the end of the semester, each student will submit a research paper on a chosen topic completed in accordance with the project plan approved by the instructor. The length of the paper should be approximately 7,500-10,000 words in English, or 15,000-20,000 characters in Chinese (inclusive of bibliography and notes).
Course Description
This core course focuses on the relationship between critical theories and popular culture; we shall argue that the study of popular culture can provide illuminating examples and patterns of critical thinking much needed for public cultural education today. Students will learn about different approaches to the many forms of popular culture, from cinema to popular journalism, from advertisement to shopping mall culture, teen magazines to video games, fan stories and the internet. We aim to see how these popular ways of life can be analyzed as representing complex negotiations of power and pleasure, solidarity and resistance, distinction and community formation in a field increasingly characterized by multiple centers and domains of value.

Aims and Objectives

* To introduce the basic approaches to popular culture in Cultural Studies so as to allow students to undertake the analysis of individual cases in relevant social contexts;
* To provide a dynamic inter-disciplinary platform for the discussion of social, ideological, ethical and aesthetic issues through the perspectives of popular culture.

Indicative Contents

* Popular culture through and beyond narratives: fiction, journalism, advertisement, media and internet culture;
* Practices of everyday life: idol-worship and fan culture; shopping, tourism, and consumer culture; sport, eating, and museum-going as cases in urban public culture;
* Popular sensuality and commodity aesthetics; cultural value, identity and difference; social relation, history and politics; globalization, fetishism, and the society of the spectacle.
Class Schedule

Wk1 (29/1) Introduction

Wk2 (5/2) The Problem of Experience

Wk3 (12/2) Chinese New Year Holiday

Wk4 (19/2) Popular Mediation as Process

Wk5 (26/2) For and/or Against Popular Culture

Wk6 (5/3) Play and Popular Genres I

Wk7 (12/3) Play and Popular Genres II

Wk8 (19/3) Performance and Communication

Wk9 (26/3) Easter Holiday

Wk10 (2/4) Consumption and Communication

Wk11 (9/4) Cultural Space: Coherence, Complexity and Community

Wk12 (16/4) Marking Time: Locations of Action and Mediation

Wk13 (23/4) Consuming Everyday Life: Ordinary Experience Revisited

Wk14 (30/4) From Community to Public Culture

Wk15 (7/5) Conclusion

Required Reading

CUS503 Pedagogy and Cultural Studies

Term 2, 2004-05

Instructors: Dr. Lau Kin-chi and Dr. Hui Shiu-lun
Time: Saturday, 2:30 – 5:30 pm
Venue: Lingnan University
Class Format: Weekly lecture/seminar/student presentations
Quota: 30
Language: Cantonese

Course Description
This core course will question the ‘ordinary’ ways we learn to see, speak, know and experience things; that is, how we learn to behave both as subjects of our own actions and when we are subjected to the actions of others. Theoretical approaches in cultural studies to pedagogical processes formative of the person will be introduced to open up familiar aspects of our behaviour for critical discussion. These include language, memory, experience, culture, technology, knowledge, identity, and power. On the practical side, the course will examine how education as an institutional practice works to perpetuate established power relations. It will also examine how a ‘decolonizing’ approach to pedagogy can bring together learning experiences that are normally excluded or marginalized in formal education. The history and practice of education in Hong Kong will be the main focus.

Aims and Objectives
* To analyze existing educational practices;
* To introduce transformative models and practices of pedagogy.

Indicative Contents
* Rethinking education with theoretical insights from cultural studies;
* Issues of language and discourse; politics of representation; critical literacy; knowledge and power relations; culture and experience;
* Existing pedagogical practices in Hong Kong;
* Case studies of alternative practices in decolonizing education.

**Class Schedule**

Wk1 (29/1) Introduction

I. Critical perspectives of knowledge

Wk2 (5/2)

(1) Institutionally validated knowledge (Introduction, Chapter 1 “What is knowledge?”, Chapter 3 “The structures of knowledge” in Knowledge as Culture)

Wk3 (12/2) Chinese New Year Holiday

Wk4 (19/2)

(2) Subjugated knowledge (Michel Foucault “Two lectures” and “Truth and power” in Power and Knowledge: Selected Interviews and Other Writings 1972-1977 and “The poverty of practice, power, gender and intervention from an actor-oriented perspective” in Battlefields of Knowledge)

II. Cultural politics of teaching and learning

Wk5 (26/2)

(3) Formal education, the sanctuary for the transmission of existing bodies of knowledge? (Stealing Innocence Introduction and Section I: Corporate Power and the Culture of Everyday Life)

Wk6 (5/3)

(4a) Theorizing for a cultural politics of everyday experience (Stealing Innocence Section II: Cultural Politics and Public Pedagogy)

Wk7 (12/3)
(4b) Counternarratives Chapter 2 “Is there a place for cultural studies in Colleges of education?”

Wk8 (19/3)

(5) Critical examination of pedagogical experiences in Hong Kong (discussion of projects by fellow students last year)

Wk9 (26/3) Easter Holiday

III. Education and modern development

Wk10 (2/4)

(6) A critical look at critical pedagogies (Educating for Eco-Justice and Community Preface, Introduction, Chapter 1 “Emancipatory Theories of Education”)

Wk11 (9/4)


Wk12 (16/4)

(8) Lessons from the experiments of popular education in rural China in the early 20th Century

Wk13 (23/4)

(9a) Alternative pedagogical experiences in Hong Kong or Asia (student presentations)

Wk14 (30/4)

(9b) Alternative pedagogical experiences in Hong Kong or Asia (student presentations)

Wk15 (7/5)

(9c) Alternative pedagogical experiences in Hong Kong or Asia (student presentations)
Assessment

100% continuous assessment.

Assignment

1. One presentation in class on one piece of required reading [20%]

2. One oral presentation of a case study in class [40%]

3. One term paper (10,000-15,000 Chinese characters or 5,000-7,500 English words) [40%]

References

Required/Essential Reading


Recommended/Supplementary Reading


Course Description

This core course enhances the students to develop a reflexive attitude about and critical abilities of different methods used by cultural researchers. Method here is understood not only as research techniques, procedures, and practices, but also as involving the theories and perspectives that inform the production of a particular kind of research and justify it in terms of knowledge-making. Practical examples will be used to illustrate diverse cultural studies methods such as textual analysis, ethnographic methods (participatory action research, interviews, focus groups and story-telling), oral history, archival work, etc. Discussion of methodological issues involved in those examples will help students map out the trajectories in which cultural studies as a discipline developed in the past and the implications they have nowadays.

Aims and Objectives

* To guide students to pay critical attentions to the techniques and procedures of doing cultural research in such different areas as literature, film and media, popular culture, gender studies and postcolonial studies;

* To provide a platform for discussing different perspectives on research methods and related issues such as research ethics, knowledge, and power.

Indicative Contents

What is Cultural Research?
· Researching Cultural Representation

· Researching Cultural Experience

· Researching Cultural Formation

Ontologies and Epistemologies of Cultural Research

· Positivism, Hermeneutic, Critical Theory

Methods and methodological issues in the shifting paradigms of Cultural Studies;

· Literary Humanism, Dialectical Sociology, Culturalism, Structuralism, Postmodernism, Feminism

· Textual Analysis, Ethnography, Archival work

Negotiating research relationships: Ethics, Power, Subjectivity, Institution

Class Schedule

Wk1 (29/1) Discipline/Reflexivity/Positionality

Wk2 (5/2) Theory in the Practice of Research

Wk3 (12/2) Chinese New Year Holiday

Wk4 (19/2) On Knowledge and Power I

Wk5 (26/2) On Knowledge and Power II

Wk6 (5/3) Psychoanalysis and Feminism

Wk7 (12/3) Politicizing Psychoanalysis

Wk8 (19/3) Sexual, Textual Politics: Difference and Representation

Wk9 (26/3) Easter Holiday

Wk10 (2/4) Researching Others: Ethnographic practice
Wk11 (9/4) Postmodern Ethnography

Wk12 (16/4) Rethinking the Concept of Experience: Perspectives from the Margins

Wk13 (23/4) Audience Research and Beyond: Studying Subjectivities

Wk14 (30/4) The Politics of Documentary

Wk15 (7/5) Postmodern Cultural Politics
CUS507 Feminism and Cultural Politics

Term 2, 2004-05

Instructors: Prof. Dai Jinghua and Dr. Chan Shun-hing

Timetable: Thursday, 6:45 – 9:45 pm

Venue: LR1, Lingnan U Hong Kong Education Centre

Class Format: Weekly lecture/seminar/student presentations

Quota: 30

Language: Cantonese and Putonghua

Course Description

This course deals with the cultural politics of gender and sexuality in relation to the historical development of feminist thought in different geo-political settings. There are two major areas of focus. The first deals with controversial debates around gender and sexuality as these affect women, such as the cultural construction of gender; the body; sexual desire and orientation; the politics of difference; production and reproduction; home and everyday life. The second focus is on feminist interventions in different fields of knowledge, such as science, religion, philosophy, art and literature, language, politics, economics, history and sociology, with particular emphasis on how gender and sexuality shape representations and discourses on one hand and, on the other, what role representations and discourses play in (re)shaping meaning and value in matters of gender and sexuality.

Aims and Objectives

* To introduce the common philosophy and concerns of feminism and cultural studies, asking how these two cross-disciplinary studies can interface with each other;
* To provide a platform for discussing the theories and practices of feminism in the wider context of current thought on gender and sexual politics.

Indicative Contents

* A historical review of how feminism is theorized, practiced and criticized in different cultural and social contexts;
* Cultural construction of gender, the body, sexual desire and orientation; the politics of difference;
* Current Issues for discussion: gender mainstreaming in government policies and structures; the commodification of sex under capitalism; alternative writing and representations of sexual practices;
gender, war and nationalism; alternative economies and women’s production/consumption; ‘passionate’ politics; the cultural politics of reading.

Class Schedule

I. Introducing Feminism and Cultural Studies

Wk1 (27/1) Dai Historicizing Feminism in Cultural Studies

Wk2 (3/2) Dai Class and Gender in Cultural Studies Perspective

Wk3 (10/2) (Chinese New Year Holiday)

Wk4 (17/2) Chan Cultural Construction of gender and feminism

II. Feminist Visual Theory and Cultural Studies

Wk5 (24/2) Dai Feminist theories in visual image and film studies

Wk6 (3/3) Dai Discussion of female subjectivities in visual culture

III. Feminism as Resources and Practices

Wk7 (10/3) Dai Feminist Theories and Practices in the Chinese Context

Wk8 (17/3) Dai The meaning and possibilities of feminism as resources (I)

Wk9 (24/3) Dai The meaning and possibilities of feminism as resources (II)

IV The Politics of the Everyday Life

Wk10 (31/3) Chan Theorizing women and everyday

Wk11 (7/4) Chan The re-conceptualization of home, work, and housewives

Wk12 (14/4) Chan Consumption subjectivity and women’s everyday life

V. Sexuality and Cultural Politics
Wk13 (21/4) Chan Women's sexuality and nation-building: practices and representation

Wk14 (28/4) Chan Current debates around sexuality issues in Hong Kong

Wk15 (5/5) Chan Concluding session
Course Description

This course will introduce a cultural studies approach to social change of the contemporary world. Particular attention will be paid to how various processes of social polarization—urban/rural, rich/poor, developed/underdeveloped—are conditioned by forces that have global reach. Tracing those forces, in particular those of nation-states and transnational corporations, the course will examine the resistance and complicity of people drawn into such processes of polarization. The course will also consider how negotiated boundaries between the “local” and the “global” are culturally established and/or unsettled. Topics to be discussed may include war, development, poverty, cultural identities, science and technology, alternative practices, transnational cultural politics and the role of global media.

Aims and Objectives

* To provide students with a basic understanding of the contemporary global context;
* To examine the validity and implications of various discourses of globalization;
* To facilitate students’ understanding of how political and cultural practices are structured, negotiated and contested in the changing global context;
* To foster reflection on how alternative practices and interconnections are possible within that context.

Indicative Contents

* Discourses on globalization: Marxist schools, neo-liberal perspectives, feminist perspectives, cultural studies;
* Globalization: myth, reality and representations;
* Selected issues of social change.

**Class Schedule**

I. Different Approaches to Globalization

Wk1 (24/1) Introduction

Wk2 (31/1) Global Cities, world city hypothesis

II. Political Globalization

Wk3 (7/2) Cosmopolitan Democracy

Wk4 (14/2) Post 911 New World Order

Wk5 (21/2) Debating Empire: Postmodern Resistance & Global Capitalism

III. Economic Globalization

Wk6 (28/2) Trade, Neo-Liberalism, WTO & Anti-WTO

Wk7 (7/3) Finance Globalization & its Crisis

Wk8 (14/3) Global Production Networks & Corporate Power

IV. Cultural Globalization

Wk9 (21/3) Globalizing Technologies of Control: the Hidden Agenda of Video Games

Wk10 (28/3) Easter Holiday

Wk11 (4/4) Global Technological Resistance: the Open Source Movement
Wk12 (11/4) Global Media as Foreign Policy:
the Untold History of Donald Duck and Walt Disney

Wk13 (18/4) Globalizing Problems of Desire:
Fashion, Beauty & Consumption

Wk14 (25/4) Globalization & Sexism: Migration,
Desiring the Foreigner, 包二奶, Factory Girls
CUS511B

Topics in Cultural Institution and Policy: Contemporary Cultural Policies

Course Coordinator: Prof. Stephen Chan and Ms. Karen Chan
Lecturers: Prof. Stephen Chan, Ms. Ada Wong Ying-kay and Guest Speakers
Time: Thursday, 6:45 – 9:45 pm
Venue: LR1, Hong Kong Island Education Centre,
Class Format: Weekly lecture/seminar/student presentations
Quota: 30
Language: Cantonese

Course Description

This elective course is the theoretical counterpart of the course “Workshop in Cultural Practices”. It examines how public policy on culture can be understood in the framework of Cultural Studies, and it focuses on the ways in which institutional factors affect the planning, development and management of culture in contemporary societies. Issues of citizenship and subjectivity will be discussed in the context of specific forms and processes of cultural governance.

Aims and Objectives

* To introduce the basic concerns of Cultural Studies with issues relating to the shaping of public culture; that is, the institutional dimension of culture including social pedagogies and public policies on “culture” in the broad sense of the term;
* To familiarize students with the critical perspectives needed for understanding that cultural matters are significant social and public issues through in-depth study of a particular theme.

Indicative Contents

* Cultural hardware and software
* Heritage and civil society: urban renewal and cultural tourism, and issues in museum, educational and media practices
* Culture and democracy: cultural citizenship and governmentality, and technologies of citizenship
Class Schedule

Wk1 (27/1) Introduction I: Culture between Government and a Way of Life

Wk2 (3/2) Introduction II: Critique or Policy? Re-positioning Cultural Studies

Wk3 (10/2) Chinese New Year Holiday

Wk4 (17/2) Introduction III: Why Cultural Policy? Contemporary Implications

Wk5 (24/2) Cultural Policy and Planning: The Case of West Kowloon I

Wk6 (3/3) Cultural Hardware and Software: The Case of West Kowloon II

Wk7 (10/3) Heritage and Civil Society I: Central Police Station complex, Wan Chai Market, King Yin Lei

Wk8 (17/3) Heritage and Civil Society II: Forum with Guest Speakers

Wk9 (24/3) Urban Renewal and Cultural Tourism: The Case of Wan Chai

Wk10 (31/3) Issues in Museum Practices

Wk11 (7/4) Issues in Educational Practices

Wk12 (14/4) Issues in Media Practices

Wk13 (21/4) Culture and Democracy I: Cultural Citizenship and Governmentality

Wk14 (28/4) Culture and Democracy II: Technologies of Citizenship

Wk15 (5/5) Culture and Democracy III: Forum with Guest Speakers
CUS512C
Topics in Cultural Representation and Interpretation:  
A Re-reading of the “Post Cold War” – interrogating representations in film and literature
“後冷戰”文學電影的再現與社會反思

Lecturers: Dr. Lau Kin-chi and Prof. Dai Jinhua
Timetable: Tuesday and Friday, 6:45 – 9:45 pm
Venue: LR1, Hong Kong Island Education Centre
Class Format: Weekly lecture/seminar/student presentations
Quota: 30
Language: Putonghua

Course Description

本課程將選擇若干部文學、電影文本，通過對文本的細讀，深入討論當前世界面臨的重要社會問題與理論議題，諸如全球化、“後冷戰”、後殖民、第三世界。本課程希望在同學們的參與中，共同探討和處理自 80 年代以來，新自由主義作為主導意識形態所製造的種種定見與謬誤的全球想像。

我們將從下列文學、電影作品中選擇兩個單元，共同閱讀、觀摩和討論：

單元一：
《華氏 911》 (美國紀錄片) ·《他們的 911》·評論 911 的相關文章

我們將通過《華氏 911》這部獲得法國戛納電影金獎的紀錄片入手，討論 911 及圍繞著 911 事件的全球緊張局面的顯影，討論美國新“帝國”的霸權及新自由主義的問題。

單元二：
《切·格瓦拉》 (北京小劇場戲劇劇本) · El Che: Investigating A Legend (法國紀錄片) · 馬可斯 (Marcos) 的童話故事 (墨西哥文學)

我們將通過這些相關文本，介紹討論著名的 20 世紀國際主義革命者、“20 世紀的英雄與偶像”切·格瓦拉在今天中國的象徵意義，討論中國大陸在巨變中呈現的社會問題，新的社會抗衡話語與文化實踐的出現，恰帕斯遊擊隊副司令馬可斯的童話故事，將作為引發革命出路想像的文本參考。

單元三：
我們將通過這部討論後冷戰時代的歷史記憶與革命議題，討論其中的勝利者與失敗者，以及作為意識形態實踐的“恐怖主義”敘述。

單元四:

《麵包與玫瑰》(Bread and Roses) (英國電影)

我們將通過這部英國著名的社會鬥士洛奇的影片，討論今日世界的非法移民、外籍勞工、工人運動及其文化再現、社會的另類出路（alternatives）。

《陽光下的星期一》(Mondays in the Sun) (西班牙電影)

我們將通過這部廣受好評的西班牙電影，討論為全球化所加劇的社會問題，尤其是歐洲社會的失業問題，年齡歧視及新的性別處境。

Love’s a Bitch (墨西哥電影)

我們將通過這部近年來最重要的墨西哥電影，討論拉丁美洲及第三世界普遍存在的社會問題，討論所謂後冷戰及後革命時代的社會議題。

《師傅越來越幽默》(莫言小說)

我們將通過這個短篇小說，看今日中國的失業問題怎樣被處理。

單元五:

《黑板》(Blackboard) (伊朗電影)

我們希望通過這部年輕的伊朗女導演的作品，討論國家民族主義、戰爭與現代教育的意義（或無意義）。

《孩子要回家》(Rabbit Proof Fence) (澳大利亞電影)

我們將通過這部電影，討論今日世界的新殖民主義、種族問題、社會邊緣群體的生存和反抗。

《恥》(Disgrace) (JM Coetzee 南非小說)
我們將通過這部 2003 年諾貝爾文學獎得主的小說，探討種族隔離政策結束後的微妙複雜的南非“後殖民”情狀。

單元六：

《黃土地》（中國電影）·《二嫫》（中國電影）·《富萍》（王安憶小說）

我們將通過晚近的中國電影和小說，討論當代中國社會所面臨的種種問題，尤其是現代化進程中的、數量巨大的弱勢群體與形成中的底層社會，探討其出路與可能。

參考書目：


[美]麥可·哈德《帝國》，韋本、李尚遠譯，臺灣商周出版，2000。

戴錦華 2004.《電影批評》北京：北京大學。

課程安排：（週二和週五；兩位導師會同時出席所有課；課程集中在學期的前九周進行，之後幾周讓同學寫論文。）

Wk1 (25/1) (28/1) 介紹課程；有關理論議題

Wk2 (1/2) (4/2) 第一個單元

Wk3 Chinese New Year
Wk4 (18/2) 第二个单元

Wk5 (22/2) (25/2) 第三個單元

Wk6 (1/3) (4/3) 第四個單元

Wk7 (8/3) (11/3) 第五個單元

Wk8 (15/3) (18/3) 第六個單元
Wk9 (22/3) 總結
Course Description

Hong Kong is a city. People in Hong Kong used to think of Hong Kong as a vibrant and colourful metropolis. Even in the face of economic difficulty, phrases like “Asia's world city”, “Super-Manhattan”, “China's New York” are still freely adopted by The Hong Kong Government and it seems the latter is not content with just uttering words. Hong Kong will soon have its version of Disneyland and the ambitious West Kowloon Cultural Complex is going ahead as planned. Even more significant than these prestige projects are the numerous urban renewal schemes initiated in many so-called “old areas”. These schemes are to be completed by the Urban Redevelopment Council, which has been invested with wide-ranging power to appropriate land for redevelopment. In addition there are various smaller-scale projects that aim to give a new look to the city and to enhance its image. The Tourist Association too is doing its bits to enhance the look of Hong Kong by designating new tourist spots and by sponsoring carnivals, fireworks and laser beam shows.

Hong Kong may be languishing in various ways, but it is putting on a brave face. The city is aggressively promoting its image. But is this the way ahead? Are all the efforts at city renewal necessary? In recent months, there are indications that the local population, who in the past seem to be quietly accepting whatever that is being done to the face of Hong Kong, is awaking to the wanton destruction of old buildings and the further reclamation of the Victoria Harbour. People in Hong Kong seem to be expressing their concern over the urban futures of Hong Kong more and more.

The research seminar on Hong Kong’s urban futures aims to review the relevant literatures on Hong Kong’s urban setting as well as the globalized context of the 21st Century for cities throughout the world. Hong Kong’s past history will also be closely examined to find out to what degree a heightened understanding of Hong Kong’s past helps to ensure a brighter future.

Basic References


Henri Lefebvre, The Urban Revolution. Minneapolis, University of Minnesota Press, 2003


