

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Chinese and History  
with effect from Semester A 2024/25**

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**Part I Course Overview**

**Course Title:** Cultural and Creative Industries in Greater China

**Course Code:** CAH5754

**Course Duration:** One semester

**Credit Units:** 3

**Level:** P5

**Medium of Instruction:** Chinese

**Medium of Assessment:** Chinese

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

The cultural and creative industry is not only a policy being actively promoted by the country and by Hong Kong, but also become the most important trend in the development of the world's industry. This course will trace the evolution and historical changes of the cultural and creative industries, guide students to understand and analyse the phenomena, issues, policies, and development trends related to the contemporary cultural and creative industries; and practically explore the relationship between creative culture and social-related industries, for example, music, film, new media, computer games, publishing, visual and performing arts, tourism, handicrafts, design and fashion, etc., deepen the understanding of the interactions between Hong Kong, Greater China, and the world's processes, to discuss the development of regional creative industries, and its impact on global social and economic development.

This course focuses on theoretical and empirical diversified lectures, group reports, and case study. Guest lectures or visits to companies or institutions will also be arranged. This course prepares students for professional work, engages in further academic research in the ever-expanding cultural field around the world, and strengthens their competitiveness.

### 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 historical and theoretical understanding of cultural and creative industries and the development of a cultural economy	20%	✓		
2.	Discuss social meaning of cultural and creative industry to develop students' creative thinking ability	20%	✓	✓	
3.	Analyse the issues on cultural and creative industry and related phenomena from a critical perspective	30%	✓	✓	✓
4.	Apply the skills of case analysis on cultural and creative industry	30%	✓	✓	✓
		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 real-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. Learning and Teaching Activities (LTAs)

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

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lecture	Students will engage in formal lectures on selected topics to gain a better insight into this industry. In the class, the students will incorporate small-group learning to enhance critical thinking, promote cognitive elaboration, provide feedback to appreciate diversity. In addition, the students will engage with in-class exercises to analyse the discussed topics.	✓	✓	✓	✓			2hrs/week
Tutorial	Students will expand and consolidate their knowledge on topics by engaging with the assigned readings in advance, and taking turns during tutorials for peer-teaching the class on the readings and leading the discussion.	✓	✓	✓	✓			1hr/week
Visit or Field Trip	Students will participate in visiting or field trip to cultural entrepreneurs in Greater China. Students will discuss what they are seeing and experiencing to stimulate critical reflection.		✓	✓	✓			

### 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				
Continuous Assessment: <u>100%</u>								
In-Class Discussion	✓	✓	✓	✓			20%	
Visit report		✓	✓	✓			15%	
Group Presentation		✓	✓	✓			25%	
Final Paper	✓		✓	✓			40%	
Examination: _____% (duration: _____, if applicable)								
							100%	

## 5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. In- Class Discussion (20%)	Active class participation (e.g. response to in-class questions) and group discussions.	Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Limited evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Marginally satisfies the basic requirements of the participation.	Does not meet minimum requirements of participation.
2. Visit Report (15%)	Each report must be accurate, clear, concise, and objective. It should summarize what students have learned and experienced.	Strong evidence of <ul style="list-style-type: none"> <li>rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>rigorous organization, coherent structure, systematic composition;</li> <li>clear and integrated ideas</li> </ul>	Some evidence of <ul style="list-style-type: none"> <li>rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>rigorous organization, coherent structure, systematic composition;</li> <li>clear and integrated ideas</li> </ul>	Limited evidence of <ul style="list-style-type: none"> <li>rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>rigorous organization, coherent structure, systematic composition;</li> <li>clear and integrated ideas which can keep to the point, clear-cut subject, distinct</li> </ul>	<ul style="list-style-type: none"> <li>adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>loose organization;</li> <li>ability to express relevant points to the subject matter;</li> <li>references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>sentence fluency</li> </ul>	<ul style="list-style-type: none"> <li>vague and devoid of content, weak ability to integrate limited resources ;</li> <li>loose organization, without distinct primary and secondary levels;</li> <li>unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>summary of references, no personal idea and/ or unreasonable comment;</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>themes, ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>and diction is acceptable.</p>	<ul style="list-style-type: none"> <li>• seriously insufficient/ no reference;</li> <li>• although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
3. Group Presentation (25%)	Students are required to present their proposals and projects with a clear demonstration of rigorous organization, coherent structure, balanced	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth knowledge of the subject matter;</li> <li>• Rigorous</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> </ul>	<p>Limited evidence of accurate and comprehensive description of material, elementary understanding. Well-structured, clear contents,</p>	<p>Marginally satisfies the requirements, contents are broad, details missing or incorrect, loose structure, reasoning needs to be improved. Indistinct speech, voice and</p>	<p>Does not meet the minimum requirements, has a very general idea of the facts, contents are fragmentary, no structure, arguments not convincing. Indistinct speech,</p>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
	composition and an ability to analyse with cogent arguments and creative comments.	organization, coherent structure, balanced composition; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	• Rigorous organization, coherent structure, balanced composition; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	well-reasoned. Correct pronunciation, occasional mistake, voice and body language not in balance. Posture basically natural, finishes on time.	body language remain unchanged, overruns (by approx 5 minutes)	voice and body language are rigid, unable to express clearly, seriously overruns (by more than 5 minutes)
4. Final Paper (40%)	<ul style="list-style-type: none"> <li>• Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the case study with coherence, clarity, and persuasiveness</li> <li>• Ability to apply essential theories and practices of knowledge transfer in the case study</li> </ul>	Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. In- Class Discussion (20%)	Active class participation (e.g. response to in-class questions) and group discussions.	Strong evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Some evidence of engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork.	Marginally satisfies the basic requirements of the participation.	Does not meet minimum requirements of participation.
2. Visit Report (15%)	Each report must be accurate, clear, concise, and objective. It should summarize what students have learned and experienced.	Strong evidence of <ul style="list-style-type: none"> <li>• rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• rigorous organization, coherent structure, systematic composition;</li> <li>• clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes,</li> </ul>	Some evidence of <ul style="list-style-type: none"> <li>• rich content, ability to integrate various resources into primary and secondary levels based on demand;</li> <li>• rigorous organization, coherent structure, systematic composition;</li> <li>• clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret</li> </ul>	<ul style="list-style-type: none"> <li>• adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• loose organization;</li> <li>• ability to express relevant points to the subject matter;</li> <li>• references are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• sentence fluency and diction is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• loose organization, without distinct primary and secondary levels;</li> <li>• unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• summary of references, no personal idea and/ or unreasonable comment;</li> <li>• seriously insufficient/ no reference;</li> </ul>

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		<p>ability to interpret the opinions effectively;</p> <ul style="list-style-type: none"> <li>• sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>the opinions effectively;</p> <ul style="list-style-type: none"> <li>• sufficient and organized references which can be utilized in accordance with the topic.</li> <li>• exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>		<ul style="list-style-type: none"> <li>• although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
3. Group Presentation (25%)	Students are required to present their proposals and projects with a clear demonstration of rigorous organization, coherent structure, balanced composition and an ability to analyse with cogent arguments and creative comments.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> <li>• Superior</li> </ul>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>• Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>• Rigorous organization, coherent structure, balanced composition;</li> </ul>	Marginally satisfies the requirements, contents are broad, details missing or incorrect, loose structure, reasoning needs to be improved. Indistinct speech, voice and body language remain unchanged, overruns (by approx 5 minutes)	Does not meet the minimum requirements, has a very general idea of the facts, contents are fragmentary, no structure, arguments not convincing. Indistinct speech, voice and body language are rigid, unable to express clearly, seriously overruns (by more than 5 minutes)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
		presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.	<ul style="list-style-type: none"> <li>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>		
4. Final Paper (40%)	<ul style="list-style-type: none"> <li>Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the case study with coherence, clarity, and persuasiveness</li> <li>Ability to apply essential theories and practices of knowledge transfer in the case study</li> </ul>	Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of subject matter; evidence of extensive knowledge base.	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.

Not applicable to students admitted before Semester A 2022/23

### 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.)

Cultural and creative industry; Greater China; Creativity; Chinese culture; Cultural production.

#### 2. Reading List

##### 2.1 Compulsory Readings

(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.	漢寶德，2014，《文化與文創》，臺北：聯經。
2.	周德禎主編，2011，《文化創意產業理論與實務》，臺北：五南。
3.	廖世璋，2011，《文化創意產業》，高雄：巨流。

##### 2.2 Additional Readings

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

1.	張笠雲主編，2006，《文化產業：文化生產的結構分析》，臺北：遠流。
2.	嚴三九、王虎編著，2008，《文化產業創意與策劃》，上海：復旦大學出版社。
3.	王永章，2004，《中國文化產業典型案例選編》，北京：北京出版社。
4.	Albrecht Rothacher，黎曉旭譯，2006，《品牌背後的故事：品牌經營策略與企業文化》，臺北：久石文化。
5.	李宇紅、白慶祥編著，2008，《文化創意經典案例教程》，北京：中國經濟出版社。
6.	張勝冰，徐向昱，馬樹華，2006，《世界文化產業概要》，昆明：雲南大學出版社。
7.	許焯權主編，2006，《香港文化及創意產業與珠江三角洲的關係研究：終期報告》，香港：香港大學文化政策研究中心。
8.	王為理，2007，《從邊緣走向中心：深圳文化產業發展研究》，北京：人民出版社。
9.	理查·考夫 (Richard Caves); 譯者仲曉玲，徐子超，2003，《文化創意產業：以契約達成藝術與商業的媒合》，台北：典藏藝術家庭股份有限公司。
10.	許忠偉編著，2010，《文化創意產業案例研究》，天津：南開大學出版社。
11.	于國華等著，2004，《文化創意產業實務全書》，臺北：商周出版。
12.	徐中孟，李季著，2012，《世界文化創意產業園研究》，臺北：秀威資訊科技股份有限公司。