City University of Hong Kong Course Syllabus

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

Part I Course Overv	view .
Course Title:	Cultural and Creative Industries in Greater China
Course Code:	CAH5754
Course Duration:	One semester
Credit Units:	3
Level:	<u>P5</u>
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

1

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	Discov	ery-eni	riched
		(if	curricu	ılum rel	lated
		applicable)	learnin	g outco	omes
			(please	e tick	where
			approp	riate)	
			A1	A2	<i>A3</i>
1.	Identify historical and theoretical understanding of cultural	20%	✓		
	and creative industries and the development of a cultural				
	economy				
2.	Discuss social meaning of cultural and creative industry to	20%	✓	✓	
	develop students' creative thinking ability				
3.	Analyse the issues on cultural and creative industry and	30%	✓	✓	✓
	related phenomena from a critical perspective				
4.	Apply the skills of case analysis on cultural and creative	30%	✓	✓	✓
	industry				
		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	CIL	O No.			Hours/week
	-	1	2	3	4	(if applicable)
Lecture	Students will engage in formal	√	✓	✓	✓	2hrs/week
	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.					
Tutorial	Students will expand and	✓	✓	✓	✓	1hr/week
	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.					
Visit or Field	Students will participate in		✓	✓	✓	
Trip	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.)

CILO No.					Weighting	Remarks
1	2	3	4			
)%						
✓	✓	✓	✓		20%	
	✓	✓	✓		15%	
	✓	✓	✓		25%	
✓		✓	✓		40%	
Examination:% (duration: , if applicable)						
	1 0% ✓	1 2 9% ✓ ✓ ✓ ✓	1 2 3 % ✓ ✓ ✓ ✓ ✓ ✓	1 2 3 4 % % % % % % % % % % % % % % % % % %	1 2 3 4	1 2 3 4 20% 30

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	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
1. In- Class	Active class	Strong evidence	Some evidence	Limited evidence	Marginally satisfies	Does not meet
Discussion (20%)	participation (e.g.	of engaged	of engaged	of engaged	the basic	minimum
	response to in-class	participation as	participation as	participation as	requirements of the	requirements of
	questions) and	demonstrated by	demonstrated by	demonstrated by	participation.	participation.
	group discussions.	active listening,	active listening,	active listening,		
		initiation of	initiation of	initiation of		
		questions or	questions or	questions or		
		comments, and	comments, and	comments, and		
		cooperative	cooperative	cooperative		
		teamwork.	teamwork.	teamwork.		
2. Visit Report	Each report must be	Strong evidence	Some evidence	Limited evidence	• adequate content,	 vague and devoid
(15%)	accurate, clear,	of	of	of	ability to integrate	of content, weak
	concise, and	• rich content,	• rich content,	• rich content,	resources generally	ability to integrate
	objective. It should	ability to	ability to	ability to integrate	based on demand,	limited resources;
	summarize what	integrate various	integrate various	various resources	limited or irrelevant	• loose organization,
	students have	resources into	resources into	into primary and	use of resources;	without distinct
	learned and	primary and	primary and	secondary levels	• loose	primary and
	experienced.	secondary levels	secondary levels	based on demand;	organization;	secondary levels;
		based on	based on	• rigorous	 ability to express 	• unsystematic ideas
		demand;	demand;	organization,	relevant points to	which cannot
		• rigorous	• rigorous	coherent structure,	the subject matter;	express the subject
		organization,	organization,	systematic	·references are	matter or relevant
		coherent	coherent	composition;	insufficient, ability	themes;
		structure,	structure,	• clear and	to provide some	• summary of
		systematic	systematic	integrated ideas	reasonable personal	references, no
		composition;	composition;	which can keep to	comments, but no	personal idea and/ or
		• clear and	• clear and	the point, clear-cut	clear demonstration;	unreasonable
		integrated ideas	integrated ideas	subject, distinct	·sentence fluency	comment;

Assessment Task	Criterion	Excellent	Good	Fair	Marginal	Failure
		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)	(D)	(F)
		which can keep	which can keep	themes, ability to	and diction is	• seriously
		to the point,	to the point,	interpret the	acceptable.	insufficient/ no
		clear-cut subject,	clear-cut subject,	opinions	_	reference;
		distinct themes,	distinct themes,	effectively;		• although
		ability to	ability to	 sufficient and 		expression is not
		interpret the	interpret the	organized		clear, part of the
		opinions	opinions	references which		idea can be
		effectively;	effectively;	can be utilized in		identified; over use
		 sufficient and 	 sufficient and 	accordance with		of existing
		organized	organized	the topic.		quotations and
		references which	references which	• exact and fluent		relevant research.
		can be utilized in	can be utilized in	expression, good		
		accordance with	accordance with	sense of context,		
		the topic.	the topic.	ability to use		
		exact and	exact and	various writing		
		fluent	fluent	skills to make the		
		expression, good	expression, good	paper convincing		
		sense of context,	sense of context,	with proper		
		ability to use	ability to use	diction.		
		various writing	various writing			
		skills to make the	skills to make			
		paper convincing	the paper			
		with proper	convincing with			
		diction.	proper diction.			
3. Group	Students are	Strong evidence	Some evidence	Limited evidence	Marginally satisfies	Does not meet the
Presentation	required to present	of:	of:	of accurate and	the requirements,	minimum
(25%)	their proposals and	• Rich content,	• Rich content,	comprehensive	contents are broad,	requirements, has a
	projects with a clear	excellent grasp	excellent grasp	description of	details missing or	very general idea of
	demonstration of	of the materials	of the materials	material,	incorrect, loose	the facts, contents
	rigorous	with in-depth	with in-depth or	elementary	structure, reasoning	are fragmentary, no
	organization,	knowledge of the	extensive	understanding.	needs to be	structure, arguments
	coherent structure,	subject matter;	knowledge of the	Well-structured,	improved. Indistinct	not convincing.
	balanced	• Rigorous	subject matter;	clear contents,	speech, voice and	Indistinct speech,

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 timemanagement.	 Rigorous organization, coherent structure, balanced composition; Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact timemanagement. 	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%)	 Ability to identify and address reallife problems, design and formulate original and creative solutions, articulate the case study with coherence, clarity, and persuasiveness Ability to apply essential theories and practices of knowledge transfer in the case study 	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.

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
1. In- Class	Active class	Strong evidence	Some evidence of	Marginally satisfies	Does not meet
Discussion (20%)	participation (e.g.	of engaged	engaged	the basic	minimum
	response to in-class	participation as	participation as	requirements of the	requirements of
	questions) and	demonstrated by	demonstrated by	participation.	participation.
	group discussions.	active listening,	active listening,		
		initiation of	initiation of		
		questions or	questions or		
		comments, and	comments, and		
		cooperative	cooperative		
		teamwork.	teamwork.		
2. Visit Report	Each report must be	Strong evidence	Some evidence of	• adequate content,	 vague and devoid
(15%)	accurate, clear,	of	• rich content,	ability to integrate	of content, weak
	concise, and	• rich content,	ability to	resources generally	ability to integrate
	objective. It should	ability to	integrate various	based on demand,	limited resources;
	summarize what	integrate various	resources into	limited or irrelevant	• loose organization,
	students have	resources into	primary and	use of resources;	without distinct
	learned and	primary and	secondary levels	• loose	primary and
	experienced.	secondary levels	based on demand;	organization;	secondary levels;
		based on demand;	• rigorous	 ability to express 	• unsystematic ideas
		• rigorous	organization,	relevant points to	which cannot
		organization,	coherent	the subject matter;	express the subject
		coherent	structure,	·references are	matter or relevant
		structure,	systematic	insufficient, ability	themes;
		systematic	composition;	to provide some	• summary of
		composition;	• clear and	reasonable personal	references, no
		• clear and	integrated ideas	comments, but no	personal idea and/
		integrated ideas	which can keep	clear demonstration;	or unreasonable
		which can keep	to the point,	·sentence fluency	comment;
		to the point,	clear-cut subject,	and diction is	• seriously
		clear-cut subject,	distinct themes,	acceptable.	insufficient/ no
		distinct themes,	ability to interpret		reference;

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
		ability to interpret	the opinions	, , ,	• although
		the opinions	effectively;		expression is not
		effectively;	• sufficient and		clear, part of the
		• sufficient and	organized		idea can be
		organized	references which		identified; over use
		references which	can be utilized in		of existing
		can be utilized in	accordance with		quotations and
		accordance with	the topic.		relevant research.
		the topic.	• exact and fluent		Toto valit Toboaron.
		• exact and fluent	expression, good		
		expression, good	sense of context,		
		sense of context,	ability to use		
		ability to use	various writing		
		various writing	skills to make the		
		skills to make the	paper convincing		
		paper convincing	with proper		
		with proper	diction.		
		diction.	diction.		
3. Group	Students are	Strong evidence	Some evidence	Marginally satisfies	Does not meet the
Presentation	required to present	of:	of:	the requirements,	minimum
(25%)	their proposals and	• Rich content,	• Rich content,	contents are broad,	requirements, has a
(25,0)	projects with a clear	excellent grasp of	excellent grasp of	details missing or	very general idea of
	demonstration of	the materials with	the materials with	incorrect, loose	the facts, contents
	rigorous	in-depth	in-depth or	structure, reasoning	are fragmentary, no
	organization,	knowledge of the	extensive	needs to be	structure, arguments
	coherent structure,	subject matter;	knowledge of the	improved. Indistinct	not convincing.
	balanced	• Rigorous	subject matter;	speech, voice and	Indistinct speech,
	composition and an	organization,	• Rigorous	body language	voice and body
	ability to analyse	coherent	organization,	remain unchanged,	language are rigid,
	with cogent	structure,	coherent	overruns (by approx	unable to express
	arguments and	balanced	structure,	5 minutes)	clearly, seriously
	creative comments.	composition;	balanced	,	overruns (by more
		• Superior	composition;		than 5 minutes)
		- Superior	composition,		

Assessment Task	Criterion	Excellent	Good	Marginal	Failure
Assessment rask	Cincilon			_	
		(A+, A, A-)	(B+, B)	(B-, C+, C)	(F)
		presentation	• Superior		
		skills: distinct	presentation		
		pronunciation,	skills: distinct		
		fluent expression	pronunciation,		
		and appropriate	fluent expression		
		diction, exact	and appropriate		
		time-	diction, exact		
		management.	time-		
			management.		
4. Final Paper	Ability to identify	Strong evidence	Evidence of grasp	Sufficient	Little evidence of
(40%)	and address real-	of original	of subject, some	familiarity with the	familiarity with the
	life problems,	thinking; good	evidence of	subject matter to	subject matter;
	design and	organisation,	critical capacity	enable the student to	weakness in critical
	formulate original	capacity to	and analytic	progress without	and analytic skills;
	and creative	analyse and	ability;	repeating the course.	limited or irrelevant
	solutions,	synthesise;	reasonable		use of literature.
	articulate the case	superior grasp of	understanding of		ase of interaction
	study with	subject matter;	issues; evidence		
	coherence, clarity,	evidence of	of familiarity		
	and	extensive	with literature.		
		knowledge base.	with inclature.		
	persuasiveness	knowledge base.			
	• Ability to apply				
	essential theories				
	and practices of				
	knowledge				
	transfer in the				
	case study				

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,《中國文化産業典型案例選編》,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:深圳文化産業發展研究》,北京:人民出版社。
9.	理査・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,《文化創意産業案例研究》,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。