SM3138: CREATIVE CITY AND URBAN CRITIQUE

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Creative City and Urban Critique

Subject Code
SM - School of Creative Media
Course Number
3138

Academic Unit
School of Creative Media (SM)

College/School
School of Creative Media (SM)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
GE3106 Documentary and Everyday Urban Life

Part II Course Details

Abstract

This course aims at introducing students to the key writings on cities, urban life and architecture, to enable them to take a critical look at their everyday environment, and subsequently to come up with their own critical and creative agenda based on the many historical models of critique and interventionism. Special interest would be placed on theoretical discussions on the impact of technology and virtualization on urban life and the formation of communities, to be followed by a revised critique oft new forms of government, governance and control.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Summarize the key ideas of theoretical accounts to the understanding of urban life and the city		x	x	
2	Verify the relevance and usefulness of the theories they have studied to the local situations of Hong Kong			x	
3	Site and collect local cases to form their own source book		x		x
4	Set agenda for action in their own contexts of everyday life – critical writing and for creative actions			x	
5	Demonstrate sophisticated ability and use of critical/analytical skills to understand the research process and to adjust research plans and strategies accordingly			x	

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Lectures on the topics of urban life and the city and related critical issues	1	
2	Presentation	Presentation of personal reading notes with peer critique	1, 2	
3	Presentation	Student individual project presentation	1, 2, 3, 4, 5	
4	Group Project	Fieldwork	1, 2, 3, 4	

5	Group Project & Report	Organized event or creative activities/works	4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Response paper	1, 2	15	
2	Class presentation	1, 2	10	
3	Project presentation	1, 2, 3, 4, 5	10	
4	logbook with case collection	3	10	
5	Research Paper that involves detailed discussion of a local problem in Hong Kong	1, 2, 3, 4, 5	30	
6	Event organization or creative work	1, 2, 3, 4, 5	25	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Response paper: Reaction Paper/ Journal/Log Book

Criterion

This assessment will grade on rationality, clarity and fluency of argument and comment. The threshold of 'discovery' lies in a student's ability to negotiate a position that is informed, defendable, and standing on personal insight.

Excellent (A+, A, A-)
· Rich content, excellent ability to interpret and integrate various resources
· Rigorous organization, coherent structure, systematic composition
· Precision in argument, well defined and reasoned points of view grounded in insightful interpretation of existing literature
· Readiness to respond to peer opinion and other views initiated in class discussion
· Discussion shed light on new dimensions of the issue

Good (B+, B, B-)
· Adequate content, sufficient ability to integrate various resources based on demand
· Reasonable organization with balanced structure and composition
· Clear elaboration of ideas that sticks to the point, with clearly differentiated issues, ability to interpret opinions independently
· Sufficient responses to peer comments to sustain a discussion

Fair (C+, C, C-)
· Adequate content, fair ability to integrate various resources based on demand
· Fair organization with adequate structure and composition
· Relevant points made to the subject matter in question
· Ability to respond to other statements and engage in class discussion

Marginal (D)
· Weak content, limited use of resources
· Poor organization, structure and composition
· Relevant points to the subject matter, marginal ability to interpret opinions
· Ability to respond to other comments in simple terms

Failure (F)
· Inadequate content, no/ irrelevant use of resources
· No organization, structure or/and composition
· Irrelevant points to the subject matter, no ability to interpret opinions
· Fail to respond to other comments

Assessment Task

2. Research Paper

Criterion

Students should demonstrate ability to apply knowledge and skills to undertake independent research, build up argument and analysis. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)

· Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field
· Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand;
· Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks
· Evaluative judgments about existing research and demonstrate application of strong critical thinking skills
· Strong ability to approach a text or a theme using a variety of theories and analytical tools
· Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process
· Insightful suggestion of how the research findings may lead to future research

Good (B+, B, B-)

· Firm grasp of materials, ability to explain key concepts and assumptions
· Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand;
· Design and conduct research which is built on thorough knowledge of existing theoretical frameworks
· Appropriate judgments about existing research and demonstrate application of critical thinking skills
· Ability to approach a text or a theme using a variety of theories and analytical tools

Fair (C+, C, C-)

· Comprehensive grasp of materials, able to explain key concepts
· Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand
· Design and conduct research which is built on knowledge of theoretical frameworks
· Appropriate judgments about existing research
· Weak ability to approach a text or a theme using a variety of theories and analytical tools

Marginal (D)

· Loose grasp of materials, cannot explain key concepts
· Weak content, with primary and secondary levels
· Design and conduct research which is appropriate for the research objective
· Marginal judgments about existing research
· Poor ability to approach a text or a theme using a variety of theories and analytical tools

Failure (F)

· Poor grasp of materials

· Inadequate content, without primary and secondary levels
· Fail to design and conduct research which is appropriate for the research objective
· Fail to make reasonable judgments about existing research
· Fail to approach a text or a theme using a variety of theories and analytical tools

---

Assessment Task

3. Event Organization/ Creative Work

Criterion

Students should demonstrate ability to utilize primary and secondary sources, execute creative ideas and projects. The threshold of 'discovery' lies in a student's proactively turning theory into praxis, to transform course material into self-owned authorship.

Excellent (A+, A, A-)

· Work has strong affective quality and the articulation of personal styles and signature
· Excellent appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
· Work raises questions and instill insights about the process of conception, creative strategization and production
· Innovative exploration by combining knowledge from different disciplines (e.g. mathematics, psychology, physics, anthropology, etc.) to create an inter-disciplinary project
· Efficient adjustment of plans and strategies in response to resources (time, space, equipment, etc) available with constructive adjustment

Good (B+, B, B-)

· Strong appreciation, exploration and/or application of the aesthetic and expressive qualities of the medium
· Ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Proper adjustment of plans and strategies in response to resources (time, space, equipment, etc) available and constructive feedback/ suggestions

Fair (C+, C, C-)

· Basic appreciation and/or application of the aesthetic and expressive qualities of the medium
· Limited ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Marginal (D)

· Marginal appreciation of the aesthetic and expressive qualities of the medium
· Marginal ability to create project/ work that demonstrate the processes of thinking and creative exploration
· Limited adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

Failure (F)

· No appreciation of the aesthetics and expressive qualities of the medium
· Fail to create project/ work that demonstrate the processes of thinking and creative exploration
· Minimal adjustment of plans and strategies in response to resources (time, space, equipment, etc) available

---

Assessment Task

4. Class Presentation

Criterion

This assessment task reviews students' participation and performance in discussions, debates and peer critique during the tutorial sessions. The evidence of 'negotiation', the sign of discovery, lies in students' pre-class preparation and interpersonal sensitivity to his/her peer members.

Excellent (A+, A, A-)
· Rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter
· Rigorous organization, coherent structure, and systematic exposition with a strong sense of narrative
· Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management
· Critical analysis with insightful comments opening up new issues, or suggesting the ability to theorize

Good (B+, B, B-)
· Adequate content with firm grasp of the material that informs the audience on a subject matter
· Reasonable organization, balanced structure and composition
· Good verbal communication: comprehensible pronunciation, fluent expression and diction, fair time-management

Fair (C+, C, C-)
· Adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter
· Fair organization, weak structure and composition
· Fair presentation skills: acceptable pronunciation, expression and diction, fair time-management

Marginal (D)
· Weak content, loose grasp of the general ideas with some knowledge of the subject matter
· Poor organization, structure and composition
· Poor presentation skills: marginal pronunciation, expression and diction, poor time-management

Failure (F)
· Inadequate content, fail to identify the general ideas with knowledge of the subject matter
· No organization, structure or/and composition
· Poor presentation skills: marginal pronunciation, expression and diction, minimal time-management

---

Additional Information for AR

All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

Part III Other Information

Keyword Syllabus

Metropolis, Post-metropolis, City as a growth machine, city on the highway, the tourist city, city as investment, city as text, the information city, the Situationist International, the New Babylonians, mega-cities, cities of tomorrow, virtual communities and virtual cities, everyday creativity, history of urban planning and design, urban geography, urban governance, planning and control, urban process and capitalism, emergence, complexity, landscape of power, urban revolution, urban myths and ideologies, theories and critique of contemporary architecture, urban renewal and urban preservation, historicism and localism in architecture, gender, space & power, surveillance

Reading List

Compulsory Readings

	Title
1	Gary Bridge and Sophie Watson. 2002. eds. The Blackwell City Reader. Malden, MA: Blackwell.
2	Michel de Certeau, 1984. Practice of the Everyday. Berkeley: University of California Press.
3	Henri Lefebvre. 1991. The Production of Space. Oxford, Blackwell.
4	Henri Lefebvre. 1996. Writings on Cities. Oxford: Blackwell.
5	John Rennie Short: The Urban Order
6	Claudio Minca. Ed. 2001. Postmodern geography: theory and praxis. Oxford: Blackwell.

Additional Readings

	Title
1	Edward W. Soja: Postmodern Geographies: the Reassertion of Space in Critical Social Theory
2	Ian Walker. 2002. City gorged with dreams: Surrealism and documentary photography in interwar Paris. Manchester: Manchester University.
3	Henri Lefebvre: The Urban Revolution
4	Ken Knabb. ed. 1981. Situationist International Anthology. Berkeley: Bureau of Public Secrets.
5	Guy Debord. 1994. The Society of the Spectacle. NY: Zone Books.
6	Bridget Elliot, Anthony Purdy, 1997. Peter Greenaway: Architecture and Allegory. Chichester, West Sussex: Academy Editions.
7	Walter Benjamin. 1999. The arcades project. Cambridge: Belknap Press