

Subject Description Form

Subject Code	APSS2841														
Subject Title	Popular Culture & Urban Life														
Credit Value	2														
Level	2														
Pre-requisite / Co-requisite/ Exclusion	Exclusions for Students of Offering Department														
Minimum Pass Grade	D														
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">100% Continuous Assessment</th> <th style="width: 33%;">Individual Assessment</th> <th style="width: 33%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1.Presentation</td> <td style="text-align: center;">40%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>2.Quiz 1</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td>3.Quiz 2</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1.Presentation	40%	--	2.Quiz 1	30%	--	3.Quiz 2	30%	--
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3.Quiz 2	30%	--													
Objectives	<p>This course aims at introducing to students how the rapidly changing urban life is reflected in the development of various forms of popular culture. Through the discussion on a range of thematic topics, the course sharpens students' capacity to appreciate the nature of popular culture beneath the presented formats. It further invites student to analyze the deeper social meaning of these cultural presentation within the context of urban life.</p>														
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. appreciate the nature of urban life and the chances/ challenges b. understand the relationship between these chance/ challenges and the development of popular culture c. apprehend the trend of development of popular culture and urban life in the globalization era d. critically review the impact of urban change and popular culture on social life 														
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>a. Lectures:</p> <ol style="list-style-type: none"> 1. Introduction 2. Sociology and Cities <ul style="list-style-type: none"> • The 'nature' of urban life (Cities/Industrial Revolution as cause and drivers for social theory from Durkheim via Marx and Weber to David Harvey) 3. The Concept of Culture <ul style="list-style-type: none"> • High culture, Low culture sub-culture, popular culture (various forms of culture and how to differentiate between them, ambiguities in the term 'culture') 4. Urban vs. Rural Culture <ul style="list-style-type: none"> • Popular culture is an expression of urban life (rural life as marginal) 5. Values, Norms and Popular Culture 														

	<ul style="list-style-type: none"> • Values, norms and popular culture (education, generation, social class) <ol style="list-style-type: none"> 6. Gender, Age and Popular Culture <ul style="list-style-type: none"> • Gender roles, age and popular culture (Comics, fashion, magazines on Sex/Age) 7. Media and Popular Culture <ul style="list-style-type: none"> • Media topics, moral panics, selling information (power of the media) 8. Politics and Popular Culture in the cities <ul style="list-style-type: none"> • Politics and popular culture forms (Populism, Spin Doctors, sound bites, polling, etc.) 9. Globalisation and Popular Culture <ul style="list-style-type: none"> • Mixed cultures, global youth culture, internationalisation, global events 10. Urban 'Non-Popular' Culture <ul style="list-style-type: none"> • 'Old' culture, 'poor' culture, 'authentic' culture, 'traditional' culture <p>b. Seminars:</p> <ol style="list-style-type: none"> 11. The Transformation of Cities <ul style="list-style-type: none"> • The 'nature' of urban life (Cities/Industrial Revolution as cause and drivers for social theory from Durkheim via Marx and Weber to David Harvey) 12. The Concept of Culture <ul style="list-style-type: none"> • High culture, Low culture sub-culture, popular culture (various forms of culture and how to differentiate between them, ambiguities in the term 'culture') 13. Urban vs. Rural Culture <ul style="list-style-type: none"> • Popular culture is an expression of urban life (rural life as marginal) 14. Globalisation and Culture <ul style="list-style-type: none"> • Mixed cultures, global youth culture, internationalisation, global events 																																														
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>This course will be divided into lectures and seminars. Lectures will cover major themes in the broadest form whilst seminars will concentrate on specific local issues. A variety of teaching aids will be employed, e.g. Powerpoint presentations, movie clips, recordings, etc.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="443 1283 1471 1727"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> <th rowspan="2"></th> <th rowspan="2"></th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1.Presentation</td> <td>40</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>2.Mid tern Quiz</td> <td>30</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>3.Final Quiz</td> <td>30</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students will be assessed by the way they present assigned discussion topics in tutorials and / or through doing projects in a group-basis. In addition, students will be assessed individually by their participation in tutorials plus individual papers and / or quiz.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	1.Presentation	40	X	X	X	X			2.Mid tern Quiz	30	X	X	X	X			3.Final Quiz	30	X	X	X	X			Total	100 %						
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<p>Student Study</p>	<p>Class contact:</p>																																														

Effort Required	▪ Lecture	20 Hrs.
	▪ Seminar	8 Hrs.
	Other student study effort:	
	▪ Pre-reading	40 Hrs.
	▪ Preparation for seminar presentation & written paper	40 Hrs.
	Total student study effort	108 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p>Black, Joel. 2002. <i>The reality effect: film culture and the graphic imperative</i>. New York: Routledge.</p> <p>Champion, Tony and Graeme Hugo. 2004. <i>New forms of urbanization: Beyond the Urban-Rural dichotomy</i>. Aldershot and Burlington: Ashgate.</p> <p>Frederiksen, Bodil Folke. 2000. Popular Culture, Gender Relations and the Democratization of Everyday Life in Kenya. <i>Journal of Southern African Studies</i> 26, 2: p. 209-222.</p> <p>Giddens, Anthony. 2006. <i>Sociology</i>. Cambridge: Polity.</p> <p>Gold, Thomas B. 1993. Go with your feelings: Hong Kong and Taiwan Popular Culture in Greater China. <i>The China Quarterly</i> 136: p. 907-925.</p> <p>E.J. Brill.</p> <p>Hermes, Joke. 2005. <i>Re-reading Popular Culture</i>. Malden, Oxford, et al.: Blackwell.</p> <p>Huat, Chua Beng. 2004. Conceptualizing an East Asian popular culture. <i>Inter-Asia Cultural Studies</i> 5, 2: p. 200-221.</p> <p>Hunt, Arnold. 1997. 'Moral Panic' and Moral Language in the Media. <i>The British Journal of Sociology</i> 48, 4: p. 629-648.</p> <p>Jones, Jeffrey P. 2005. <i>Entertaining politics: new political television and civic culture</i>. Lanham: Rowman & Littlefield Publishers.</p> <p>Kasesniemi, Eija-Liisa. 2003. <i>Mobile messages: young people and a new communication culture</i>. Tampere: Tampere University Press.</p> <p>Lechner, Frank J. and John Boli (Ed.). 2004. <i>The globalization reader</i>. 2nd edition. Malden: Blackwell.</p> <p>Liberty (Ed.). 1999. <i>Liberating cyberspace : civil liberties, human rights and the Internet</i>. London, Sterling, Va.: Pluto Press in association with Liberty.</p> <p>Lull, James and Stephen Hinerman. 1997. <i>Media scandals : morality and desire in the popular culture marketplace</i>. Cambridge, New York: Polity Press.</p> <p>Messner, Michael A. 2000. Barbie Girls versus Sea Monsters: Children Constructing Gender. <i>Gender and Society</i> 14, 6: p. 765-784.</p> <p>Neill, William J. V. 2004. <i>Urban planning and cultural identity</i>. London, New York: Routledge.</p> <p>Plantec, Peter M. 2004. <i>Virtual humans : a build-it-yourself kit, complete with software and step-by-step instructions</i>. New York: AMACOM, American Management Association.</p> <p>Saunders, Peter. 1986. <i>Social Theory and the Urban Question</i>. 2nd edition. London: Hutchinson.</p> <p>Storey, John. 2003. <i>Inventing popular culture: from folklore to globalization</i>. Malden: Blackwell.</p>	

	<p>Street, John. 1997. <i>Politics and popular culture</i>. Cambridge: Polity Press.</p> <p>Strinati, Dominic. 2004. <i>An Introduction to theories of popular culture</i>. 2nd edition. London, New York: Routledge.</p> <p>Law, Wing Sang. 2009. <i>Collaborative Colonial Power: The Making of the Hong Kong Chinese</i>. Hong Kong University Press.</p> <p>Klein, Naomi. 2007. <i>The Shock Doctrine</i>. Penguin Books.</p> <p>Harvey, David. 2005. <i>A Brief History of Neo-Liberalism</i>.</p> <p>Qiu, Jack. 2009. <i>Working-Class Network Society: Communication Technology and the Information Have-Less in Urban China</i>. MIT Press.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.