

1. **COURSE TITLE**

Hong Kong Literature

2. **COURSE CODE**

ENGL3116

3. **NO. OF UNITS**

3 units

4. **OFFERING DEPARTMENT**

English Language and Literature

5. **PREREQUISITES**

Nil

6. **MEDIUM OF INSTRUCTION**

English

7. **AIMS & OBJECTIVES**

- 1) To critically examine defining works of Hong Kong literature and culture written in English (and translated into English) across diverse literary genres;
- 2) To investigate poetry, fiction, comics, films, and essays on, or about, Hong Kong writing (including journalism, travel pieces, and political discourses) as a living and evolving body of works as well as historical artifact of the local, regional, and international literary imagination;
- 3) To expound the concept of “home”, border-crossing, the agony of writing, and the historical “handover” crisis in Hong Kong Literature;
- 4) To cultivate students’ critical thinking, writing and presentational skills

8. **COURSE CONTENT**

Introduction – Can We Say Hong Kong? How? When? And why?

Module One: Poetic Representations of Hong Kong

1. Pre-1997 Hong Kong Poetry
2. Hong Kong City Poetics from the Handover to Now
3. Hong Kong Poetry in Translation

Module Two: Fictionalising Hong Kong

1. “Old” Hong Kong; Hong Kong Through the Colonial Lens
2. Transitional Hong Kong; Gendered Hong Kong; Ethnic Minorities in Hong Kong
3. Hong Kong and/in Comics

Module Three: Hong Kong Documented in Essay

1. Travel Writings; Personal Memoirs; and Political Recollections
2. Hong Kong in the World; International Connections; Hong Kong Critiqued
3. Wong Kar-wai’s Hong Kong Cinematic Multiverse
4. Reflection – Whither Hong Kong Literature and Culture?

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Analyze Hong Kong literature and culture as a distinctly defined genre correlating geography, history, and locality
CILO 2	Evaluate and contest discourses of ownership and authenticity about “Hong Kong” writings as a body of literature
CILO 3	Define measures to create operational definitions for works that are geopolitically specific
CILO 4	Demonstrate a strong set of critical skills and abilities in approach to discovering, understanding, and evaluating Hong Kong literature

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO No.	Type of TLA
CILO 1	Participate in in-class discussions on the primary texts (poetry, fiction, and essays) and secondary materials, focusing on themes, history, politics, language style, and structure of feelings
CILO 2	Compose a weekly journal, including creative writing, to record their thoughts on the class readings and the concept of “Hong Kongness.”
CILO 3	Do in-class and take-home assignments to analyse the wide range of socio-cultural/political factors and their effects on the literature of Hong Kong
CILO 4	Write research papers demonstrating effective scholarship on “Hong Kong” as studied and debated in the class readings and the weekly class meetings

11. ASSESSMENT METHODS (AMS)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Written assignments	30%	2, 3, 4	Typical writing assignments include critical responses and research-length essays.
Class Participation and Forum Contribution	15%	2, 3	Active class participation and interactions; weekly contribution to Moodle forum discussions.
Presentation	15%	1, 3	Presentations can be delivered in groups so that students can share their research output and receive feedback.
Examination	40%	4	Examination can test the depth of student learning and their effective integration of various types of knowledge.

ENGL3116 Hong Kong Literature CILOs/ PILOs		PILO1 <i>Effective Scholarship</i>	PILO2 <i>Academic Literacy</i>	PILO3 <i>English Proficiency</i>	PILO4 <i>Research Skills</i>	PILO5 <i>International Perspective</i>	PILO6 <i>Teamwork/ Employability</i>
CILO 1	Students should be able to analyse how “Hong Kong Literature and Culture” implies more than a distinctly defined geographical place correspondence, but says a great deal about how, in careful examination, they may share deeply with the creative drive emerging from this (local) space they study	✓	✓				
CILO 2	Students should be able to evaluate what it means to say that certain writings are “Hong Kong”						
CILO 3	Students should be able to interrogate what it means to be alien to a work that belongs to their own world, and its time and place	✓	✓		✓		
CILO 4	Students should be able to demonstrate a strong set of critical skills and abilities to consume, understand, and evaluate the writings of this temporal space	✓	✓		✓		
Total		3	3	0	2	0	0