Course Plan for 2010-11

Places on elective courses will be allocated on a first-come-first-served basis but priorities will be given to second year students.

First term (1 September 2010 to 11 December 2010)

Core Courses:

CUS501 Perspectives in Cultural Studies (For Year 1 Students)
Instructor: Mr. Ma Kwok Ming
Timetable: Saturday/2:30 – 5:30 pm
Venue: SO201, (Dorothy Y.L. Wong Building), Lingnan University (Tuen Mun)
Language of Instruction: Chinese (Cantonese) and English

CUS503 Pedagogy and Cultural Studies (For Year 2 Students)
Instructors: Dr. Lau Kin-chi and Dr. Hui Shiu-lun
Time: Saturday/2:30-5:30pm
Venue: GE101 (B. Y. Lam Building), Lingnan University (Tuen Mun)
Language of Instruction: Chinese (Cantonese) and English

Elective Courses:

CUS510E Workshop in Cultural Practices: Theatre for Self Understanding and Community Building (Quota: 30)
Instructors: Mr. Mok Chiu-yu and Mr. Banky Yeung
Timetable: Tuesday/6:45-9:45 p.m.
Venue: GE101 (B. Y. Lam Building) and Art Gallery, Lingnan University (Tuen Mun)
For the 1st lesson on 7 Sept 2010, please go to the Art Gallery (2nd Floor of the Main Building, please go there by taking the lift which is opposite to the Bank of East Asia)

Language of Instruction : Chinese (Cantonese) and English

CUS511A
Selected Topics in Cultural Institution and Policy: Cultural Economy (Quota : 30)
Instructor: Dr. Hui Po-keung
Timetable: Wednesday/6:45-9:45 p.m.
Venue: LR2, Hong Kong Island Education Centre (North Point)
Language of Instruction : Chinese (Cantonese) and English

CUS512E
Selected Topics in Cultural Representation and Interpretation : Technology, Sustainability and Education (Quota : 30)
Instructor: Dr. Vinod Raina
Timetable: Monday and Thursday/6:45-9:45 p.m. / Two lessons per week from 2 Sept to 21 Oct 2010
Venue: GE101 (B. Y. Lam Building), Lingnan University (Tuen Mun)
Language of Instruction : English

CUS513C
Research Seminar: Hong Kong Urban's Future (Quota: 10)
Instructor: Mr. Ma Kwok-ming
Timetable: Saturday /11:30a.m -1:00pm
Venue: GE321 (B. Y. Lam Building), Lingnan University (Tuen Mun)
<There will be a total of 7 lessons>
Language of Instruction : Chinese (Cantonese) and English

***For CUS513C, one-page proposal is required to submit together with this course registration form for subject teacher's consideration. Class will ONLY be offered with a minimum enrollment of 5 students. ****

CUS513F
Research Seminar: Social Movement and Cultural Studies (Quota : 10)
Instructor: Dr. Ip Iam Chong
Timetable: Friday / 7:30 -9:00pm
Venue: LR2, Hong Kong Island Education Centre (North Point)

<There will be a total of 7 lessons>

Language of Instruction: Chinese (Cantonese) and English

***For CUS513F, one-page proposal is required to submit together with this course registration form for subject teacher's consideration. Class will ONLY be offered with a minimum enrollment of 5 students. ****

Second term (29 January 2011 to 14 May 2011)

Core Courses:

CUS505  Methods in Cultural Research (For Year 1 Students)
Instructors: Dr. Li Siu-leung and guest speaker(s)
Timetable: Saturday/2:30 – 5:30 pm
Venue: SO201, (Dorothy Y.L. Wong Building), Lingnan University (Tuen Mun)
Language of Instruction: Chinese (Cantonese) and English

CUS502  Critical Thinking through Popular Culture (For Year 2 Students)
Instructor: Professor Stephen Chan
Time: Saturday/2:30 – 5:30 pm
Venue: GE101 (B. Y. Lam Building), Lingnan University (Tuen Mun)
Language of Instruction: Chinese (Cantonese) and English

Elective Courses:

CUS511G  Selected Topics in Cultural Institution and Policy: Politics as Cultural Practices(Quota: 30)
Instructors: Dr. Law Wing-sang, Dr. Ip Iam-chong and Dr. Hui Po-keung
Timetable: Tuesday/6:45-9:45pm
Venue: AR322 (Leung Kau Kui Building) : 1 and 15 Feb 2011
SO201 (Dorothy Y. L. Wong Building) : 22 Feb to 26 April 2011
GE101 (B.Y. Lam Building) : 3 May 2011
Language of Instruction : Chinese (Cantonese) and English

CUS511H Selected Topics in Cultural Institution and Policy: Cultural Studies, Law and Human Rights (Quota : 30)
Instructor: Professor John Erni
Timetable: Thursday/6:45-9:45pm
Venue: LR2, Hong Kong Island Education Centre (North Point)
Language of Instruction : English

CUS512L Selected Topics in Cultural Representation and Interpretation Comparative Study of Latin America and Contemporary China (Quota : 30)
Instructors: Professor Wen Tiejun and and Dr. Lau Kin-chi
Timetable: Monday and Wednesday/6:45-9:45pm / Two lessons per week from Jan to April 2011
Venue: Monday : GE101 (B. Y. Lam Building), Lingnan University (Tuen Mun)
Wednesday : SO102, (Dorothy Y.L. Wong Building), Lingnan University (Tuen Mun)
Language of Instruction : Chinese (Cantonese and Putonghua ) and English

CUS513E Research Seminar: Feminism and Cultural Politics (Quota : 10)
Instructor: Dr. Chan Shun-hing
Timetable: Seminar presentation and/or discussion: 7.00-8.30 pm
Project consultation (optional): 8.30-9.00 pm
28/1, 18/2, 25/2, 11/3, 1/4, 8/4, 29/4, 6/5 and 13/5
Venue: Rm BC 505, PolyU, Hung Hom (for Feb sessions)
Rm BC 520, PolyU, Hung Hom (for March, April and May sessions)

<There will be a total of 9 lessons>

Language of Instruction: Chinese (Cantonese) and English

**For CUS513E, one-page proposal is required to submit together with this course registration form for subject teacher's consideration. Class will ONLY be offered with a minimum enrollment of 5 students. **
CUS501: Perspectives in Cultural Studies (For Year 1 Students)

No. of Credits/Term: 3

Mode of Tuition: Lecture and tutorial

Class Contact Hours: 3 hours per week

Category in Major Prog.: Core course

Prerequisite(s): None

Co-requisite(s): None

Exclusion(s): None

Brief Course Description:
This course provides an overview of the key themes, concepts, theories and issues in cultural studies. It introduces students to the origins and foundational concerns of cultural studies as an academic discipline and an intellectual practice; examines selected critical notions and problems with reference to specific contexts; and look at the work of cultural studies in relation to social, historical and institutional conditions. The course also addresses such issues as the role of theory and analysis in the practice of cultural studies, the relevance of cultural studies for government and public cultures, as well as the constraints and possibilities cultural studies workers face today in their divergent attempts to engage themselves on location in critical projects of our time.

Aims:
• To introduce the basic aims and perspectives of cultural studies as an academic discipline and as an intellectual practice;
• To look at different dimensions of culture and acquaint students with a range of issues addressed by cultural studies;
• To provide insight into the complex nature of the relation between the cultural field and the social and economic spheres.

Learning Outcomes:
On completion of the course, students will be able to:
• understand the specific concerns and the general intellectual climate leading to the formation of cultural studies as a discipline;
• explain the intricate relationship between culture and socio-economic changes;
• discuss with examples a range of critical issues addressed in the major perspectives of Cultural Studies;
demonstrate their understanding of Cultural Studies as an engaged study of culture and the impact such a study can have on society.

**Indicative Content:**
- The concept of culture and the intellectual trajectories of cultural studies;
- The implications of the “cultural turn” in contemporary societies;
- The culture of everyday life and the question of identity.
- Cultural Studies as an engaged study of culture in the local social and disciplinary contexts

**Teaching Method:**
Lectures deliver key issues and an outline of main debates and concerns; tutorial groups allow students to discuss topics in the local contexts. The weekly 3-hour session will consist of lecture (90 min.) and a seminar discussion period (75 min.). Students are required to present their views on designated topics and to actively participate in the seminar discussion after the lecture.

**Measurement of Learning Outcomes:**
1. Students participation in class (including presentations and the ensuing discussions) demonstrate how well they understand the overall intellectual concerns of Cultural Studies, its specific conceptual framework, and the intricate relationship between culture and socio-economic changes.
2. Students’ Term Paper shows how effectively they can present the analysis of a series of inter-related issues addressed by particular viewpoints in Cultural Studies.

**Assessment:**
100% continuous assessment based on participation in class participation, class presentation and the completion of a term paper.

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at: http://www.ln.edu.hk/cultural/Declarationform.pdf

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**2010-11 Term 1, Class Schedule**
Lecturers: Mr. MA Kwok-ming
Professor Stephen CHAN Ching-kiu
Time: Sat. 2:30-5:30 pm
Venue: SO201, Lingnan University, Tuen Mun

Schedule

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<tr>
<th>Date</th>
<th>Lecturer</th>
<th>Topic</th>
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| 4/9  | ma       | Introductory Lecture: The Peculiarity of Cultural Studies as a Discipline  
(During 1-18; Jameson 1993; Mulhern, xiii-xxi) |

**Part I: Intellectual Trajectory of Cultural Studies**

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<tr>
<th>Date</th>
<th>Lecturer</th>
<th>Topic</th>
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| 11/9 | ma       | The Emergence of British Cultural Studies I: The Cold War and the New Left  
(Davis, 30-63; Eagleton (2008); Mulhern, 49-73; Turner, 33-68) |
| 18/9 | ma       | The Emergence of British Cultural Studies II: Marxism and Literary Studies  
(Hall, 1992; Miliband, 3-25; Williams, 75-100) |
| 25/9 | ma       | Cultural Studies & Hong Kong Society(Law)  
*Seminar Discussion(1): The Social Formation of Hong Kong* |

**Part II: The Cultural Logic of Capitalism**

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<tr>
<th>Date</th>
<th>Lecturer</th>
<th>Topic</th>
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| 2/10 | ma       | Capitalism as a Mode of Production and Regime Change in Contemporary Capitalism  
(Aldridge, 28-52; Davis, 139-155; Harvey, 141-172) |
| 9/10 | ma       | Impacts of Regime Change I: The Cultural Turn in the Economy  
(Harvey, 284-307; McGuigan, 81-94)  
*Seminar Discussion(2): Viewing the Regime Change in Hong Kong*  
<<Workshop for Essay Writing from 5:30 to 6:30 at SO201, Group A>> |
| 16/10|         | Mid-Autumn Festival |
| 23/10| ma       | Impacts of Regime Change II: The Rise of Cultural Industries and the Transformation of Culture as Industry  
(Horkheimer & Adorno, 94-136; Hesmondhalgh, 15-24)  
*Seminar Discussion(3): The Cultural Industries of Hong Kong*  
<<Workshop for Essay Writing from 5:30 to 6:30 at SO201, Group B>> |
Impacts of Regime Change III: The Urban Revolution (Lefebvre, 1-22)

*Seminar Discussion(4): Urban Renewal as Urban Revolution*

**Part III: How Cultural Studies Proceeds**

6/11 ma Cultural Studies and The Culture of Everyday Life (de Certeau, 29-42, 45-60; Fiske, 1992)

*Seminar Discussion(5): The Politics of Everyday Life in Hong Kong*

13/11 ma Cultural Studies and the Debate on Consumption (Aldridge, 86-109; Edwards, 106-127; Fiske, 1989)

*Seminar Discussion(6): The Spatial Dimension of Consumption*

20/11 ma Cultural Studies and Identity Politics (Hall 1990 & 1996; Rutherford; Young, 156-191)

*Seminar Discussion(7): Identity Politics in Hong Kong*

27/11 ma Cultural Studies and Politics of Memory (Benjamin, 3-60; Hall 2002)

**Part IV: Conclusion**

4/12 chan Conclusion I

11/12 chan Conclusion II

**Required Readings:**


**Recommended Readings:**


**CUS503** : Pedagogy and Cultural Studies

**Course Code** : CUS503

**No. of Credits/Term** : 3

**Mode of Tuition** : Lecture

**Class Contact Hours** : 3 hours per week

**Category in Major Prog.** : Core course

**Prerequisite(s)** : None

**Co-requisite(s)** : None

**Exclusion(s)** : None

**Brief Course Description** : This core course will question the ‘ordinary’ ways we learn to see, speak, know and experience things; that is, how we learn to behave both as subjects of our own actions and when we are subjected to the actions of others. Theoretical approaches in cultural studies to pedagogical processes formative of the person will be introduced to open up familiar aspects of our behaviour for critical discussion. These include language, memory, experience, culture, technology, knowledge, identity, and power. On the practical side, the course will examine how education as an institutional practice works to perpetuate established power relations. It will also examine how a ‘decolonizing’ approach to pedagogy can bring together learning experiences that are normally excluded or marginalized in formal education. The history and practice of education in Hong Kong will be the main focus of students’ investigations.

**Aims** :

1. To introduce theoretical approaches in cultural studies to pedagogical processes;
2. To introduce transformative models and practices of pedagogy to students;
3. To enable students to analyze existing educational practices in Hong Kong.

**Learning Outcomes** : On completion of this course, students will be able to:

1. reflect on the formative processes of subjectivity and appreciate the pedagogical process as a process of interactional relationships;
2. reflect on the underlying assumptions and structures of modern development;
3. demonstrate a critical attitude towards pedagogy in education, social work and cultural work.

Indicative Content:
1. Rethinking education with theoretical insights from cultural studies;
2. Issues of language and discourse; politics of representation; critical literacy; knowledge and power relations; culture and experience;
3. Existing pedagogical practices in Hong Kong;
4. Case studies of alternative practices in decolonizing education.

Teaching Method:
1. Lectures provide a conceptual frame for understanding pedagogical processes in the formation of subjectivity, and deal with conceptual works on education, development, and alternatives.
2. Students’ presentations on theoretical texts will demonstrate their ability to grasp conceptual works as well as rethink their own pedagogical experiences.
3. Term papers are individual endeavours proposed by students and discussed during tutorials and consultation sessions; the rewriting of two drafts of the paper will enable students to improve on their presentations after taking in critical comments from the teachers and fellow students.

Measurement of Learning Outcomes:
1. Students’ presentations on theoretical texts will demonstrate their ability to discuss among themselves to examine given topics on culture and pedagogy;
2. In the term project, through individual work, students will demonstrate how well they have reexamined their own pedagogical experiences against the social and political setting of Hong Kong.

Assessment:
Students are assessed on the basis of 100% Continuous Assessment.

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the
cover page. Please download the declaration form at: http://www.ln.edu.hk/cultural/Declarationform.pdf

Required Readings:


Recommended Readings:

Website for books on education: www.arvindguptatoys.com


2010-11 Term 1, Class Schedule (TBC)
Lecturers: Dr. Hui Shiu-lun and Dr. Lau Kin-chi
Time and venue: Saturdays, 2:30pm – 5:30 pm, Lingnan University GE101
CUS510 : Workshop in Cultural Practices

No. of Credits/Term : 3
Mode of Tuition : Lecture
Class Contact Hours : 3 hours per week
Category in Major Prog. : Elective course

Prerequisite(s) : None
Co-requisite(s) : None
Exclusion(s) : None

Brief Course Description : This course is a guided journey to cultural practices in the fields of education, mass communication, community development and other cultural work for constructive changes. Students are introduced to the articulated process of cultural practices, from formulating vision, analyzing environments, defining objectives, developing strategy, implementing action plan to formative evaluation. The course covers critical skills and tools to facilitate students’ self-directed practice in particular social context. Supplementing other theoretical courses, this workshop aims at providing a summary of “what works”, or “making do”, based on extensive real-life experiences in different cultural sites. Experienced professionals working in the fields of education, community work, drama, and media are invited to participate in the workshop and dialogue with the facilitators and students. Students are invited to make sense of the diverse cultural-political dimensions of professional and technical practices introduced in the course, and consider their implications in relevant fields.

Aims : Students will:

- be introduced to the articulated process of cultural practices;
- learn how to design, implement, and enhance the process;
- gain access to tools that are useful to bring about positive changes;
- be equipped with critical skills to steer the process effectively;
- be empowered as effective change agents.

Learning Outcomes : Students will be able to

- identify the importance of articulating project objectives with the planned actions;
- design, implement and evaluate cultural projects effectively;
- utilize tools introduced to critically reflect on previous and ongoing cultural practices.
Indicative Content:

- Critical skills and tools (e.g. drama, professional facilitation) for cultural practices;
- Conceptual and theoretical reflection – the importance of project, context and articulation;
- Case study.

Teaching Method:

Workshops supplemented by lectures.

Measurement of Learning Outcomes:

Scrutinizing students’ written works (such as evaluation reports or project proposals) and performance/participation in the workshop to examine whether students are able to:

- articulate cultural projects’ objectives with the planned actions;
- design, implement and evaluate cultural projects effectively;
- critically assess the effects and limitations of previous or ongoing cultural practices.

Assessment:

100% continuous assessment

1. Weekly reports
2. Essay of 2000 words
3. Readiness to participate in class and improvement in practical skills

Students shall be aware of the University regulations about dishonest practice in coursework and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at:


Course title: CUS510E: Workshop in Cultural Practices: Theatre for Self Understanding and Community Building

Course description: The course offers critical understanding of two international cultural movements, the theatre of the oppressed and the playback movement. The students will undertake an inquisitive and experiential exploration into methodologies that promote dialogue, solidarity, self expression, self understanding, community building and transformation in the form of theatre, one of the artistic languages and cultural practices that make learning enjoyable, motivational and participatory. The two forms of theatre also promote the citizen actor, affirming the creativity of the individual and non professionals and democratizing the theatre stage and making participation in the arts part of everyday life. The course will offer hands-on training on the techniques of theatre of the oppressed and playback theatre. The course also provides vigorous critique of the educational...
philosophies underpinning the practices and the aesthetics of such theatrical endeavours, with a research on the possibilities and effectiveness in blending the two into a playforward theatre.

Theatre of the Oppressed, Playback and Playforward Theatre

Theatre of the Oppressed

The Theatre of the Oppressed is a system developed by Augusto Boal to empower, not just the poor and the downtrodden in the third world. He developed techniques that allow the oppressed in the better off countries to explore their often internalized oppression. The Theatre of the Oppressed is interactive and used as vehicles for social and personal change, building communities rehearsing for life.

Playback Theatre

An improvisational theatre form developed by Jonathan Fox and his partner Jo Salas, in which real life stories of members of the audience are re-enacted. The stories or the emotion of the audience are accepted, honoured and affirmed while being played by the actors. The performances build relationship and interconnectedness among the participants, the storytellers and the performers, leading to greater solidarity and cohesiveness of all who take part.

Both Theatre of the Oppressed and Playback Theatre have many adherents all over the world, both the developed and underdeveloped countries and are properly referred to as international movements. Each has its own respective network and conferences. Universities, drama schools, applied theatre and community cultural development training institutes offer courses that are similar to the one being proposed. Both forms of theatre are utilizing extensively in community building.

Playforward Theatre

An attempt to blend the Theatre of the Oppressed and Playback Theatre that would be the process of reflection on what is and a rehearsal for what ought to be – a project simultaneously explored by artists in the USA and Hong Kong.

The course will incorporate the visit of a theatre group in Hong Kong to perform playforward theatre in session 12 as guest lecturer.

Aims and Objectives

Students will:

- be introduced to the articulated process of theatre of the oppressed and playback approaches that utilize theatre as language, theatre as discourse and theatre that promote self knowledge, group solidarity and community building.
- learn how to design, implement, and enhance the theatre processes that empower and promote the citizen actor
- gain access to theatre tools that are useful to bring about positive changes;
- be equipped with facilitation and acting skills to initiate, steer or participate effectively;
- be empowered as effective change agents and facilitators
- participate in a process that attempts to blend the two approaches practiced by community cultural development workers all over the world

Indicative Contents

- Skills and tools for participation and facilitation of the theatre of the oppressed and playback theatre processes
- Conceptual and theoretical reflection of the processes and the origin of such community cultural development process.
- Case study of developments in Hong Kong and overseas

Learning Outcomes

Students will be able to

- design, implement and evaluate theatre for discourse and community building effectively;
- utilize tools introduced to critically reflect on previous and ongoing theatre of the oppressed and playback theatre projects...

Measurement of Learning Outcomes

Scrutinizing students’ written works (such as evaluation reports or project proposals) and performance/participation in the workshop to examine whether students are able to

- design, implement and evaluate theatre for discourse and community building effectively;
- critically assess the effects and limitations of previous or ongoing practices of theatre of the oppressed and playback theatre
- critically assess how the blending of the two theatre forms might move forward
2010-11 Term 1, Class Schedule

Instructors: Mr. Mok Chiu-yu and Mr. Banky Yeung

Course Structure

1. Origin of Theatre of the Oppressed – a discourse on Aristotle, Brecht and Augusto Boal and Paulo Freire
2. Structure of Practical Work for Theatre of the Oppressed I: Knowing the Body and Making the Body Expressive – Games and Exercises for actors and non-actors
3. The Theatre as Language (vs other languages) – Image Theatre and Forum Theatre
4. Theatre as Discourse – Invisible theatre, Newspaper theatre, Legislative Theatre
5. Theatre as Therapy – Rainbow of Desire/ Cops in the Head vs Dramatherapy
6. Nonscripted Theatres (theatresports, improvisation, playback, action theatre)
7. Playback Theatre – the Hong Kong Experience & Fluid Sculpture
8. Playback Theatre - Pairs and Chorus
9. Playback Theatre - Free Form
10. The Conductor and the Joker
11. Playforward Theatre 1 - the case for merging Forum and Playback
12. Playforward Theatre 2 – let’s see it
13. Playforward Theatre 3 – let’s trying it out

Assessment

100% continuous assessment

- Weekly reports
- Essay of 2000 words
- Readiness to participate in class and improvement in practical skills
- Group presentation towards the end of the course.

Class Schedule

這個課程將會有十四節，每節三小時。

課程目標是希望同學在完成四十二小時課程後，可以組成多個演出隊伍，並繼續實踐及發掘認識自我/社區建設劇場的可能性。
PLAYBACK THEATRE —一人一故事劇場和受壓迫者劇場內的慾望彩虹及腦袋裏的警察均可以有效地幫助認識自我、個人成長、處理人際關係及建立團隊。

而受壓迫者劇場內的 NEWSPAPER THEATRE 報紙劇場及 FORUM THEATRE論壇劇場則很適用於社區建設，以至社會變革上。

而 PLAYFORWARD THEATRE 展望劇場更是揉合 PLAYBACK THEATRE 及 THEATRE OF THE OPPRESSED，不單情理兼備讓群眾透過劇場發聲，也同時可以在集體的經驗分享而進行社區建設並找出社會變革的不同出路。

課程同時觸及深受歡迎的 DRAMA THERAPY 及 TRANSFORMATION，兩者均為認識自我及社會建設帶來不同的體驗。

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<tr>
<th>Date and Venue</th>
<th>Topic</th>
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<tbody>
<tr>
<td>7 Sept 2010 (AG)</td>
<td>Week 1 – Image Theatre</td>
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<tr>
<td>14 Sept 2010 (AG)</td>
<td>Week 2 – Fluid Sculpture of Playback Theatre</td>
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<tr>
<td>21 Sept 2010 (AG)</td>
<td>Week 3 – Free Form of Playback Theatre</td>
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<tr>
<td>28 Sept 2010 (AG)</td>
<td>Week 4 – Chorus and other forms of Playback Theatre</td>
</tr>
<tr>
<td>5 Oct 2010 (AG)</td>
<td>Week 5 – Rainbow of Desire / Cops in the Head</td>
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<tr>
<td>12 Oct 2010 (GE101)</td>
<td>Week 6 – Newspaper Theatre</td>
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<tr>
<td>19 Oct 2010 (AG)</td>
<td>Week 7 – Forum Theatre and Enhanced Forum Theatre</td>
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<tr>
<td>26 Oct 2010 (GE101)</td>
<td>Week 8 – Playback Theatre Group Presentation</td>
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<tr>
<td>2 Nov 2010 (GE101)</td>
<td>Week 9 – Forum Theatre Group Presentation</td>
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<td>9 Nov 2010 (AG)</td>
<td>Week 10 – When Playback Theatre Meet Theatre of the Oppressed</td>
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<tr>
<td>16 Nov 2010 (AG)</td>
<td>Week 11 – Playforward Theatre</td>
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<tr>
<td>23 Nov 2010 (AG)</td>
<td>Week 12 – Role of the conductor of Playforward Theatre</td>
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<tr>
<td>30 Nov 2010 (GE101)</td>
<td>Week 13 – Drama Therapy / Psychodrama</td>
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<td>7 Dec 2010 (AG)</td>
<td>Week 14 – Transformance</td>
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CUS511: Topics in Cultural Institution and Policy

No. of Credits/Term: 3
Mode of Tuition: Lecture
Class Contact Hours: 3 hours per week
Category in Major: Elective course

Prerequisite(s): None
Co-requisite(s): None
Exclusion(s): None

Brief Course Description: This elective course is the theoretical counterpart of the course “Workshop in Cultural Practices”. It examines how public policy on culture can be understood in the framework of Cultural Studies, and it focuses on the ways in which institutional factors affect the planning, development and management of culture in contemporary societies. Issues of citizenship and subjectivity will be discussed in the context of specific forms and processes of cultural governance.

Aims:
1. To introduce students the basic concerns of Cultural Studies with issues relating to the shaping of public culture; that is, the institutional dimension of culture including social pedagogies and public policies on “culture” in the broad sense of the term.
2. To familiarize students with the critical perspectives needed for understanding that cultural matters are significant social and public issues through in-depth study of a particular theme.

Learning Outcomes: Students will be able to

1. raise meaningful questions in the area of cultural institution and policy with clear and precise formulation;
2. identify alternative systems of thought in the area of cultural institution and policy, and recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Content: Issues in the area of cultural institution and policy will be selected and discussed. Content may vary year from year.

Teaching Method: Lecture, seminar discussion, and students’ presentation.
Measurement of Learning Outcomes: Scrutinizing students’ term papers and class presentation/discussion to examine whether students are able to

1. raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation;
2. critically review the assumptions of existing discourses on the subject matters of the course.

Assessment: 100% continuous assessment

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at: http://www.ln.edu.hk/cultural/Declarationform.pdf

Course title: CUS511A: Selected Topics in Cultural Institution and Policy: Cultural Economy

Course description: Course Description

This course studies the economy and economic discourses through a cultural studies perspective. Specific attention will be paid to the market as a means of socio-cultural organization. The course is divided into three sections. Part one discusses what is “cultural economy” and how it works. Part two demonstrates how to do cultural economy with concrete case studies. Part three deals with theoretical and methodological issues and specifically discusses how political economy, sociology, and anthropology handle the “cultural turn” of the economy and economic, and its discontent. The main aim of the course is to understand how cultural economy approaches help us understand economic discourses and the contemporary economy by analyzing the production and consumption of culture and the issues of cultural identity, regulation and representation in relation to the economy.

Aims and Objectives

- To enable students to understand the basic approaches and the historical development of cultural economy;
- To enable students to understand the economy and economic discourses from a cultural studies perspective;
To encourage students to conduct active research on the local economy and economic discourses

Indicative Contents

- The Separation of Culture and Economy;
- Doing Cultural Economy;
- Cultures of Consumption;
- Cultures of Production – The Meaning of Work;
- The Sociology/Political Economy of Culture;
- Method: Polanyi’s Substantive Economic Anthropology and Marx’s Political Economy;
- From the Production/Consumption of Culture to the Culturalization of Production/Consumption;
- Culturalizing Production – The Transformation of Work;
- Culturalizing Consumption and Culturalizing Political Economy

2010-11 Term 1, Class Schedule
Lecturer: Dr. Hui Po-keung
Time and Venue: 6:45-9:45pm, Wednesday, North Point, HK

I. Introduction

1. The Separation of Culture and Economy (1/9)


2. Economics as a Cultural project: Econonmization and Marketization (8/9)


3. Doing Cultural Economy – A Framework (15/9)


22/9 Mid-Autumn Festival, No Class

4. Consumption and Production (29/9)


5. Regulation, Representation and Identity (6/10)


II. Doing Cultural Economy: Cases

6. Finance and Money (13/10)


7. Pharmaceutical Industry & Health I (20/10) Guest Lecturer: Cheung Wai Keh


8. **Pharmaceutical Industry & Health II (27/10)**  
   Guest Lecturer: Cheung Wai Kee


9. **Real Estate (3/11)**


潘慧嫻 (2010): 《地產霸權》香港：天窗出版社。

III. **Theoretical Perspectives and Methods**

10. **Production of Culture (10/11)**


11. **Culture of Production – The production of Work Ethics (17/11)**


12. Consuming Cultures (24/11)


13. Culture of Consumption (1/12)


Further Readings


**Assessment**

1. Class presentation and dialogue (20%);
2. One reading report of selected assigned readings (4,000-6,000), English or Chinese (40%).
   
   Deadline for submitting the reading report is **Nov. 3**.
3. A term paper, 4,000-6,000 words, Chinese or English (40%). Deadline(s) for submitting the paper:

   **Nov. 11** (a one page proposal, or at least the title of your paper), and **Dec. 28** the final paper.
CUS512 : Topics in Cultural Representation and Interpretation

No. of Credits/Term : 3

Mode of Tuition : Lecture

Class Contact Hours : 3 hours per week

Category in Major Prog. : Elective course

Prerequisite(s) : None

Co-requisite(s) : None

Exclusion(s) : None

Brief Course Description : This elective course takes the production of meaning and ideology as a fundamental issue in Cultural Studies. Through case studies, it examines how specific forms of representation help shape and reconstruct aspects of our social reality, our experience of the world, indeed our view of others and of ourselves. Students will analyze the modes of cultural production involved, and attempt to understand how cultural practices generate, fix and deliver meaning for us in particular social contexts. The question of interpretation will be raised in relation to the generic formation of the “Text” at issue, so that we can approach the plurality of textual functions and effects in terms of the contextual issues involved.

Aims : • To deepen students’ understanding of representation as the basic critical concept in Cultural Studies by way of topics and cases selected from a wide range of social and generic contexts;

• To familiarize students with the critical scholarship needed for understanding aspects of social life through two fundamental categories in Cultural Studies – representation and interpretation.

Learning Outcomes : Students will be able to

• raise meaningful questions in the area of cultural representation and interpretation with clear and precise formulation;

• identify alternative systems of thought in the area of cultural representation and interpretation, and recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Content : Issues in the area of cultural representation and interpretation will be selected and discussed. Specific content may vary year from year.

Teaching Method : Lecture, seminar discussion, and students’ presentation.
Measurement of Learning Outcomes:
Scrutinizing students’ term papers and class presentation/discussion to examine whether students are able to:

- raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation;
- critically review the assumptions of existing discourses on the subject matters of the course.

Assessment:
100% continuous assessment
Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at:

Course title: CUS512E: Selected topics in Cultural Representation and Interpretation: Technology, Sustainability and Education

Course Description
This course studies development and development discourses through a cultural studies perspective. Specific attention will be paid to the market and state as a means of socio-cultural organization. The course is divided into four sections. Part one discusses the link between development and culture in a historical context and explores how it works. Part two discusses how political economy, science and technology, sociology, and anthropology handle “culture”. Part three and four deal with the “cultural turn” of development and economics, and its discontent. The main aim of the course is to understand how cultural economy approaches help us to understand development discourses and the contemporary global issues by analyzing the production and consumption of culture and the cultures of consumption and production.

The course will also address the important issue of ecology and culture, including the question of sustainability in times when climate change is influencing the cultural discourse globally.

Aims and Objectives
To enable students to understand the basic approaches and the historical development of cultural economy as mediated by science and technology and ecology.

To enable students to understand the ecological, technological and economic discourses from a cultural studies perspective;

To encourage students to conduct active research on the local economy, ecology and discourses relating to the human condition.

Indicative Contents

- The Separation of Culture and Science;
- Development and Cultural Economy;
- Cultures of Consumption;
- Cultures of Production – The Meaning of Work;
- The Sociology/Political Economy of Culture;
- Method: Enlightenment, Ecological links of colonialism, Marxist and capitalist views of ecology and production

- From the Production/Consumption of Culture to the Culturalization of Production/Consumption;
- Culturalizing Production – The Transformation of Work;
- Culturalizing Consumption and Culturalizing Political Economy
- The condition of human happiness – the integration of consumption, production, ecology and culture.

Required Readings

1. Alfred Crosby: The Biological Expansion of Europe, 900 to 1900; Cambridge University Press
2. Clive Pontig: A Green History of the World; Penguin
3. Bijker: Of Bicycles, Bakelites and Bulbs; MIT Press
4. Tim Ingold; The Perception of the Environment; Routledge
5. The Stern Review; The Economics of Climate Change, Cambridge University Press
6. Happy Planet Index; New Economics Foundation, London

2010-11 Term 1, Class Schedule (TBC)

Lecturer: Dr. Vinod Raina
CUS513 : Research Seminar

No. of Credits/Term : 3
Mode of Tuition : Lecture and seminar
Class Contact Hours : 3 hours per week
Category in Major Prog. : Elective course

Prerequisite(s) : None
Co-requisite(s) : None
Exclusion(s) : None

Brief Course Description : This elective course is composed of a series of seminars. Students taking this course working on a common research topic recommended or approved by the instructor. student will be required to conduct library/internet research and field work both independently and as a member of a team, and will present research findings in a seminar, engage in seminar commentaries and discussions, and write up a research paper. The research topics will be on areas of work in cultural studies related to, for example, of pedagogy, journalism, popular culture, critical practice, feminism, cultural policy, social change, or historical representation.

Aims :
• To train students to undertake serious research work on a specific topic in cultural studies;
• To provide a space for students to conduct research both independently and as a member of a team, under the supervision of an instructor;
• To train students to present research work in a seminar and to master dynamic intellectual discussions and debates, and to write up a research paper.

Learning Outcomes : It is hoped that at the end of the course students will be able to

• identify a research topic in the field of cultural studies of significance as well as interest to themselves;
• conduct systematic research work on a specific topic in cultural studies;
• present their research work in a seminar and to engage in dynamic intellectual discussions and debates;
• write up a research paper with high quality.

Indicative Content : Various issues in the field of cultural studies. Specific content may vary year from year.
Teaching Method : Seminar discussion and independent research project.

Measurement of Learning Outcomes:
- Class discussion to measure students’ ability in identifying research topics in the field of cultural studies of significance as well as interest to themselves;
- Oral presentation to measure students’ skills in presenting research proposals and research findings in an academic context;
- Research paper to measure students’ competency in employing theoretical frameworks and research methods to investigate and analyze cultural issues, and writing up a research paper with high quality.

Assessment : 100% continuous assessment, including class discussion, seminar presentation and research paper.

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at: [http://www.ln.edu.hk/cultural/Declarationform.pdf](http://www.ln.edu.hk/cultural/Declarationform.pdf)

Course title : CUS513C: Research Seminar: Hong Kong’s Urban Future

Course description : As a city, Hong Kong is often portrayed as a vibrant and colorful metropolis. Even in the face of economic difficulty, phrases like “Asia’s world city”, “Super-Manhattan”, “China’s New York” were still freely adopted by The Hong Kong SAR Government. The past few years have seen proposals for various prestige projects. In addition to the ambitious West Kowloon Cultural Complex, proposal for building a sports complex in East Kowloon has also been put forward. Funds for building a brand new government headquarter right at the waterfront has been approved and Hong Kong Disneyland has long been completed. Even more significant than these prestige projects are the numerous urban renewal schemes initiated in many so-called “old areas”. These schemes are to be completed by the Urban Redevelopment Council, which has been invested with wide-ranging power to appropriate land for redevelopment. In addition there are various smaller-scale projects that aims to give a new look to the city and to enhance its image.

As a metropolitan city that pride itself on its connectedness with the global capitalist world, Hong Kong is easily susceptible to the influence of global capital. All the world-famous but placeless buildings standing in front of Victoria Harbor attests to this. A closer look at the cityscape of Hong Kong will reveal that the people who live there...
the streets of Hong Kong used to have equal, if not more, say on the shape of the urban profile of Hong Kong. Even now, some streets in Hong Kong are easily identified for their rich local flavor. But prestige project after prestige project coupled with large-scale redevelopment projects not only threaten to take away the shine of these streets but to obliterate them all together.

On the other hand, there are indications that the local population, who in the past seemed to be quietly accepting whatever the government did to the cityscape of Hong Kong, is awaking to the wanton destruction of old buildings and the further reclamation of Victoria Harbour. Some are even loudly expressing their concern over the urban futures of Hong Kong.

The seminar on Hong Kong’s urban futures aims to review the underlying socio-economic forces responsible for shaping the urban profile of Hong Kong. Discussions will be held on the relevant theoretical works. But special attention will be paid to Hong Kong’s past history to uncover the traces of people who lived their lives in the streets of Hong Kong.

2010-11 Term 1, Class Schedule

Lecturer: Mr. Ma Kwok-ming
Time: Sat, 11:30a.m. to 1:00p.m
Venue: GE321, Lingnan University, Tuen Mun

Schedule

4/9 Introductory Talk: Why Hong Kong’s Urban Future and What is there to Discuss
11/9 The Nature of Urban Space and the Urban Space of Hong Kong Past and Present
18/9 Corporate Power and Street Hawkers in the Urban Space of Hong Kong
25/9 The Mistaken Ideas of Heritage and Preservation
9/10 Presentation of Proposed Topics (I)
23/10 Presentation of Proposed Topics (II)
6/11 Presentation of Proposed Topics (III)
Required Readings

Jim McGuigan, Culture & the Public Sphere London, Routledge, 1996
CUS513 : Research Seminar

No. of Credits/Term : 3
Mode of Tuition : Lecture and seminar
Class Contact Hours : 3 hours per week
Category in Major : Elective course

Brief Course Description : This elective course is composed of a series of seminars. Students taking this course will be working on a common research topic recommended or approved by the instructor. Each student will be required to conduct library/internet research and field work both independently and as a member of a team, and will present research findings in a seminar, engage in seminar commentaries and discussions, and write up a research paper. The research topics will be on areas of work in cultural studies related to, for example, questions of pedagogy, journalism, popular culture, critical practice, feminism, cultural policy, social change, or historical representation.

Aims : • To train students to undertake serious research work on a specific topic in cultural studies;
        • To provide a space for students to conduct research both independently and as a member of a team, under the supervision of an instructor;
        • To train students to present research work in a seminar and to master dynamic intellectual discussions and debates, and to write up a research paper.

Learning Outcomes : It is hoped that at the end of the course students will be able to

    • identify a research topic in the field of cultural studies of significance as well as interest to themselves;
    • conduct systematic research work on a specific topic in cultural studies;
    • present their research work in a seminar and to engage in dynamic intellectual discussions and debates;
    • write up a research paper with high quality.

Indicative Content : Various issues in the field of cultural studies. Specific content may vary year from year.
Teaching Method: Seminar discussion and independent research project.

Measurement of Learning Outcomes:
- Class discussion to measure students’ ability in identifying research topics in the field of cultural studies of significance as well as interest to themselves;
- Oral presentation to measure students’ skills in presenting research proposals and research findings in an academic context;
- Research paper to measure students’ competency in employing theoretical frameworks and research methods to investigate and analyze cultural issues and writing up a research paper with high quality.

Assessment: 100% continuous assessment, including class discussion, seminar presentation and a research paper.

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at: http://www.ln.edu.hk/cultural/Declarationform.pdf

Course title: CUS513F: Research Seminar : Social Movement and Cultural Studies

Course description: This seminar covers the major theoretical paradigms of social movement studies and recent critiques informed by cultural studies and other related fields of studies. Students are required to choose a topic to conduct a research project. The assigned readings and classroom discussion help students formulate their research question, methods and theoretical frameworks. The instructor is also working on a project related to social movement in Hong Kong. For those who are interested in it, please contact Ip Iam-chong.
2010-11 Term 1, Class Schedule

Lecturer: Dr. Ip Iam Chong

[3 Sept 2010] A short lecture on social movement studies

[17 Sept 2010] Collective identity

[8 Oct 2010] Political opportunity


[5 Nov 2010] Space


Proposal is required to submitted during course registration for subject teacher’s consideration
CUS505 : Methods in Cultural Research

No. of Credits/Term : 3

Mode of Tuition : Lecture and seminar

Class Contact Hours : 3 hours per week

Category in Major Prog. : Core course

Prerequisite(s) : None

Co-requisite(s) : None

Exclusion(s) : None

Brief Course Description : This core course enhances the students to develop a reflexive attitude about and critical awareness of different methods used by cultural researchers. Method here is understood not only as research techniques, procedures, and practices, but also as involving the theories and perspectives that inform the production of a particular kind of research and justify it in terms of knowledge-making. Practical examples will be used to illustrate diverse cultural studies methods such as textual analysis, ethnographic methods (participatory action research, interviews, focus groups, and story-telling), oral history, archival work, etc. Discussion of methodological issues in those examples will help students map out the trajectories in which cultural studies as a discipline developed in the past and the implications they have nowadays.

Aims :

1. To guide students to pay critical attentions to the techniques and procedures of doing cultural research in such different areas as literature, film and media, popular culture, gender studies and postcolonial studies;

2. To provide a platform for students to discuss different perspectives on research methods and related issues such as research ethics, knowledge, and power.

Learning Outcomes :

1. Students will be able to apply at least one of the methods learnt in the course to handle a chosen topic in cultural research;

2. Students will be able to reflect critically upon the research
method(s) used and the process of research based on methodological issues discussed in class.

Indicative Content
1. Introduction to the philosophical basis of cultural research;
2. Experience and the researching self;
3. Feminist methodology;
4. Memory and oral history;
5. Reading discourses: the power of text;
6. Audience research;
7. Self and reflexivity: from cognitive bias to pertinent agent;
8. Doing cultural research in the field;
9. Writing/representing culture: from fieldwork to deskwork;
10. Action research

Teaching Method
1. Lectures will be delivered by a group of lecturers so as to bring in different expertise;
2. Students will be required to present their individual or group research projects in seminars arranged at the end of the semester.

Measurement of Learning Outcomes
The ability of students to apply at least one of the methods learnt to handle a chosen topic in cultural research and to reflect critically upon the research method(s) used and the process of research will be measured by:

1. The presentation of the individual or group research project in the seminar which requires students to demonstrate the process of conducting the research, the difficulties encountered, and the preliminary findings; and
2. The individual research report which requires students to include the research materials, a comprehensive analytical account produced from the materials, and a critical reflection upon the research method(s) adopted and the philosophical basis for adopting such method(s).
Assessment: 100% continuous assessment

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every assignment in the same course will carry a separate declaration form as the cover page; please download the declaration form at: http://www.ln.edu.hk/cultural/Declarationform.pdf

2010-11 Term 2, Class Schedule (TBC)

Course Coordinator: Dr Li Siu Leung (slli@ln.edu.hk) (SL)

Lecturers:
Dr Cheung Siu-keung (skcheung@hksyu.edu) (SK)
Dr Choi Wing Yee, Kim (smkim@cityu.edu.hk) (KIM)
Dr Law Wing-sang (lawws@ln.edu.hk) (WS)

Syllabus & Schedule

PART ONE

PHILOSOPHICAL BASIS OF RESEARCH & THE RESEARCHING SELF (WS)

Jan 29 2011 (230-3) Course Introduction (SL)

Jan 29 2011 (3-530) Introduction to the Philosophical Basis of Cultural Research (WS)

Required Reading

Further Reading

[Feb 5 2011 Chinese NY Break, no class]
Feb 12 2011  Postmodernism, Experience and the Researching Self (WS)

Required Reading

Further Reading

Feb 19 2011  7th MCS Symposium (11am-7pm, Commercial Press Bookstore, Miramar Mall, TST)
ATTENDANCE REQUIRED: whole day, forenoon, or afternoon

PART TWO ETHNOGRAPHY

Feb 26 2011  Understanding Ethnography (SK) [extended session 2:30-6:30pm]

Required Reading
張少強《折返田野：自我、民族志與社會尋繹》(香港社會學學會第 6 屆周年大會與會文稿)，2005年。
張少強 & 古學斌，〈跳出原居民人類學的陷阱：次原居民人類學的立場、提綱與實踐〉，《社會學研究》，2006年，第2期，頁107-133。

Further Reading

Mar 5 2011  Doing Ethnography (SK) [extended session 2:30-6:30pm]
**Required Reading**

**Further Reading**

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**PART THREE Textual Analysis**

**Mar 12 2011 Semiotics and Decoding Cultural Meaning (SL)**

**Required Reading**

**Further Reading**

**Mar 19 2011 “Mythology” and Ideology (SL)**

**Required Reading**
Mar 26 2011  

Discourse, Power, and the Word

Required Reading


PART FOUR  

CONTENT ANALYSIS AND AUDIENCE RESEARCH (KIM)

Apr 2 2011  

Content Analysis & Textual Analysis

Required Reading


3 April 2010 [Easter Holiday, no class]

Apr 9 2011  

Audience Research & Feminist Studies

Required Reading


PART FIVE SEMINARS

April 16 2011  Seminar 1: presentation of projects using ethnographic methods (SK)

[Apr 23 Easter Break]

April 30 2011  Seminar 2: presentation of projects using ethnographic methods (SK)

May 7 2011  Seminar 3: presentation of projects using textual analysis (SL)

May 14 2011  Seminar 4: presentation of projects using content analysis and audience research methods (KIM)
CUS502 : Critical Thinking through Popular Culture

No. of Credits/Term : 3
Mode of Tuition : Lecture
Class Contact Hours : 3 hours per week
Category in Major Prog. : Core course
Prerequisite(s) : None
Co-requisite(s) : None
Exclusion(s) : None

Brief Course Description : This core course focuses on the relationship between critical theories and popular culture. It examines how the mediation of popular culture affects the ways in which our everyday experience is shaped. Our main concern is that a renewed understanding of the everyday experience through popular culture can provide illuminating examples and patterns of thinking much needed for public cultural education today. Students will learn about different approaches to the many forms of popular culture, from cinema to popular journalism, advertisement to shopping mall culture, teen magazines to video games, fan stories and the internet. We aim to see how these popular ways of life can be analyzed as representing complex negotiations of power and pleasure, solidarity and resistance, distinction and community formation in a field increasingly characterized by multiple centers and domains of value.

Aims : 1. To introduce the basic approaches to popular culture in Cultural Studies so as to allow students to undertake the analysis of individual cases in relevant social contexts;

2. To provide a dynamic inter-disciplinary platform for the discussion of social, ideological, ethical and aesthetic issues through the perspectives of popular culture.

Learning Outcomes : On completion of the course, students will be able to:
— demonstrate a critical understanding of the relationship between popular culture and everyday life in the contemporary context;

— discuss with critical insights a range of specific cases encountered in local contexts relating to the experience of popular culture as a dimension of the everyday;

— undertake an in-depth analysis of individual cases of popular culture formation with a relevant critical perspective;

Indicative Content : 1. **Popular culture and cultural studies**: the question of *value* re-visited; debates on the critical attitude toward and status of popular culture in its many forms (e.g., fiction, journalism, advertisement, shopping, media and internet culture);

2. **Analytical approach to the practices of everyday life**: culture as *ordinary experience* in the contemporary contexts; the critical concept and functions of *mediation* in popular culture; *play, performance* and *consumption* as the key dimension of popular experience for cultural analysis;

3. **Interface with popular sensuality, commodity and everyday culture**: culture as event, spectacle and meaningful acts; popular culture and the experience of home, community, the state and the globe; identity and difference; social relation, history and politics; globalization, fetishism, and the society of the spectacle (cases to be examined may include: idol-worship and fan culture; shopping, tourism, and consumer culture; sport, eating, and other leisure activities).

Teaching Method : Lecture and class discussion (in groups), with student reports on readings and project outlines. Emphasis is put on student participation in the analysis of issues, relating their own views.
experience of popular culture to the critical questions addressed in the course framework. Guest speakers are invited to share perspectives from the industry points of view when appropriate.

### Measurement of Learning Outcomes

1. **Class Participation**
   - Group presentations and discussions on selected topics test students’ understanding of assigned readings, grasp of theoretical materials, and application of conceptual frameworks to local examples;
   - Reading reports on the assigned materials give an opportunity for students to follow up on their oral presentations in class, and develop critical understanding on a small issue in the form of analytical writing;
   - Class discussion on term paper proposals allow students to formulate initial project ideas, and share with fellow students divergent viewpoints through critical dialogues.

2. **Mid-term Assignment**
   - An analysis of a single popular cultural text or event chosen by the student focuses students’ work in critical analysis on a particular item of popular culture. Students choose to do either (a) a close reading of the text addressing issues relating to the broader context involved; or (b) an analysis of a particular issue or concept studied in the course with reference to a case or a series of examples. Students’ ability to present the case with an effective framework of analysis would be assessed.

3. **Term Paper**
   - A detailed study of any topic discussed in the course, which reveals students’ realization of their critical and analytical ability in handling a contextualized problem or case of popular culture effectively.

### Assessment

100% continuous assessment based on participation in class discussion, presentation, and completion of paper assignments, as follows:
Class participation 40%
Mid-Term assignment 30%
Term paper 30%

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**Reference:**


Press.


**2010-11 Term 2, Class Schedule (TBC)**

**Lecutrer : Professor Stephen CHAN**

- **1. Introduction: Culture, the Popular, and the Everyday** (29/1/11)
  
  [Miller & McHoul 1-27: “Introduction to Popular Culture and Everyday Life”]
  [Couldry 20-43: “Questions of Value – or, Why do cultural studies?”]

  - **Chinese New Year (5/2/11) / NO CLASS** -

- **2. The Question of the Popular** (12/2)
[Frow 60-88: “The Concept of the Popular”]
[Williams: “Culture is Ordinary”]
REF: [Bennett: “The Politics of ‘the Popular’ and Popular Culture”]

- **MCS Annual Symposium (19/2/11) / NO CLASS** -

- **3. The Problem of Experience (26/2)**
  
  [Silverstone 1-12: “The Texture of Experience”]
  REF: [Couldry 44-66: “The Individual ‘in’ Culture”]
  
  - **[5/3/2011 Class suspended: Lecturer on conference trip]** -

- **4. Popular Mediation as Process (12/3)**
  
  [Silverstone 13-18: “Mediation”]
  [Negus 66-98: “Mediations”]
  [Tolson 53-80: “Modes of Address”]

- **5. Play as Mediation and the Popular Genres (19/3)**
  
  [Silverstone 57-67: “Dimension of Experience: Play”]
  [During 109-123: “Media and the Public Sphere: Television”]

- **6. Performance as a Dimension of Everyday Experience (26/3)**
  
  [Silverstone 68-77: “Dimension of Experience: Performance”]
  [Scannell 58-74: “Sincerity”]
  [Ellis 55-70: “Television as Working-through”]

- **7. Entertainment, Fantasy and Communication (2/4)**
  
  [Silverstone 125-133: “Making Sense: Memory”]
  [G&W 100-113: Gaines, “Dream/Factory”]
  [H&B 123-32: S. Hall, “Encoding/Decoding”]

- **8. Mid-Term Paper DUE (9/4)**
  
  Rethinking Consumption and the Mediation of Experience
9. Mid-Term Paper DUE (16/4)

Popular Formations: Celebrity, Spectacle, and the Question of Publicness

[Marshall 150-84: “Meanings of the Popular Music Celebrity”]
[Kellner 63-92: The Sports Spectacle, Michael Jordan & Nike]

~ Holiday (23/4) ~

10. Home in relation to the Popular: Ordinary Experience & Events (30/4)

[Silverstone 86-95: “Location of Action & Experience: House&Home”]
[Scannell 75-92: Eventfulness]
[Silverstone 48-56: “Erotics”]
REF: [de Certeau 29-42: “Making Do: Uses and Tactics”]

11. Shaping Community and the Popular: Everyday Uses of Culture (7/5)

[Silverstone 96-104: “Location of Action & Experience: Community”]
[During 136-42: “Media & the Public Sphere: Internet and Technoculture”]
[Couldry: “Mediated Self-Disclosure: Before and After the Internet”]

12. Re-inventing Popular Culture: Community and Cultural Citizenship (14/5)

[Silverstone 105-113: “Location of Action & Experience: Globe”]
[Silverstone 114-124: “Making Sense: Trust”]
REF: [Couldry 91-113: “Beyond ‘Cultures’”]

13. Concluding Session: Roundtable on Students’ Term Projects (21/5)
Format: Whole-day roundtable sessions with participation by all; details TBA

TERM PAPER: Due 30 May 2011
CUS511: Topics in Cultural Institution and Policy

No. of Credits/Term: 3
Mode of Tuition: Lecture
Class Contact Hours: 3 hours per week
Category in Major Prog.: Elective course

Prerequisite(s): None
Co-requisite(s): None
Exclusion(s): None

Brief Course Description: This elective course is the theoretical counterpart of the course “Workshop in Cultural Practices”. It examines how public policy on culture can be understood in the framework of Cultural Studies, and it focuses on the ways in which institutional factors affect the planning, development, and management of culture in contemporary societies. Issues of citizenship and subjectivity will be explored in the context of specific forms and processes of cultural governance.

Aims:
1. To introduce students the basic concerns of Cultural Studies with issues relating to the shaping of public culture; that is, the institutional dimension of culture including social pedagogies and public policies on “culture” in the broad sense of the term;
2. To familiarize students with the critical perspectives needed for understanding that cultural matters are significant social and public issues through in-depth study of a particular theme.

Learning Outcomes: Students will be able to

1. raise meaningful questions in the area of cultural institution and policy with clear and precise formulation;
2. identify alternative systems of thought in the area of cultural institution and policy, and recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Content: Issues in the area of cultural institution and policy will be selected and discussed. Specific content may vary year from year.

Teaching Method: Lecture, seminar discussion, and students’ presentation.
Measurement of Learning Outcomes:

Scrutinizing students’ term papers and class presentation/discussion to examine whether students are able to

1. raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation;

2. critically review the assumptions of existing discourses on the subject matters of the course.

Assessment:

100% continuous assessment

1. Weekly reports
2. Essay of 2000 words
3. Readiness to participate in class and improvement in practical skills

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations. The Department makes it mandatory for students to sign it for each of our courses. Every written assignment in the same course will carry a separate declaration form as the cover page. Please download the declaration form at http://www.ln.edu.hk/cultural/Declarationform.pdf

Course title: CUS511G: Selected Topics in Cultural Institution and Policy: Politics as Cultural Practices

Course description: Cultural studies is often understood as an approach to give a political turn to the study of culture. In short, cultural studies students are encouraged to investigate how power, authority, ideology, etc. underpin cultural activities and practices such as literature or art. This course tries to turn the attention the other way round by guiding the students to build up a cultural sensitivity in political matters, which is often studied from a behavioral or rationalistic perspective. By focusing on the symbolic or communicative dimensions of power and authority, this course tries to give an overview of how the governmental processes of the state, the constitution of political community as well as various social and political movements can be examined as cultural practices. Bringing forth the cultural processes of politics, the course will help the students to re-consider questions of identity, antagonism, solidarity and resistances related to a number of micro- as well as macro- political issues.
### 2010-11 Term 2, Class Schedule

Lecturers: Dr. Law Wing-sang, Dr. Ip Iam-chong and Dr. Hui Po-keung

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tr>
<td>Date</td>
<td>Assignment/Reference</td>
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<tr>
<td>8 Mar.</td>
<td><strong>Identity and Social Movement</strong></td>
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<td><strong>Deadline for Ass #1</strong></td>
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<tr>
<td>15 Mar.</td>
<td><strong>Collective Agency</strong></td>
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<tr>
<td>(Ip)</td>
<td>*葉蔭聰，2011，＜集體行動與新社會運動：有關「本土行動」的研究＞，《香港．生活．文化》，呂大樂、吳俊雄、馬傑偉編，牛津大學出版社，頁 117-147。</td>
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<tr>
<td>22 Mar.</td>
<td><strong>Biopolitics, Liberalism &amp; neo-Liberalism</strong></td>
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<tr>
<td>29 Mar.</td>
<td><strong>A Biopolitics space : case study in Public Housing in HK</strong></td>
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謝曉陽，2009，＜一個賦予的生命政治空間——以香港公屋為例＞（研討會論文） |
<p>| <strong>Ass #2 issued</strong> |                                                                                     |
| 5 Apr.     | - Holiday Break -                                                                   |
| 12 Apr.    | <strong>Populist Politics and Hegemonic Struggles</strong>                                        |
| <strong>Deadline for Ass # 2</strong> |                                                                                     |
| 19 Apr.    | <strong>Populism, Mass Media, and the Rhetoric of Economics</strong>                              |
| (Hui)      | *關於阿當．斯密和自由貿易的辯論(許寶強、雷鼎鳴、楊懷康、《蘋果日報》等) |</p>
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<th>Date</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td></td>
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<td>王茜，2004，＜齊澤克《意識形態的崇高客體》的意義＞，《社會科學戰線》，第一期，頁 238-242。</td>
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<tr>
<td>Ass #3 issued</td>
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<tr>
<td>17 May</td>
<td><strong>Deadline for Ass #3</strong></td>
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CUS511: Topics in Cultural Institution and Policy

No. of Credits/Term: 3
Mode of Tuition: Lecture
Class Contact Hours: 3 hours per week
Category in Major: Elective course

Prerequisite(s): None
Co-requisite(s): None
Exclusion(s): None

Brief Course Description: This elective course is the theoretical counterpart of the course “Workshop in Cultural Practices”. It examines how public policy on culture can be understood in the framework of Cultural Studies, and it focuses on the ways in which institutional factors affect the planning, development and management of culture in contemporary societies. Issues of citizenship and subjectivity will be discussed in the context of specific forms and processes of cultural governance.

Aims:
1. To introduce students the basic concerns of Cultural Studies with issues relating to the shaping of public culture; that is, the institutional dimension of culture, including social pedagogies and public policies on “culture” in the broad sense of the term;
2. To familiarize students with the critical perspectives needed for understanding that cultural matters are significant social and public issues through in-depth study of a particular theme.

Learning Outcomes: Students will be able to

1. raise meaningful questions in the area of cultural institution and policy with clear and precise formulation;
2. identify alternative systems of thought in the area of cultural institution and policy, recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Content: Issues in the area of cultural institution and policy will be selected and discussed. Specific content may vary year from year.

Teaching Method: Lecture, seminar discussion, and students’ presentation.
Measurement of Learning Outcomes: Scrutinizing students’ term papers and class presentation/discussion to examine whether students are able to

1. raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation;
2. critically review the assumptions of existing discourses on the subject matters of the course.

Assessment: 100% continuous assessment

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Course title: CUS511H: Selected Topics in Cultural Institution and Policy: Cultural Studies, Law, and Human Rights

Course description: This course attempts to explore this question: in the (re)turn to both distributive and recognition justice, how will cultural studies critically connect with law and the legal imagination, especially with that of international human rights law as a global professional, interdisciplinary, and humanitarian practice? The new and persistent violence linked to state, inter-state, and non-state actors alike has galvanized new social movements that act in concert with international human rights law. How can cultural studies forge a connection with these rights-based international movements, and therefore reassess the theories of power, governmentality, justice, and legality?

This course highlights the theoretical conceptions of power as developed in cultural and links them to contemporary international debates about governance, legitimization, culture, oppression, hegemony, civil society, law, and empowerment. We shall study human rights as a site of legal-cultural struggles through theoretical discussions and selected case studies. The cases will be drawn upon from human rights discourse and mass media to examine how cultural forms and institutions are involved in the exercising of social power.

Prior knowledge in law is not required, yet students will be exposed to basic legal concepts, reasoning, practices, and contradictions.
2010-11 Term 2, Class Schedule (TBC)

Lecturer: Professor John Erni
<table>
<thead>
<tr>
<th>DATE</th>
<th>FOCUS</th>
<th>READINGS</th>
<th>DISCUSSION &amp; SCREENINGS</th>
</tr>
</thead>
</table>
| 10/2 | **Introduction: A Different Project of Cultural Studies** | 1. Clapham, Ch. 1, “Looking at rights”  
2. Full text of the Universal Declaration of Human Rights (UDHR)  
| 17/2 | **The Basics, or the “Rights” Way of Thinking** | 4. Clapham, Ch. 2, “The historical development of international human rights”  
5. John Erni, “Who needs human rights?: Cultural studies and institutions”  
6. Pheng Cheah (2006), “Posit(ion)ing human rights in the current global conjuncture” Additional readings:  
11. Nancy Fraser (2005), “Reframing justice in a globalizing world” Additional reading:  
12. Clapham, Ch. 5, “Legitimate restrictions of freedom” | Discuss: What is “hate speech” and why is it prohibited?  
* Sign up for Student-led Presentations  
14. Clapham, Ch. 7, “Food, education, health, housing, and work” | Discuss: What is a “human rights film”?  
View: Tammy Cheung’s documentaries  
| 10/3 | **Can a Harbour have Rights?** | 15. Winston Chu, ‘Legal control of harbour reclamation’  
16. Various articles by Friends of the Harbour | A Moot Court debate |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Information</th>
</tr>
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<tbody>
<tr>
<td>31/3</td>
<td>NO CLASS- PROF ERNI WILL BE AWAY FOR A CONFERENCE</td>
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</table>
31. HK Court of First Instance (2010), “W v. Registrar of Marriages”

Additional readings:

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>21/4</td>
<td>Student-led</td>
<td>21/4: TBA</td>
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<tr>
<td>28/4</td>
<td>Presentations</td>
<td>28/4: TBA</td>
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<td>5/5</td>
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<td>5/5: TBA</td>
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<tr>
<td>12/5</td>
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<td>12/5: TBA</td>
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</tbody>
</table>
CUS512 : Topics in Cultural Representation and Interpretation

No. of Credits/Term : 3
Mode of Tuition : Lecture
Class Contact Hours : 3 hours per week
Category in Major : Elective course

Prerequisite(s) : None
Co-requisite(s) : None
Exclusion(s) : None

Brief Course Description : This elective course takes the production of meaning and ideology as a fundamental issue in Cultural Studies. Through case studies, it examines how specific forms of representation help shape and reconstruct aspects of our social reality, our experience of the world, indeed our view of others and of ourselves. Students will analyze the modes of cultural production involved, and attempt to understand how cultural practices generate, fix, deliver meaning for us in particular social contexts. The question of interpretation is raised in relation to the generic formation of the “Text” at issue, so that we can approach plurality of textual functions and effects in terms of the contextual issues involved.

Aims :

- To deepen students’ understanding of representation as the basic critical concept in Cultural Studies by way of topics and cases selected from a wide range of social and generic contexts;
- To familiarize students with the critical scholarship needed for understanding aspects of social life through two fundamental categories in Cultural Studies – representation and interpretation.

Learning Outcomes : Students will be able to

- raise meaningful questions in the area of cultural representation and interpretation with clear and precise formulation;
- identify alternative systems of thought in the area of cultural representation and interpretation, and recognize and assess, as need be, their assumptions, implications, and practical consequences.

Indicative Content : Issues in the area of cultural representation and interpretation will be selected and discussed. Specific content may vary year from year.

Teaching Method : Lecture, seminar discussion, and students’ presentation.
Measurement of Learning Outcomes: Scrutinizing students’ term papers and class presentation/discussion to examine whether students are able to

- raise relevant and critical questions (with respect to the topics of the course) with clear and precise formulation;
- critically review the assumptions of existing discourses on the subject matters of the course.

Assessment: 100% continuous assessment, including class discussion, presentation and a term project.

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Course title: CUS512L: Selected topics in Cultural Representation and Interpretation: Comparative Study of Latin America and Contemporary China

拉丁美洲與當代中國發展經驗比較

Course Description
In this course on a comparative study of Latin America and contemporary China, historical and global perspectives will be employed to discuss the capitalist crisis that induced the second world war, and Latin American society, politics, economics and cultures in the post-world war and post-cold war era. This will be compared to the development experience of contemporary China in an endeavour to reflect on the crises and alternatives of modernization.
Indicative Content: Issues in the area of cultural representation and interpretation will be selected and discussed:

1. Statism, mercantilism and the colonial history of Latin America;
2. Dirty war, economic development, revolutionary movements, and resistance cultures;
3. Alternative theories and practices, including liberation theology, Bolivarianism, indigenous cosmo-visions, ALBA, Southern Bank and monetary policies, the Zapatista movement, MST, alternative currencies and solidarity economies;
4. Development experience of China in the context of global capitalism, environmental and energy crises, the rural question, urban-rural interaction, institutional poverty and structural poverty, and resistance and revolution.

Required Readings:
Galeano, Educardo: *The Open Veins of Latin America*
Dai Jinhua and Lau Kin Chi (ed). *The Writings of Sub-Commander Marcos.*
Wen Tiejun: “Institutional Poverty and China Experience”
Wen Tiejun: *Deconstructing Modernization*
Films: *Che, A Legend*  
*Kiss of the Spider Woman*  
*Zapatistas: Chronicle of a Rebellion*

2010-11 Term 2, Class Schedule (tentative)

Lecturers: Professor Wen Tiejun (WTJ) and Dr. Lau Kin-chi (LKC)

Monday classes: Room GE101
Wednesday classes: Room SO102

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>LKC</td>
<td>Jan 31 (M)</td>
<td>Introduction</td>
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<td>课程简介</td>
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<tr>
<td>WTJ</td>
<td>Feb 16 (W)</td>
<td>Diversified development of human civilization and the global crisis of capitalism</td>
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<td>人类文明的多样化发展与资本主义的全球危机</td>
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<tr>
<td>LKC</td>
<td>Feb 21 (M)</td>
<td>500 years of colonial history of Latin America</td>
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<td>拉丁美洲被切开的血管</td>
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<td>Week</td>
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<td>4</td>
<td>Feb 28</td>
<td>Four industrializations of China in the last century</td>
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<td>5</td>
<td>Mar 2</td>
<td>China’s experience in the last 60 years (1)</td>
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<td>6</td>
<td>Mar 7</td>
<td>China’s experience in the last 60 years (2)</td>
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<td>7</td>
<td>Mar 9</td>
<td>Ecological civilization and urban-rural interactions in China</td>
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<td>8</td>
<td>Mar 14</td>
<td>Rural regeneration of China</td>
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<tr>
<td>9</td>
<td>Mar 16</td>
<td>Regionalism in Latin America: politics and economics</td>
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<tr>
<td>10</td>
<td>Mar 21</td>
<td>Latin American experience 1: MST</td>
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<td>11</td>
<td>Mar 23</td>
<td>Latin American experience 2: the Zapatistas</td>
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<tr>
<td>12</td>
<td>Mar 28</td>
<td>Latin American experience 3: Bolivarism</td>
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<tr>
<td>13</td>
<td>Apr 11</td>
<td>Latin American experience 4: spirit of regeneration</td>
</tr>
<tr>
<td>14</td>
<td>Apr 13</td>
<td>Sustainability in China and Latin America</td>
</tr>
</tbody>
</table>

[Students should submit their term papers by May 20]
CUS513 : Research Seminar : Feminism and Cultural Politics

No. of Credits/Term : 3
Mode of Tuition : Lecture and seminar
Class Contact Hours : 3 hours per week
Category in Major Prog. : Elective course

Prerequisite(s) : None
Co-requisite(s) : None
Exclusion(s) : None

Brief Course Description : This elective course is composed of a series of seminars. Students taking this course will be working on a common research topic recommended or approved by the instructor. Each student will be required to conduct library/internet research and field work both independently and as a member of a team, and will present research findings in a seminar, engage in seminar commentaries and discussions, and write up a research paper. The research topics will be on areas of work in cultural studies related to, for example, questions of pedagogy, journalism, popular culture, critical practice, feminism, cultural policy, social change, or historical representation.

Aims :

- To train students to undertake serious research work on a specific topic in cultural studies;
- To provide a space for students to conduct research both independently and as member of a team, under the supervision of an instructor;
- To train students to present research work in a seminar and to master dynamic intellectual discussions and debates, and to write up a research paper.

Learning Outcomes :

- It is hoped that at the end of the course students will be able to
  - identify a research topic in the field of cultural studies of significance as well as interest to themselves;
  - conduct systematic research work on a specific topic in cultural studies;
• present their research work in a seminar and to engage in dynamic intellectual discussions and debates;
• write up a research paper with high quality.

Indicative Content : Various issues in the field of cultural studies. Specific content may vary year from year.
Teaching Method : Seminar discussion and independent research project.
Measurement of Learning Outcomes : • Class discussion to measure students’ ability in identifying research topics in the field of cultural studies of significance as well as interest to themselves;
• Oral presentation to measure students’ skills in presenting research proposal and research findings in an academic context;
• Research paper to measure students’ competency in employing theoretical frameworks and research methods to investigate and analyze cultural issues and in writing up a research paper with high quality.
Assessment : 100% continuous assessment, including class discussion, seminar presentation and a research paper.

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Course title : CUS513E: Research Seminar : Feminism and Cultural Politics
This course deals with the cultural politics of gender and sexuality in relation to the historical development of feminist thought in different geo-political settings. There are two major areas of focus. The first deals with controversial debates around gender and sexuality as these affect women, such as the cultural construction of gender; the body; sexual desire and orientation; the politics of difference; production and reproduction; home and everyday life. The second focus is on feminist interventions in different fields of knowledge, such as science, religion, philosophy, art and literature, language, politics, economics, history and sociology, with particular emphasis on how gender and sexuality shape representations and discourses on one hand and, on the other, what role representations and discourses play in (re)shaping meaning and value in matters of gender and sexuality.
2010-11 Term 2, Class Schedule (TBC)

Lecturer: Dr. Chan Shun-hing

Teaching Dates:

28 Jan Course planning

Introduction: Feminism and Cultural Politics of gender

18 Feb


Extended readings


(中譯本：羅思瑪莉 佟恩著、刁筱華譯：第一章：自由主義女性主義：基進女性主義對性別及性的看法；第八章：後現代女性主義，<<女性主義思潮>>，台北：時報文化，1996，頁19-68, 167-244, 383-417。)

Topic 1: Gender politics around division of labour (production, reproduction, care etc)

25 Feb


方剛(2008)：「西方的男性氣概研究與男性運動」：「香港男性運動思考」，<<男性研究與男性運動>>, 濟南：山東人民出版社，1-2，183-198。
Extended readings

Nancy J. Chodorow 著，張君玫譯：《母職的再生產：心理分析與性別社會學》，台北：群學出版。

Topic 2: Gender and Everyday life politics (consumption, media etc)


Extended readings


Topic 3: Feminist literary theory and representational politics


陳順馨(2007)：《前言：女性主義批評與中國當代文學研究》，《中國當代文學的敘事與性別》(增訂版)，北京：北京大學出版社，9-29。

Extended readings

陳順馨(2007)：《當代“十七年”小說敘事話語與性別》，《中國當代文學的敘事與性別》(增訂版)，北京：北京大學出版社，1-61。
**Topic 4: Feminism, history, and nation-building**

8 April


劉健芝：「恐懼、暴力、家國、女人」、戴錦華：「見證與見證人」、陳順馨：「強暴、戰爭與民族主義」。《讀書》1999年3月，3-24。

**Extended readings**

羅蘇文(1996)：《女性與近代中國社會》，上海：上海人民出版社。

夏曉虹(2004)：《晚清女性與近代中國》，北京：北京大學出版社。

29 April

Leung Yin Yee (working mother and caring duties)
Siu Chiu Kit (gender roles around reproduction)
Leung Man Ching (Gender stereotypes in workplace)

**Project presentation and discussion 1**

6 May

Yu Hsiao Min (Representation of women’s liberation in English literature)
Ho Wai Man Janet (Representation of gender in English textbooks)
Tsang On Fu Clara (Feminist reading of the Bible)

**Project presentation and discussion 2**

13 May

Poon Ki Chi (Gender and consumerism)
Yuen Tat Kong Xico (Gender and media)
Lau Kin Yan Andre (“Tai Ping Tian Guo”太平天國 and feminism)

**Proposal is required to submitted during course registration for subject teacher’s consideration**