

CUS504 History in Cultural Studies 文化研究中的歷史

Course Title : History in Cultural Studies 文化研究中的歷史

Course Code : CUS504

No. of Credits : 3 credits

Mode of Tuition : 3 hours of lecture

Class Contact Hours : 3 hours per week, 42 hours for the whole course

Category : Elective course

Discipline : Cultural Studies

Prerequisite(s) : Nil

Co-requisite(s) : Nil

Exclusion(s) : Nil

Exemption Requirements : Nil

Brief Course Description : This course focuses on how different elements in contemporary culture affect our conception of history. It explores why the past matters as well as how particular representations of the past come to be what they are and the implications for the formation of meanings and value systems. Looking at cultural developments that not only result in certain representations of the past but also change our conception of history, the course examines how discursive forms, narrative structures and representational conventions inscribe particular assumptions about the past, which are circulated, mediated, modified and contested at their sites of reception and consumption. Through an analysis of these processes, students will learn to apply the conceptual tools and methods that cultural studies provides for approaching, and making an intervention in, the complex relation between history and representation. Students will also learn to see history not as an academic subject laden with dates, facts and causal explanations, but as a

force field subject to the power relationship of the dominant culture.

- Aims :
- To equip students with tools and methods to critically analyze representations of the past;
 - To examine the cultural contexts and mechanisms that shape representations of the past;
 - To provide insight into traditions of government, imperialism and nation-building that produce particular visions of the past;
 - To develop and foster strategies for a democratic, participatory and communal recovery of marginalized histories.

- Learning Outcomes :
- On completion of the course, students will able to:
1. LO1: present an analysis that the past does not simply consist of a series of events the significance of which is established by professional historians;
 2. LO2: outline a critical understanding of the views of history and how the past is treated in contemporary culture.

- Indicative Contents :
- Representations of the past in contemporary culture: literature, photography, film, fashion, museums, exhibitions, heritage sites, the built environment;
 - Discursive strategies of representing human experiences and social events: the power of narrative; the meaning of memory and tradition; the revolutionary impact of printing, photography and films.

Teaching Methods : Lectures, seminar discussions and class presentations.

Measurement of Learning Outcomes:

Assessments:	Class Participation	Class Presentation	Term Paper
	(10%)	(20%)	(70%)
LO1			v
LO2	v	v	v

Assessment : 100% continuous assessment. Grading will be based on:

- A term paper (70%): of approximate length of 8,000 characters in Chinese or 6,000 words in English.
- Class Presentation (20%)
- Class Participation (10%)

Class presentation (30 to 45 minutes) can be individual or group presentation. If a particular student is keen on answering questions and expressing one's views, course teacher will give additional marks for that student.

Criteria for group presentation assessment

- Quality of Interpretation of the readings
- The relevance of the case to the arguments raised
- Organization of flow
- Clarity of the presentation/ commentary
- Relevance of questions raised
- Response to classmates' questions

Assessment Rubrics

1) Term Paper (70%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (20%)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (20%)	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments. Have researched and drawn on some evidence.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument

Critical analysis (20%)	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of Argument (5%)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.
Writing & Referencing (5%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent writing skills.	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.

2a) Individual Presentation (20%) OR

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Content (20%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively	Presenter(s) engage the audience most	Presenter(s) attempts to engage the	Presenter(s) seem to make little attempt to engage the

	seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	audience.
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2b. Group Presentation (20%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Content (15%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	Presenter(s) seem to make little attempt to engage the audience.
Team-work (5%)	Excellent performance of teamwork.	Good performance of teamwork.	Fair performance of teamwork.	Poor performance of teamwork.

	Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.
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3. Class Participation (10%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (1.5%)	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
Engagement with course materials (2%)	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it
Quality of analysis and discussion (5%)	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.
Engagement with others (1.5%)	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

class contact and 6 hours of personal study) per week to achieve the course learning outcomes.

2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing

University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.

3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.
5. Students must adhere to the University’s guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents “*Guidelines for Using GAI Tools at Lingnan University*” and “*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*” can be found here: <https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai-guidelines-best-practices>.

Required/Essential Readings:

- Anderson, B. (1991). *Imagined communities: Reflections on the origin and spread of nationalism* (2nd ed.). Verso.
- Benjamin, W. (1968). *Illuminations* (H. Arendt, Ed.; H. Zohn, Trans.). Schocken Books.
- Benjamin, W. (1978). *Reflections* (P. Demetz, Ed.). Schocken Books.
- Bennett, T. (1995). *The birth of the museum: History, theory, politics*. Routledge.
- Buck-Morss, S. (1989). *The dialectics of seeing: Walter Benjamin and the Arcades Project*. MIT Press.
- Cadava, E. (1997). *Words of light: Theses on the photography of history*. Princeton University Press.
- Eco, U. (1986). *Travels in hyperreality*. Picador.
- Gilgen, P. (2003). History after film. In H. U. Gumbrecht & M. Marrinan (Eds.), *Mapping Benjamin: The work of art in the digital age* (pp. 53–62). Stanford University Press.
- Lehmann, U. (2000). *Tigersprung: Fashion in modernity*. MIT Press.
- Marrinan, M. (Ed.). (2003). *Mapping Benjamin: The work of art in the digital age*. Stanford University Press.
- Smith, G. (Ed.). (1991). *On Walter Benjamin: Critical essays and recollections* (pp. 90–128). MIT Press.

Recommended/Supplementary Readings:

- Augé, M. (1995). *Non-places: Introduction to an anthropology of supermodernity*. Verso.
- Brennen, B., & Hardt, H. (Eds.). (1999). *Picturing the past: Media, history, and photography*. University of Illinois Press.
- Chartier, R. (1995). *Forms and meanings*. University of Pennsylvania Press.
- Gilloch, G. (1996). *Myth and metropolis: Walter Benjamin and the city*. Polity Press.
- Harvey, D. (2003). *Paris, capital of modernity*. Routledge.
- Hobsbawm, E., & Ranger, T. (Eds.). (1984). *The invention of tradition*. Cambridge University Press.
- Hunt, L. (Ed.). (1989). *The new cultural history*. University of California Press.
- Jenkins, K. (1991). *Rethinking history*. Routledge.
- Jenkins, K. (Ed.). (1997). *The postmodern history reader*. Routledge.
- McClellan, A. (1999). *Inventing the Louvre*. University of California Press.
- Poster, M. (1997). *Cultural history and postmodernity: Disciplinary readings and challenges*. Columbia University Press.
- Roberts, G. (Ed.). (2001). *The history and narrative reader*. Routledge.
- Simpson, L. C. (2001). *The unfinished project: Toward a postmetaphysical humanism*. Routledge.
- Sobchack, V. (Ed.). (1996). *The persistence of history: Cinema, television, and the modern event*. Routledge.
- Southgate, B. (2003). *Postmodernism in history*. Routledge.
- Young, R. (2004). *White mythologies: Writing history and the West*. Routledge.

Peer Assessment Form

Team: _____

Instruction: Evaluate your peer team members on their participation in the course group work. This is due on the submission day along with the group work.

Name	Criterion	Ratings (1-10)	Further comments (optional)
1	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
2	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
3	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
4	Participation in project activities		

	Fulfilment of her/his roles		
	Leadership		
	Overall		
5	Participation in project activities		
	Fulfilment of her/his roles		
	Leadership		
	Overall		
** peer assessment will be counted into the final mark.			