

## CUS506 Film and Television Culture 電影與電視文化

Course Title : Film and Television Culture 電影與電視文化

Course Code : CUS506

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 Masters level course delves into more advanced concepts of TV and films through thematic study. The first part of the course investigates the dynamics of television and everyday life: from the perspectives of institution, representation and audience, the course sheds light on the array of prominent theories around media cultural studies. Students will also learn of approaches to counteracting this 'mainstream hegemony' – the growing forms of alternative media as resistance and making visible the voices of the 'marginalized'.

The second part of the course deals with "film culture" with a specific focus. Set under the theme of 'representation', this module probes into the narrativity of different genres of film: martial arts film and alternative film making. It then probes into the languages of gendered genres, from female friendship to science fictions.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims                | : <ol style="list-style-type: none"> <li>1. To help students develop a more in-depth understanding of the more advanced theories around television and film studies through thematic studies;</li> <li>2. To train students' ability to conceptualize current phenomena around media apply these theories into current Hong Kong and international situation;</li> <li>3. To drill students with the necessary research methodologies in media and cultural studies, e.g. Textual and discourse analysis, audience reception studies to ethnography;</li> <li>4. To train students' ability of critical reflection and formulation of opinions on media issues.</li> </ol>                                                                                                |
| Learning Outcomes   | : <p>On completion of the course, students will able to:</p> <ol style="list-style-type: none"> <li>1. LO1 : identify and discuss the basic concepts from semiotics, Marxist media theories, representation, institutions, to audience theories, media globalization and new media studies;</li> <li>2. LO2 : demonstrate the ability to apply these concepts to the analysis of case studies in Hong Kong and the international scene;</li> <li>3. LO3 : apply relevant research tools to the research of current media and cultural phenomena;</li> <li>4. LO4: formulate well informed opinion and critical awareness of current news and media practices, and contribute from their own background to the collective formation of this critical awareness.</li> </ol> |
| Indicative Contents | : <ol style="list-style-type: none"> <li>1. TV and the Everyday: Meaning Creation and Reception</li> <li>2. TV Dramas, Collective Memory and Identity</li> <li>3. Media and (National) Event</li> <li>4. Representing Violence and Terrorism: News as Discourse</li> <li>5. (Mediated) events and audiences</li> <li>6. Cinematic Representation, Time and Narrative</li> <li>7. Backlash Hollywood films</li> <li>8. Gender in science fiction</li> </ol>                                                                                                                                                                                                                                                                                                                |

- Teaching Methods : 1. Classes are conducted in sectional mode to foster healthy discussion environment for students of different walks of life to share their own experiences while reflecting on critical issues;
2. Overseas media will be juxtaposed with local ones for comparative analysis. Guest lectures will be arranged, on a range of local and international examples.

Measurement of Learning Outcomes:

| LO: \ Assessment: | Group oral presentations and commentary<br>(20%) | Two readings report and TV/ film analysis<br>(20%x2=40%) | Term paper/project<br>(40%) |
|-------------------|--------------------------------------------------|----------------------------------------------------------|-----------------------------|
| LO1               |                                                  |                                                          | V                           |
| LO2               |                                                  | v                                                        |                             |
| LO3               |                                                  |                                                          | V                           |
| LO4               | v                                                |                                                          |                             |

- Measurement of Learning Outcomes : 1. students demonstrate knowledge of the concepts, theories and ethical issues through the term paper (40%); (LO1)
2. students demonstrate ability to apply these knowledge in the analysis of case studies and current issues as well as readings report and TV/ film analysis (20% for each reading report); (LO2)
3. students demonstrate full knowledge of relevant research skills in their term paper/ project (40%); (LO3)
4. students display and express their critical awareness of and well-informed opinions on current media and cultural studies issues in their oral presentations and active class participation (20%). (LO4)

- Assessment : Group oral presentations and commentary: 20%
- TWO reading reports and TV/ film analysis: 40% (20% each)
- Term paper/ project: 40%

The group presentation ranges from 30 to 45 minutes. Term paper / project : Of approximate length of 4,500 characters in Chinese or 3,500 words in English. Reading Reports: 2-4 pages each). 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) Group oral presentations and commentary (20%)

**\*Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

| Criterion            | Excellent (90-100%)                                                                                                                              | Good (60-89%)                                                                                                                                                                                       | Pass (30%-59%)                                                                                                                                                                  | Failure (0-29%)                                                                                                                                                                                  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content (15%)</b> | Identifies clearly the main issues to be addressed<br>Examines the issues from all important perspectives.<br>Overall logic is clear.            | Identifies most of the main issues to be addressed<br>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<br>Examines the question/ issue/ problem from some of the important perspectives. | Fail to identify an issue area and the main issues to be addressed<br>No critical engagement with issues, and themes.<br>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 | Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate                                                                         | Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate                                                              | Presenter(s) seem to make little attempt to engage the audience.                                                                                                                                 |

|                       |                                                                                                                                             |                                                                                                                                    |                                                                                                                                            |                                                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|                       | project in thoughtful ways                                                                                                                  | these insights into the final project                                                                                              | these insights into the final project                                                                                                      |                                                                                                                                         |
| <b>Team-work (5%)</b> | Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload. | Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload. | Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload. | Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload. |

## 2) TWO reading reports and TV/Film analysis : 40% (20% each)

| Criterion                          | Excellent (90-100%)                                                                                             | Good (60-89%)                                                                                   | Pass (30%-59%)                                                                                            | Failure (0-29%)                                                                        |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Understanding of Topic (5%)</b> | 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.           |
| <b>Use of evidence (5%)</b>        | 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 |
| <b>Critical analysis (6%)</b>      | Excellent critical awareness of subject matter and current issues. Shows original thinking and                  | 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.           |

|                                       |                                                                        |                                                                                                       |                                                                        |                                                                                |
|---------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                       | analysis.                                                              |                                                                                                       |                                                                        |                                                                                |
| <b>Structure of Argument (2%)</b>     | Clear structure.<br>Presents a convincing and well developed argument. | Clear structure.<br>Develops a sound argument.                                                        | Argument needs further development.<br>Structure needs more clarity.   | Poor structure.<br>No clear argument.<br>No clear linkage from point to point. |
| <b>Writing &amp; Referencing (2%)</b> | Uses references correctly.<br>Demonstrates excellent writing skills.   | Generally uses references correctly but some parts less well referenced.<br>Competent writing skills. | Some parts not referenced correctly. Writing skills could be improved. | Not referenced correctly.<br>Poor writing skills.<br>Needed proof reading.     |

### 3) Term paper / project: 40%

#### For Term paper

| Criterion                           | Excellent (90-100%)                                                                                                   | Good (60-89%)                                                                                         | Pass (30%-59%)                                                                                               | Failure (0-29%)                                                                           |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Understanding of Topic (10%)</b> | Comprehensive understanding and coverage of issues.<br>Insightful and well-informed.<br>Clearly answers the question. | Clear discussion of relevant issues.<br>Shows good insight into the subject.<br>Answers the question. | Shows some coverage and understanding of main issues.<br>Does not answer the question fully/directly enough. | Very little or no understanding of the issues.<br>Does not answer the question.           |
| <b>Use of evidence (13.5%)</b>      | Wide range of evidence used to support arguments.<br>Thoroughly researched.<br>Use of primary sources.                | Good use of evidence to support arguments.<br>Have researched and drawn on some evidence.             | Adequate range of evidence used.<br>Could have drawn on more suitable evidence.                              | Inadequate use of evidence to support argument.<br>No use of evidence to support argument |
| <b>Critical analysis (13.5%)</b>    | Excellent critical awareness of subject matter and current issues.                                                    | Goes beyond description.<br>Analyses material to develop argument.                                    | More description than analysis in content.<br>Needs to draw material together                                | Describes the issues but shows significant misunderstanding of basic issues.              |

|                                         |                                                                     |                                                                                                    |                                                                        |                                                                          |
|-----------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------------------------|
|                                         | Shows original thinking and analysis.                               |                                                                                                    | to develop argument.                                                   |                                                                          |
| <b>Structure of Argument (1.5%)</b>     | 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. |
| <b>Writing &amp; Referencing (1.5%)</b> | 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.     |

#### For Term project

| Criterion                                                  | Excellent (90-100%)                                                                             | Good (60-89%)                                                                                             | Pass (30%-59%)                                                                                                     | Failure (0-29%)                                                              |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Level of effort (5%)</b>                                | Production process and end-product demonstrates great effort and care.                          | Production process and end-product demonstrates sustained effort and care.                                | Production process and end-product demonstrates inconsistent effort and care.                                      | Production process and end-product demonstrates little effort and care.      |
| <b>Critical Intervention (10%)</b>                         | Production process and end-product demonstrates unique and thoughtful critique of social issues | Production process and end-product demonstrates creative and rather thoughtful critique of social issues. | Production process and end-product demonstrates in some respects creative and thoughtful critique of social issues | Production process and end-product demonstrates no critique of social issues |
| <b>Use of resources &amp; problem-solving skills (10%)</b> | Production process and end-product demonstrates creative use of                                 | Production process and end-product demonstrates careful use of                                            | Production process and end-product demonstrates some use of resources, and some problem-                           | Production process and end-product demonstrates little use of resources,     |

|                                                                 |                                                                                                                                                      |                                                                                                                                                             |                                                                                                                                            |                                                                                                                                         |
|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | resources, and strong problem-solving skills.                                                                                                        | resources, and good problem-solving skills.                                                                                                                 | solving skills                                                                                                                             | and little problem-solving skills                                                                                                       |
| <b>Creativity in product-ion &amp; social Intervention (5%)</b> | End-product demonstrates a unique sense of creativity in terms of media production that offers effective critical intervention to real-world issues. | End-product demonstrates considerable level of creativity in terms of media production and is clearly aimed for critical intervention to real-world issues. | End-product demonstrates some level of creativity in terms of media production and aims at critical intervention to real-world issues.     | End-product demonstrates little creativity and without an intention for critical intervention to real-world issues.                     |
| <b>Teamwork (8%)</b>                                            | Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.          | Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.                          | Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload. | Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload. |

|                                                                                                                                                             |                                                                                                                                       |                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Offers a vision expressed in a unique way. Demonstrates critical thinking. Reveals knowledge that is mostly correct and consistent with purpose of project. | Expresses a clear perspective. Attempts to reveal knowledge or provides partially correct knowledge that reflects purpose of project. | Expresses an unclear perspective. Reflects a lack of knowledge consistent with purpose of project. |
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- Important Notes : 1. Students are expected to spend a total of 9 hours (i.e. 3 hours of 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 :

- Carter, C., Steiner, L., & McLaughlin, L. (Eds.). (2014). *The Routledge companion to media and gender*. London, England: Routledge.
- Davies, M. M., & Mosdell, N. (2006). *Practical research methods for media and cultural studies: Making people count*. Edinburgh, Scotland: Edinburgh University Press.
- Durham, M. G., & Kellner, D. M. (Eds.). (2012). *Media and cultural studies: Keywords*. Malden, MA: Wiley-Blackwell.

Recommended/Supplementary Readings :

- Allan, S. (2000). *News culture*. London, England: Open University Press.
- Brooker, W., & Jermyn, D. (Eds.). (2003). *The audience studies reader*. London, England, & New York, NY: Routledge.
- Crane, D., Kawashima, N., & Kawasaki, K. (Eds.). (2002). *Global culture: Media, arts, policy, and globalization*. London, England, & New York, NY: Routledge.
- Curran, J., & Park, M.-J. (Eds.). (2000). *De-westernizing media studies*. London, England: Routledge.
- Evans, E. (2011). *Transmedia television: Audiences, new media, and daily life*. New York, NY: Routledge.
- Gauntlett, D. (2002). *Media, gender and identity: An introduction*. London, England: Routledge.
- Gripsrud, J. (2000). *Television and common knowledge*. London, England: Routledge.
- Hartley, J. (2002). *Communication, cultural and media studies: The key concepts* (3rd ed.). London, England, & New York, NY: Routledge.
- Lister, M., Dovey, J., Giddings, S., Grant, I., & Kelly, K. (2003). *New media: A critical introduction*. London, England, & New York, NY: Routledge.
- Machin, D. (2002). *Ethnographic research for media studies*. London, England: Arnold.
- Murray, S., & Ouellette, L. (Eds.). (2009). *Reality TV: Remaking television culture* (2nd ed.). New York, NY: New York University Press.

Pertierra, A. C., & Turner, G. (2013). *Locating television: Zones of consumption*. Abingdon, Oxon, England: Routledge.

Tay, J., & Turner, G. (2009). *Television studies after TV: Understanding television in the post-broadcast era*. New York, NY: Routledge.

Thornham, H. (2013). *Renewing feminisms: Radical narratives, fantasies and futures in media studies*. London, England: I. B. Tauris.

## Peer Assessment Form

Team: \_\_\_\_\_

Instruction: Evaluate your peer team members, on their participation in the course group work. Due on submission day 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.