

## **CUS586 Gender and Media 性別與媒體**

Course Title : Gender and Media 性別與媒體

Course Code : CUS586

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 examines gendered power relations in media, digital platforms, and cultural production through the lens of feminist theories. It interrogates how capitalist and patriarchal structures shape media labour, social reproduction, and the politics of visibility. Drawing on global and East Asian contexts, the course explores how gender, race, class, and mobility inform the shifting boundaries of work and representation in the platform economy and media industries. Students will engage with key debates in feminist theory, media studies, and critical political economy to analyse contemporary cultural and digital practices — from influencer culture and care work to algorithmic governance and resistance movements.

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims                | : <ol style="list-style-type: none"> <li>1. To equip students with critical lens to analyze gendered power relations in digital platforms and media industry;</li> <li>2. To incubate students' theoretical knowledge in understanding and applying feminist frameworks to media and platform economies;</li> <li>3. To deepen students' intellectual understanding of contextualized research on gender, labour, and media in global and east Asian contexts.</li> </ol>                                                                                                                                                                                                  |
| Learning Outcomes   | : <p>On completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. LO1: elucidate the theories of feminist concepts and explain their relevance to media and platform industries.</li> <li>2. LO2: analyse case studies of digital and platform labour (such as influencer work, gig work, care work, cultural production) and identify how capitalism and patriarchy jointly structure working conditions and cultural visibility.</li> <li>3. LO3: evaluate how intersecting systems of gender, race, class, and mobility shape labour hierarchies and vulnerability within digital platforms and media organisations.</li> </ol> |
| Indicative Contents | : <ol style="list-style-type: none"> <li>1. Silvia Federici's feminism and politics of common</li> <li>2. Kylie Jarrett's digital labour and social media</li> <li>3. Kathi Weeks's problem with work and antiwork politics</li> <li>4. Taina Bucher's algorithmic media</li> <li>5. Arlie Hochschild's emotional labour</li> <li>6. Bhattacharya's social reproduction</li> <li>7. Angela McRobbie's feminism and the politics of resilience</li> <li>8. Rosalind Gill's gender and the media</li> <li>9. Nancy Fraser's capitalism and crisis of care</li> <li>10. Kimberlé Crenshaw's intersectionality</li> <li>11. Donna Haraway's Situated Knowledges</li> </ol>     |
| Teaching Methods    | : <ol style="list-style-type: none"> <li>1. Class participation and instructor-facilitated group discussion to enhance students' critical and analytical skills.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

2. Expository teaching in the form of a short lecture to enhance students' understanding of conceptual tools and to facilitate their reading of the required texts;
3. Students' oral presentations with optional creative/performative elements to improve students' faculty of formulating questions and presenting arguments.

Measurement of Learning Outcomes:

| LO \ Assessment | Class participation and group discussion | Group Presentation | Term paper |
|-----------------|------------------------------------------|--------------------|------------|
|                 | (20%)                                    | (30%)              | (50%)      |
| LO1             | v                                        | v                  | v          |
| LO2             |                                          | v                  | v          |
| LO3             |                                          | v                  | v          |

Measurement of Learning Outcomes : 1. Class participation, group discussion, and oral presentation to evaluate students' theoretical knowledge of and critical competence in the academic topic of media and platform industries; (LO1)

2. Presentation to assess students' research competence, organizational ability, and speech skills in discussing issues in media and platform industries such as influencer work, gig work, care work, cultural production (LO1, LO2, LO3)

3. Written assignment to test students' competence in formulating productive topics, questions, and arguments in gender, media, platform, and digital labour studies. (LO1, LO2, LO3)

Assessment : Continuous Assessment (100%):

1. Group Presentation 30%
2. Term Paper 50%
3. Class participation and group discussion 20%

The group presentation ranges from 30 to 45 minutes.

Term paper: Of approximate length of 6,000 characters in Chinese or 4,000 words in English.

Class participation and group discussion: If a student is keen on asking questions, answering questions, expressing one's views while facilitating discussion within the group discussion, the course teacher will give additional marks for that student.

Criteria for group presentation

- 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
- Ethical use of Artificial Intelligence

**1) Group presentation (30%)**

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

| <b>Criterion</b>      | <b>Excellent (90-100%)</b>                                                                                                                                                  | <b>Good (60-89%)</b>                                                                                                                                                                                | <b>Pass (30%-59%)</b>                                                                                                                                                           | <b>Failure (0-29%)</b>                                                                                                                                                                           |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content (24%)</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 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.                                                                                                                                 |
| <b>Team-work (6%)</b> | Excellent performance of teamwork.<br>Demonstrates full communication with formal roles for each group member.                                                              | Good performance of teamwork.<br>Demonstrates some communication with roles for each group member.                                                                                                  | Fair performance of teamwork.<br>Demonstrates limited communication with informal roles for each group member.<br>Some distribution of workload.                                | Poor performance of teamwork.<br>Demonstrates no communication with unclear roles for each group member.<br>Unequal distribution of workload.                                                    |

|  |                                 |                                    |  |  |
|--|---------------------------------|------------------------------------|--|--|
|  | Equal distribution of workload. | Moderate distribution of workload. |  |  |
|--|---------------------------------|------------------------------------|--|--|

## 2) Term paper (50%)

| Criterion                             | Excellent (90-100%)                                                                                                   | Good (60-89%)                                                                                             | Pass (30%-59%)                                                                                               | Failure (0-29%)                                                                           |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>Understanding of Topic (12%)</b>   | Comprehensive understanding and coverage of issues.<br>Insightful and well-informed.<br>Clearly answers the question. | Clear discussion of relevant issues.<br><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 (17%)</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 (17%)</b>        | Excellent critical awareness of subject matter and current issues.<br>Shows original thinking and analysis.           | Goes beyond description.<br>Analyses material to develop argument.                                        | More description than analysis in content.<br>Needs to draw material together to develop argument.           | Describes the issues but shows significant misunderstanding of basic issues.              |
| <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                                                          | Generally uses references correctly but some parts less                                                   | Some parts not referenced correctly. Writing skills could be                                                 | Not referenced correctly.<br>Poor writing skills.<br>Needed proof                         |

|  |         |                                                  |           |          |
|--|---------|--------------------------------------------------|-----------|----------|
|  | skills. | well referenced.<br>Competent<br>writing skills. | improved. | reading. |
|--|---------|--------------------------------------------------|-----------|----------|

### 3) Class Participation / Group Discussion (20%)

| Criterion                                       | Excellent (90-100%)                                                                              | Good (60-89%)                                                                                  | Pass (30%-59%)                                                                                                         | Failure (0-29%)                                                                              |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <b>Level of participation (3%)</b>              | 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.                                                            |
| <b>Engagement with course materials (4%)</b>    | 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 |
| <b>Quality of analysis and discussion (10%)</b> | 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.             |
| <b>Engagement with others (3%)</b>              | 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.                                       |

#### 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:

- Federici, S. (2018). *Re-enchanting the world: Feminism and the politics of the commons*. PM Press.
- Gill, R. (2007). *Gender and the media*. Polity Press.
- Jarrett, K. (2015). *Feminism, labour and digital media: The digital housewife*. Routledge.
- McRobbie, A. (2020). *Feminism and the politics of resilience: Essays on gender, media and the end of welfare*. Polity Press.

#### Recommended/Supplementary Readings:

- Ahmed, S. (2017). *Living a feminist life*. Duke University Press.
- Baker, J., & Lloyd, J. (2016). Gendered labour and media: Histories and continuities. *Media International Australia*, 161(1), 6–17.
- Bhattacharya, T. (Ed.). (2017). *Social reproduction theory: Remapping class, recentering oppression*. Pluto Press.
- Bucher, T. (2018). *If ... then: Algorithmic power and politics*. Oxford University Press.
- Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 1989(1), 139–167.
- Duffy, B. E. (2015). Gendering the labor of social media production. *Feminist Media Studies*, 15(4), 710–714.
- Fraser, N. (2013). *Fortunes of feminism: From state-managed capitalism to neoliberal crisis*. Verso Books.
- Fuchs, C. (2017). Capitalism, patriarchy, slavery, and racism in the age of digital capitalism and digital labour. *Critical Sociology*, 44(4–5), 677–702.
- Gregg, M. (2008). The normalisation of flexible female labour in the information economy. *Feminist Media Studies*, 8(3), 285–299.
- Gregg, M., & Andrijasevic, R. (2019). Virtually absent: The gendered histories and economies of digital labour. *Feminist Review*, 123(1), 1–7.
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575–599.
- Hochschild, A. R. (1983). *The managed heart: Commercialization of human feeling*. University of California Press.
- hooks, B. (2022). The oppositional gaze: Black female spectators. In *Feminist film theory* (pp. 307–320). Edinburgh University Press.
- James, A. (2022). Women in the gig economy: Feminising 'digital labour'. *Work in the Global Economy*, 2(1), 2–26.
- Kwan, H. (2022). Gendered precarious employment in China's gig economy: Exploring women gig drivers' intersectional vulnerabilities and resistances. *Gender & Development*, 30(3), 551–573.

- Kwan, H. (2022). Women's solidarity, communicative space, the gig economy's social reproduction and labour process: The case of female platform drivers in China. *Critical Sociology*, 48(7–8), 1221–1236.
- Kwan, H. (2025). The incomplete transmutation of feeling: Female platform drivers' negotiation and resistance to emotional labour in China's ride-hailing industry. *New Technology, Work, and Employment*, 40(3), 337–350.
- McRobbie, A. (2010). Reflections on feminism, immaterial labour and the post-Fordist regime. *New Formations*, 70, 60–76.
- Mendes, K. (2022). Digital feminist labour: The immaterial, aspirational and affective labour of feminist activists and fempreneurs. *Women's History Review*, 31(4), 693–712.
- Mohanty, C. T. (2003). *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.
- Richardson, L. (2016). Feminist geographies of digital work. *Progress in Human Geography*, 42(2), 244–263.
- Tan, J. (2017). Digital masquerading: Feminist media activism in China. *Crime, Media, Culture*, 13(2), 171–186.
- Tang, D. T.-S. (2017). All I get is an emoji: Dating on lesbian mobile phone app Butterfly. *Media, Culture & Society*, 39(6), 816–832.
- Weeks, K. (2011). *The problem with work: Feminism, Marxism, antiwork politics and postwork imaginaries*. Duke University Press.
- Yin Chung, M., & Tang, D. T.-S. (2024). Digital intimacy in China. In R. Parker, C. E. Newman, R. Cover, C. H. Logie, & P. Aggleton (Eds.), *Routledge handbook of sexuality, gender, health and rights* (2nd ed., Vol. 1, pp. 174–182). 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) |
|----------|-------------------------------------|----------------|-----------------------------|
| <b>1</b> | Participation in project activities |                |                             |
|          | Fulfilment of her/his roles         |                |                             |
|          | Leadership                          |                |                             |
|          | Overall                             |                |                             |
| <b>2</b> | Participation in project activities |                |                             |
|          | Fulfilment of her/his roles         |                |                             |
|          | Leadership                          |                |                             |
|          | Overall                             |                |                             |
| <b>3</b> | Participation in project activities |                |                             |
|          | Fulfilment of her/his roles         |                |                             |
|          | Leadership                          |                |                             |
|          | Overall                             |                |                             |
| <b>4</b> | Participation in project activities |                |                             |

