CUS501 Perspectives in Cultural Studies 文化研究視野

Course Title	:	Perspectives in Cultural Studies 文化研究視野
Course Code	:	CUS501
No. of Credits	:	3 credits
Mode of Tuition	:	3 hours of lecture/seminar
Class Contact Hours	:	3 hours per week, 42 hours for the whole course
Category	:	Core Course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil

Brief Course Description:
This course provides an overview of 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:

1. To introduce the basic aims and perspectives of cultural studies as an academic discipline and as an intellectual practice;
2. To look at different dimensions of culture and acquaint students with a range of issues addressed by cultural studies;

3. To provide insight into the complex nature of the relation between the cultural field and the social and economic spheres.

Learning Outcomes (LOs):
On completion of the course, students will able to:

1. LO1: outline the specific concerns and the general intellectual climate leading to the formation of cultural Studies as a discipline;
2. LO2: describe cultural studies as an engaged study of culture and the impact it may have on society.

Indicative Contents:

1. The concept of culture and the intellectual trajectories of cultural studies;
2. The implications of the "cultural turn" in contemporary societies;
3. The culture of everyday life and the question of identity;
4. Cultural Studies as an engaged study of culture.

Teaching Methods:
Lectures and seminar discussions.

Measurement of Learning Outcomes (LOs):

1. Understand the intricate relationship between culture and socio-economic changes; (demonstrated by student presentations and the ensuing discussions, LO1 and LO2)
2. Understand a range of issues addressed by cultural studies. (Demonstrated by students' term paper, LO1 and LO2)

Measurement of Learning Outcomes:

Assessment: / LO:	Participation in class discussion (10%)	Class/Group Presentation (30%)	Term paper (60%)
LO1	v	v	v
LO2	v	v	v

Assessment:
100% continuous assessment based on participation in class discussion, class presentation and the completion of a term paper.
Term paper: 60% (Around 7,000 words in Chinese, or 5,000 in English) Class/Group Presentation: 30% (30-45 minutes)
Participation in Class Discussion: 10%

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 (60%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (15%)	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 (2.5%)	Clear structure. Presents a convincing and well developed	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs	Poor structure. No clear argument. No clear linkage

	argument.		more clarity.	from point to point.
Writing & Referencing (2.5%)	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.

2) Class/Group Presentation (30%)

*In addition to the quality of the group paper, the performance of every member, such as leadership, contributions of ideas, problem solving ability will be assessed based on the minutes of the group meetings. Members responsible for taking minutes will of course be credited.
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%)**
Content (24%)	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	Presenter(s) engage the audience most of the time, consistently seeking for suggestions	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences,	Presenter(s) seem to make little attempt to engage the audience.

	incorporate these insights into the final project in thoughtful ways	from the audiences, and incorporate these insights into the final project	and to incorporate these insights into the final project	
Team-work (6%)	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.

3) Participation in Class Discussion (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.

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

Benjamin, W. (1978a). Critique of violence. In *Reflections* (pp. 277-300). New York, NY: Schocken Books.

Benjamin, W. (1978b). A Berlin chronicle. In *Reflections* (pp. 3-60). New York, NY: Schocken Books.

Davis, I. (1995). *Cultural studies and beyond*. London, England: Routledge.

de Certeau, M. (1984). "Making Do": Uses and Tactics. Foucault and Bourdieu. In *The practice of everyday life* (S. F. Rendall, Trans.) (pp. 29-42, 45-60). Berkeley, CA: University of California Press.

During, S. (2005). *Cultural studies: A critical introduction*. London, England: Routledge.

Hall, S. (1990). Cultural Identity and Diaspora. In *Identity: Community, Culture, Difference* (pp. 222-239). London, England: Lawrence & Wishart.

Hall, S. (1992). Cultural Studies and Its Theoretical Legacies. In *Cultural Studies* (pp. 277-294). New York, NY: Routledge.

Hall, S. (1996). Who Needs "Identity"? In *Questions of Cultural Identity* (pp. 1-17). London, England: SAGE.

Hall, S. (2002). Whose Heritage? Unsettling 'the Heritage', Re-imagining the Post Nation. In *The Third Text Reader on Art, Culture and Theory* (pp. 72-84). London, England: Continuum.

Harvey, D. (1990). *The condition of postmodernity*. Cambridge, MA: Blackwell.

Hesmondhalgh, D. (2002). *The cultural industries*. London, England: Sage Publications.

Horkheimer, M., & Adorno, T. W. (2002). *Dialectic of enlightenment*. Stanford, CA: Stanford University Press.

Recommended/Supplementary Readings :

Chan, C. K. (2002). Building cultural studies for postcolonial Hong Kong: Aspects of the postmodern ruins in between disciplines. In S. Herbrechter (Ed.), *Cultural studies: Interdisciplinarity and translation* (pp. 217-237). Rodopi.

Edwards, T. (2000). *Contradictions of consumption: Concepts, practices and politics in consumer society*. Open University Press.

Fiske, J. (1989). Shopping for pleasure: Malls, power and resistance. In J. B. Schor & D. B. Holt (Eds.), *The consumer society* (pp. 306-328). The New Press.

Fiske, J. (1992). Cultural studies and the culture of everyday life. In L. Grossberg, C. Nelson, & P. Treichler (Eds.), *Cultural studies* (pp. 154-173). Routledge.

Gramsci, A. (1973). *Selections from the prison notebooks of Antonio Gramsci* (Q. Hoare & G. N. Smith, Trans.). Lawrence & Wishart.

Law, W. S. (2008). 邁向具主體性的本土性？ [Moving towards a subjective nativeness?]. In *本土論述2008* (pp. 165-178). 上書局.

Lefebvre, H. (2003). *The urban revolution*. University of Minnesota Press.

Ma, K. M. (2015a). 香港的本土性與本土論述 [Hong Kong's nativeness and local discourse]. Unpublished manuscript.

Ma, K. M. (2015b). *兩傘擋不住的暴力* [The violence that two umbrellas cannot stop]. 進一步多媒體.

Ma, K. M. (2019).〈不能取代的香港廣東話〉[Cantonese in Hong Kong that cannot be replaced].

Marcuse, H. (1972). *From Luther to Popper*. Verso.

Miliband, R. (1983). *Class power & state power*. Verso.

Mulhern, F. (2000). *Culture/metaculture*. Routledge.

Pei, M. (2008). *China's trapped transition: The limits of developmental autocracy*. Harvard University Press.

Turner, G. (2003). *British cultural studies*. 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.			