CUS503 Pedagogy and Cultural Studies 教學法與文化研究

Course Title	:	Pedagogy and Cultural Studies 教學法與文化研究
Course Code	:	CUS503
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	:	Core Course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil
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 :
- To analyze existing educational practices;
- To introduce transformative models and practices of pedagogy.

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

1. LO1 : discuss the formative processes of subjectivity and outline the pedagogical process as one of interactional relationships;
2. LO2: conduct critical analysis in pedagogy in education, social work and cultural work.

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

Teaching Methods :
- Lectures provide a conceptual frame for understanding pedagogical processes in the formation of subjectivity, and deal with conceptual works on education, development, and alternatives
- Students' presentations on theoretical texts will demonstrate their ability to grasp conceptual works as well as rethink their own pedagogical experiences.
- 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:

Assessment / LO	Class Participation	Group presentation on readings	Term Paper
	(15%)	(25%)	(60%)
LO1	v	v	
LO2			v

Measurement of Learning Outcomes (LOs)	:	• Students presentations on theoretical texts will demonstrate their ability to discuss among themselves and to develop a critical attitude towards pedagogy; (LO2) • In term project, through individual work, students will demonstrate

how well they reflect on the underlying assumptions of their own pedagogical experiences against eh social and political setting of Hong Kong. (LO1)

Assessment : Students are assessed on the basis of 100% Continuous Assessment with the following grade distribution:

Class Participation	15%
Group presentation on readings	25%
Term paper	60%

Term paper: of approximate length of 7,000 characters in Chinese or 5,000 words in English.
Class presentation (30 to 45 minutes) is 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) Class Participation (15%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (2%)	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 (3%)	Engages constructively with, all course material (assigned readings, issues,	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

	concepts).			
Quality of analysis and discussion (8%)	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 (2%)	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.

2) Group Presentation on readings (25%)

*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 (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 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. 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) 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	Good use of evidence to support arguments. Have researched	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of

	researched. Use of primary sources.	and drawn on some evidence.		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 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 (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.

Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and * 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
3. 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. 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 onhttps://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 :

黑柳彻子 (2003):《窗边的小荳荳》.海口：南海.

程介明 (1995):《政治變動中的香港教育》. 香港: 牛津大學出版社.

Apffel-Marglin, Frederique with PRATEC (eds) (1998): "Chapter 1: Introduction", in The Spirit of Regeneration: Andean Culture Confronting Western Notions of Development. London and New York: Zed.

Apffel-Marglin, F., & PRATEC (Eds.). (1998). Chapter 1: Introduction. In *The spirit of regeneration: Andean culture confronting Western notions of development*. Zed.

Badheka, Gijubhai (1990). Divasvapna (Daydreaming). Delhi: National Book Trust.

Badheka, G. (1990). *Divasvapna (Daydreaming)*. National Book Trust.

Bhattacharya, Sabyasachi, ed. (1997) The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore 1915-1941. Delhi: National Book Trust.

Bhattacharya, S. (Ed.). (1997). *The Mahatma and the Poet: Letters and debates between Gandhi and Tagore 1915-1941*. National Book Trust.

Bowers, C.A. (2001): "Introduction", "Chapter 4", in Educating for Eco-Justice and Community. Georgia: University of Georgia Press

Bowers, C. A. (2001). Introduction; Chapter 4. In *Educating for eco-justice and community*. University of Georgia Press.

Carlin, Matthew and Jason Wallin, eds. (2014): Deleuze and Guattari, Politics and Education, New York: Bloomsbury.

Carlin, M., & Wallin, J. (Eds.). (2014). *Deleuze and Guattari, politics and education*. Bloomsbury.

Conley, Verena Andermatt (1997): Ecopolitics: the Environment in Poststructuralist Thought. London and New York: Routledge.

Conley, V. A. (1997). *Ecopolitics: The environment in poststructuralist thought*. Routledge.

Crockett, Clayton and Jeffrey W. Robbins (2012). Religion, Politics, and the Earth: the New Materialism. New York: Palgrave MacMillan.

Crockett, C., & Robbins, J. W. (2012). *Religion, politics, and the earth: The new materialism*. Palgrave MacMillan.

Culler, Jonathan (1973) "The linguistic basis of structuralism", Structuralism: An Introduction. Oxford: Clarendon.

Culler, J. (1973). The linguistic basis of structuralism. In *Structuralism: An introduction*. Clarendon.

Dean, Mitchell (1999): Governmentality: Power and Rule in Modern Society. London: Sage.

Dean, M. (1999). *Governmentality: Power and rule in modern society*. Sage.

Donald, James (1992): Sentimental Education: Schooling, Popular Culture and the Regulation of Liberty, London and New York: Verso.

Donald, J. (1992). *Sentimental education: Schooling, popular culture and the regulation of liberty*. Verso.

Feenberg, Andrew and Alastair Hannay eds. (1995): Technology and the Politics of Knowledge. Bloomington and Indianapolis: Indiana University.

Feenberg, A., & Hannay, A. (Eds.). (1995). *Technology and the politics of knowledge*. Indiana University.

Foucault, Michel (1994): Essential Works of Foucault 1954-1984; Volumes 2 and 3. London: Penguins.

Foucault, M. (1994). *Essential works of Foucault 1954-1984; Volumes 2 and 3*. Penguins.

Rabinow, P. ed. (1984): The Foucault Reader, New York: Pantheon Books.

Rabinow, P. (Ed.). (1984). *The Foucault reader*. Pantheon Books.

Gane, Mike and Terry Johnson eds. (1993): Foucault's New Domains. London and New York: Routledge.

Gane, M., & Johnson, T. (Eds.). (1993). *Foucault's new domains*. Routledge.

Giroux, Henry, Colin Lankshear, Peter McLaren and Michael Peters (1996): Counternarratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces. London and New York: Routledge.

Giroux, H., Lankshear, C., McLaren, P., & Peters, M. (1996). *Counternarratives: Cultural studies and critical pedagogies in postmodern spaces*. Routledge.

Giroux, Henry A. and Patrick Shannon eds. (1997): Education and Cultural Studies: Toward a Performative Practice. London and New York: Routledge.

Giroux, H. A., & Shannon, P. (Eds.). (1997). *Education and cultural studies: Toward a performative practice*. Routledge.

Gordon, Colin ed. (1980): Power/Knowledge: Selected Interviews and Other Writings 1972-77 by Michel Foucault. New York: Pantheon Books.

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Guattari, Felix (2000): The Three Ecologies. London: Athlone.

Guattari, F. (2000). *The three ecologies*. Athlone.

Hardt, Michael and Antonio Negri. (2012) Declaration. New York: Argo.

Hardt, M., & Negri, A. (2012). *Declaration*. Argo.

Holt, John (1995) How Children Fail. New York: Merloyd Lawrence.

Holt, J. (1995). *How children fail*. Merloyd Lawrence.

McCarthy, E. Doyle (1996): Knowledge as Culture: New Sociology of Knowledge. London and New York: Routledge.

McCarthy, E. D. (1996). *Knowledge as culture: New sociology of knowledge*. Routledge.

Stengers, Isabelle. (2015). In Catastrophic Times: Resisting the Coming Barbarism. Luneburg: Open Humanities Press.

Stengers, I. (2015). *In catastrophic times: Resisting the coming barbarism*. Open Humanities Press.

Wirzbe, Norman ed. (2002): The Art of the Commonplace: the Agrarian Essays of Wendell Berry. Washington D.C.: Shoemaker and Hoard.

Wirzba, N. (Ed.). (2002). *The art of the commonplace: The agrarian essays of Wendell Berry*. Shoemaker and Hoard.

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.			