CUS507 Feminism and Cultural Politics 女性主義與文化政治

Course Title	:	Feminism and Cultural Politics 女性主義與文化政治
Course Code	:	CUS507
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	:	How do we understand feminism and its relation to the making of our bodies? What is intimacy and how are intimate relations formed? How are sexualities constructed in Asian societies? What is the relationship between feminism, bodies, intimacy and sexualities? From bell hooks' approach on feminism is for everybody to Chimamanda Ngozi Adichie's statement on We Should All Be Feminists to Cinzia Arruzza, Tithi Bhattacharya and Nancy Fraser's manifesto on Feminism for the 99%, students will begin with learning how gender is socially constructed, cultural ideologies are produced and reproduced, and how feminism is practiced in everyday life. Feminism is more than seeking equality with men, rather it takes into account various notions of difference, intersecting identities, femininities and masculinities. This course will draw upon theoretical strands in feminist studies, cultural studies, queer studies and trans studies as critical tools to understand the social construction of bodies, intimacies and sexualities. By studying case studies and ethnographic research, you will be exposed to the challenges and

obstacles in conducting research on intimate subject matters. Through a close reading of cultural representations, you will learn to analyze the meanings behind media representations on gender identities, heterosexuality and non-normative sexualities. This course examines how the body as a physical entity and a performative act is recognized, negotiated and regulated in closely linked yet diverse Asian societies. You will not only be learning the key theoretical approaches and emerging debates in the field of gender and sexuality studies, but rather, you will contribute by making debates on course materials and coming up with new interpretations of feminisms, bodies, intimacy and sexualities during the course.

Aims :

- To introduce students to different feminist concepts and theories;
- To identify and analyse issues related to gender;
- To encourage students to engage in feminist debates involving media representations of gender and sexualities.

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

1. LO1: Understand key theoretical concepts and emerging debates in feminist studies.
2. LO2: Examine the social construction of bodies, intimate relations and sexualities in diverse Asian societies.
3. LO3: Use gender as an analytical category in the critique of cultural representations; Study media representations of heterosexuality and non-normative sexualities.
4. LO4: Evaluate different feminist theoretical paradigms from global, regional and local perspectives.

Indicative Contents :

1. Cultural constructions of gender, sexualities and the body;
2. Introduction to liberal, radical, postmodern, cyberfeminism, intersectional feminism;
3. Gender and representation politics, e.g. in writings, films, visual arts
4. Cultural politics around the gender-sexuality matrix
5. Gender, everyday life politics and online autonomy

Teaching Methods : Lecture, seminar discussion, and students' presentation

Measurement of Learning Outcomes:

Assessment: / LO:	Presentation	Class participation and course discussion	Term Paper /Project
	(20%)	(10%)	(70%)
LO1	V	V	v
LO2	V	V	V
LO3		V	
LO4	v	V	v

Measurement of Learning Outcomes : The measurement of the three learning outcomes will be based on:

1. Term paper /project measures the student's effective command of the knowledge, concepts and theories learned in class. (LO1, LO2 & LO4)
2. Presentation measures students' ability to organize and analyze everyday life by making use of feminist concepts (LO1, LO2 & LO4)
3. Course discussion requires students to give coherent summaries and critiques of assigned readings, explain the theoretical concepts and conduct informed discussions in class. (LO1 – 4)
4. Class participation indicates how the students apply the concepts critically (LO1 – 4)

Assessment : 100% continuous assessment based on:

- Presentation (20%)
- Class participation and course discussion (10%)
- Term Paper / Project(70%)

Term project: Of approximate length of 8,000 characters in Chinese or 6,000 words in English. Class presentation (30 to 45 minutes) can be group or individual 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:

1a) 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 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.

1b) Group Presentation (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%)
Content (15%)	Identifies clearly the main issues to	Identifies most of the main issues to	Identifies an issue area, but without	Fail to identify an issue area and the main issues to be

	be addressed Examines the issues from all important perspectives. Overall logic is clear.	be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	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.

2) Class Participation and Course 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.

3) Term Paper / Project (70%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of effort (9%)	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.
Critical intervention (20%)	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
Use of resources &	Production process and end-	Production process and end-	Production process and end-product	Production process and end-

problem-solving skills (20%)	product demonstrates creative use of resources, and strong problem-solving skills.	product demonstrates careful use of resources, and good problem-solving skills.	demonstrates some use of resources, and some problem-solving skills	product demonstrates little use of resources, and little problem-solving skills
Creativity in product-ion & social intervention (16%)	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.
Teamwork (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.

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

English books

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. London, England, & New York, NY: Routledge.

Choi, Y. P. S., & Peng, Y. (2016). *Masculine compromise*. 1st ed. Berkeley, CA: University of California Press.

Connell, R. W., & Pearse, R. (2014). *Gender: In world perspective* (3rd ed.). Cambridge, England: Polity Press.

Diamond, E., Varney, D., & Amich, C. (2017). *Performance, feminism and affect in neoliberal times* (Contemporary Performance Interactions). London, England: Palgrave Macmillan.

Fakier, K., & Mulinari, D. (2020). *Marxist-feminist theories and struggles today: Essential writings on intersectionality, labour and ecofeminism*. London, England: Zed Books.

Hines, S. (2007). *Transforming gender: Transgender practices of identity, intimacy and care*. Bristol, England: Policy Press.

Louie, K. (2016). *Changing Chinese masculinities* (Vol. 1, Transnational Asian Masculinities). Aberdeen, Hong Kong: Hong Kong University Press.

Quah, S. E. L. (2020). *Transnational divorce: Understanding intimacies and inequalities from Singapore*. New York, NY, & London, England: Routledge.

Rottenberg, C. (2018). *The rise of neoliberal feminism* (Heretical Thought). New York, NY: Oxford University Press.

Yuval-Davis, N. (2011). *The politics of belonging: Intersectional contestations*. Los Angeles, CA, & London, England: SAGE.

English journal articles

Doyle, J., & Jones, A. (2006). Introduction: New feminist theories of visual culture. *Signs: Journal of Women in Culture and Society*, 31(3), 607–615.

Ho, P. S. Y., Jackson, S., Cao, S., & Kwok, C. (2018). Sex with Chinese characteristics: Sexuality research in/on 21st-century China. *The Journal of Sex Research*, 55(4–5), 486–521.

Kim, S. (2020). Cold War feminisms in East Asia. *Positions: East Asia Cultures Critique*, 28(3), 501–516.

Niranjana, T., & John, M. E. (2002). Feminisms in Asia [Special issue]. *Inter-Asia Cultural Studies*, 3(3), 333–343.

Tang, S. (2019). Sexuality in cultural studies: Doing queer research in Asia transnationally. *Cultural Studies Review*, 25(2), 72–77.

Chinese books

戴錦華（2006）。《性別中國》。台北市：麥田出版社。

陳順馨、戴錦華（主編）（2004）。《婦女、民族與女性主義》。北京市：中央編譯出版社。

曾金燕（2016）。《中國女權——公民知識分子的誕生》。香港：香港城市大學出版社。

顧玉玲（2014）。《回家》。台灣：印刻出版社。

上野千鶴子（著），楊士堤（譯）（2015）。《厭女：日本的女性嫌惡》。台灣：聯合文學。

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.