CUS505 Methods in Cultural Research 文化研究的方法

Course Title	:	Methods in Cultural Research 文化研究的方法
Course Code	:	CUS505
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and seminar
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Core course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s);	:	Nil
Exemption Requirements	:	Nil
Brief Course Description	:	This core course enhances the students to develop a reflexive attitude about and critical abilities of different methods used by cultural researchers. Method here is understood not only as research techniques, procedures, and practices, but also as involving the theories and perspectives that inform the production of a particular kind of research and justify it in terms of knowledge-making. Practical examples will be used to illustrate diverse cultural studies methods such as textual analysis, ethnographic methods (participatory action research, interviews, focus groups and story-telling), oral history, archival work, etc. Discussion of methodological issues involved in those examples will help students map out the trajectories in which cultural studies as a discipline developed in the past and the implications they have nowadays.

Aims	:	1. To guide students to pay critical attentions to the techniques and procedures of doing cultural research in such different areas, such as literature, film and media, popular culture, postcolonial studies, commons, and community economies. 2. To provide a platform for students to discuss different perspectives on research methods and related issues such as research ethics, knowledge, and power.
Learning Outcomes(LOs)	:	On completion of the course, students will able to : 1. LO1: apply at least one of the methods learnt in the course to handle a practical or research problem; 2. LO2: present a critical reflection of the research method(s) used and the process of research based on methodological issues discussed in class.
Indicative Content	:	1. Philosophical basis of cultural research 2. Studying lived experience and resistance 3. Ethnography and understanding the Other 4. Reading discourse and ideology 5. Semiotics and genealogy 6. Methods of commoning
Teaching Method	:	The delivery of the course is informed by the philosophy and pedagogical principles of flipped classroom and action strategies. Students will take part in lectures, seminars, group and discussion of readings and practical work. The emphasis is on student participation in the analysis of issues, relating their own views, experience and observations to the critical questions addressed in the course framework.
Measurement of Learning Outcomes	:	Students will be assessed on their ability to apply at least one of the methods learnt to handle a chosen topic in cultural research and to reflect critically upon the research method(s) used and the process of research. The learning outcomes will be measured in the following ways.

1. Group Discussion
   Participation in discussion of assigned materials requires that students review concepts and theories learnt and preview materials in preparation for class. (LO1, LO2)
2. Group Presentations
   Group presentations on selected topics aim to test students' understanding of assigned readings, grasp of theoretical materials, and application of conceptual framework to local examples. Students would demonstrate their abilities in applying research methods to reflect and solve practical or academic problems. (LO1, LO2)
3. Individual Written Work
   Individual paper requires that students understand the research methods chosen and reflect on the process of applying them in researching the contexts that concern them. (LO1, LO2)

Assessment : The course adopts 100% continuous assessment basing on the following types of assessment.

Assessment Type (%)	**Description**
1. Commentary and Reflections on Readings (CRR) (20%)	4 assigned readings for group discussions to review topics learnt and preview topics to cover
2. Group presentations (40%)	2 group presentations of 2 topics in class
3. Individual Essay (40%)	1 individual paper, 3000-5000 words, in English or Chinese

Assessment Tasks : 1. Commentary and Reflection on Readings (CRR) (Group work) (20%, 4 assigned course materials, 5%@)
Throughout the course, students will engage in four guided group reading exercises to develop understanding of various issues in cultural research. The guiding questions should prepare students to review the theories and concepts learnt and preview new ones.
Schedule of the assigned readings and guiding questions will be given

in due course.

2. Two Group Oral Presentations (40% = 1st, 15% + 2nd, 25%)
   In groups, students will present two topics chosen from "Topics for Group Presentation and Individual Paper" in class.*
   a. 1st presentation carries 15% and will be conducted at the mid-term.
   b. 2nd presentation carries 25% and will be conducted in the last lesson.
   Each group needs to submit the PowerPoint slides and a 2-page summary + a reference list one day ahead of the presentation date. No written report is required.
   Peer assessment will be conducted as a reference for the assessment of an individual's contribution to the group presentation.
3. An Individual Paper (40%)
   Students will write an individual paper (in 3000-5000 words, in English or Chinese) on a topic chosen from "Topics for Group Presentation and Individual Paper".*
   The paper should contain two parts:
   a. A preliminary but comprehensive, critical and analytical account derived from the materials; and
   b. A critical self-reflection upon the methodological issues adopted.
   * The submission due dates and "Topics for Group Presentation and Individual Paper" will be given in due course.

Assessment Rubrics : **Commentary and Reflection on Readings(CRR)(20%, 5%x4)**

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Ability to proficiently demonstrate reflection and deep thinking of acquired knowledge and concepts, and integrate them into different	Shows satisfactory ability to relate acquired knowledge to previous experiences; Demonstrates attempt to analyze the	Includes description of events, and a little further consideration behind the events using a relatively descriptive style of	Only includes mere descriptions of theoretical knowledge; No reflection is demonstrated beyond the descriptions

issues from wide range of perspectives (e.g. different contexts, cultures, disciplines etc.); Creative solutions and critical thinking skills demonstrated in the writing	issues from a number of different perspective	language; No evidence of using multiple perspectives in analyzing the issues

Two Group Presentations (40%=1st, 15%+2nd, 25%)

Quality of the presentation: 1st Presentation (10%) and 2nd Presentation (20%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Identifies and addresses clearly the main question(s) Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s)	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s)	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage

engage the audience at all times.	Presenter(s) engage the audience most of the time.	engage the audience most of the time	the audience

Peer assessment: 1st Presentation (5%) and 2nd Presentation (5%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
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.

Individual Paper (40%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Identifies and addresses clearly the main question(s); Consistent perceptive and critical engagement with relevant concepts and theories;	Identifies and addresses most of the main question(s). Frequent perceptive and critical engagement with relevant concepts and	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing

Introduction states clearly writer's thesis or position, and conclusion clearly summarizes main arguments. The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	theories; Introduction states writer's thesis or position, and conclusion summarizes main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate; and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	altogether. Very little evidence of an ability to organize the essay into paragraphs. Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

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.

   Students are required to submit writing assignment(s) using Turnitin.

3. To enhance students' understanding of plagiarism, a mini-course
4. "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 Readings:

Saukko, P. (2003). Doing research in cultural studies: An introduction to classical and new methodological approaches. London: SAGE.

Gray, A. (2003). Research practice for cultural studies: Ethnographic methods and lived cultures. London; Thousand Oaks, Calif.: SAGE.

Pickering, M. (Ed). (2008). Research methods for cultural studies. Edinburgh University Press.

Recommended Readings:

吳俊雄，曾嘉燕，2002，《16+少女口述歷史》，香港：新婦女協進會。

游美惠，2000，〈內容分析、文本分析與論述分析在社會研究的運用〉，《調查研究》第8期，頁 4-42。

楊巧玲，2017，〈學習做勞工，同時做男人：反學校文化中階級與性別的交織之民族誌研究〉，《教育研究集刊》，第63 輯第 4 期，頁 1-36。

龍彥，(2004)，〈經驗：在黑暗與光明之間——女大學生流產研究〉，《社會性別》第一期，頁 137-160。

羅浩源，(2012)，〈性別與數學：傳意在兩性學習數學上的角色〉，載於蔡寶瓊，陳潔華編著，《教育的性別視角 : 課室與教學實證研究 》。香港：香港城市大學出版社。

潘毅、陳鳳儀、顧靜華、盧燕儀，(2013)，《不一樣的香港社會經濟》。香港：香港商務出版社。

許寶強，(2002)，《資本主義不是甚麼》，香港：牛津大學出版社。

Bingham, C. (2010). Hermeneutics. International Encyclopedia of Education, 6, p.63-68.

Brooks, R., & Waters, J. (2021). International students and alternative visions of diaspora. British Journal of Educational Studies, 69(5), 557-577, DOI: 10.1080/00071005.2021.1948501.

Choi, K. W. Y. (2010). Remade in Hong Kong: How Hong Kong people use Hong Kong Disneyland. Saarbrücken, Germany: LAP Lambert Academic Publishing.

Dellenbaugh, Mary, Markus Kip, Majken Bieniok, Agnes Müller, Martin Schwegmann, and Agnes Müller (eds). 2015. Urban Commons: Moving beyond State and Market. Basel/Berlin/Boston: Walter de Gruyter GmbH.

Farrell, T. S. C. (2012). Reflecting on Reflective Practice: (Re) Visiting Dewey and Schön. TESOL Journal 3(1), 7-16.

Fincham, B., McGuinness, M., & Murray, L. (2010). Introduction. In Fincham, B., McGuinness, M., and Murray, L. (Eds). Mobile methodologies, pp. 1-10. Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan.

George, T. (2020, December 9) "Hermeneutics", The Stanford Encyclopedia of Philosophy, Edward N. Zalta (ed.) https://plato.stanford.edu/archives/fall2021/entries/hermeneutics/

Gibson-Graham, J. K., Jenny Cameron, and Stephen Healy (eds). 2013. Take Back the Economy: An Ethical Guide for Transforming Our Communities. Minneapolis: University of Minnesota Press.

Graham, L. J. (2005) 'Discourse Analysis and the Critical Use of Foucault', in The Australian Association of Research in Education Annual Conference. The Australian Association of Research in Education Annual Conference. Available at: https://eprints.qut.edu.au/2689 (Accessed: 8 December 2021).

Grossberg, L. (2010). Cultural Studies in the future tense. Durham NC: Duke University Press.

Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In Denzin, N., & Lincoln, Y. S. (Eds.), Handbook of qualitative research, pp. 105-117. London: Sage.

Gubrium, J., & Holstein, J. (2002). From the individual interview to the interview society. In Gubrium, J., & Holstein, J. (Eds). Handbook of Interview Research, pp. 3-32. Thousand Oaks: SAGE Publications.

Gutting, G. (2005). Archaeology; Genealogy. In Foucault: A very short introduction, pp. 32-53. Oxford: Oxford University Press.

Hall, S. (1993). Encoding, decoding. In During, S. (Ed). The cultural studies reader, pp. 90-103. London & New York: Routledge.

Hesse-Biber, S. N., & Leavy, P. L. (Eds). (2014). Feminist research practice: A primer, pp. 1-14. Thousand Oaks: SAGE Publications.

Johnson et al (2004). Time please! Historical perspectives. In The practice of cultural studies, pp. 119-134. London; Thousand Oaks, Calif.: SAGE.

King, N., Horrocks, C., & Brooks, J. (2019). Philosophical assumptions. In Interviews in qualitative research, pp. 6-26. London: Sage Publications Ltd.

Lai, R. Y. S. and Choi, S. Y. P. (2019). Premarital sexuality, abortion, and intergenerational dynamics in China." Modern China, 1-27.

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Leung, Daren Shi-chi. 2022. “Reviving Community Agrarianism in Post-socialist China”. In Victoria Stead and Melinda Hinkson (eds), Beyond Global Food Supply Chains: Crisis, Disruption, Regeneration. Palgrave Macmillan, Singapore.
Martin, F. (2017). Mobile self-fashioning and gendered risk: Rethinking Chinese students’ motivations for overseas education. Globalization, Societies, and Education 15(5); 706-720.
Misztal, B. A. (2003). Studying memory. In Theories of social remembering, pp. 126-155. Maidenhead, Philadelphia, PA: Open University Press.
Moran J. (2005). Introduction: Waiting, cultural studies and the quotidian. In Reading the everyday, pp. 1-28. Milton Park, Abingdon, Oxon; New York: Routledge.
Pollock, D. (2005) (Ed). Remembering: Oral history performance. New York: Palgrave Macmillan.
Reason, M., & Heinemeyer, C. (2016). Storytelling, story-retelling, storyknowing: Towards a participatory practice of storytelling. Research in Drama Education: The Journal of Applied Theatre and Performance, DOI: 10.1080/13569783.2016.1220247
Rollins, J. (1996). Invisibility, consciousness of the other, and ressentiment among black domestic workers. In Macdonald, C. L., & Sirianni, C. (Eds). Working in the service society, pp. 255-270. Philadelphia: Temple University Press.
Sayer, A. (1992) “Knowledge in Context.” In Method in Social Science: A Realist Approach, pp. 12-44. London: Routledge.
Shu, J. (2020). Ethnodrama with Hong Kong problem gamblers and their family: Between ethnographic reality and dramatic fiction. Research in drama education, 25(2), 302-308.
Small, M. L. (2009). “`How many cases do I need?' On science and the logic of case selection in field-based research.” Ethnography 10(1), 5-38.
Stokes, J. (2003). How to do media & cultural studies. London: Sage.
Summerfield, P. (1998). Reconstructing women’s wartime lives: Discourse and subjectivity in oral histories of the Second World War. Manchester; New York: Manchester University Press.
Van Manen, M, (1990). Researching lived experience: Human science for an action sensitive pedagogy. Albany, N.Y.: State University of New York Press.