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/Term	:	3
Mode of Tuition	:	Lecture and seminar
Class Contact Hours	:	3 hours per week
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 Content :

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 Method : Lecture, seminar discussion, and students' presentation

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

1. Term paper 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 in seminar (20%)
- Class participation (10%)
- Term 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 in seminar (20%) OR**

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Identifies and addresses clearly the main	Identifies and addresses most of the main	Identifies and addresses most of the main	Lacks an understanding of what the question

question(s) Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	question(s). Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	requires. No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience

1b) Group Presentation in seminar (20%)

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

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.

15%

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) engage the audience at all times.	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. Presenter(s) engage the audience most of the time.	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	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 the audience

2) Class Participation (10%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Participates actively and constructively all the time. Engages constructively with, all course material (assigned readings, issues, concepts).	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort

Provides insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	with it, though not always successfully. Sometimes makes positive contributions that advance group discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills.

3) Term Project (70%)

A, A-	**B+, B, B-**	**C+, C, C-**	**F**
Offers a vision expressed in a completely unique way. Demonstrates critical thinking that challenges values or that transcends subject matter. Reveals knowledge that is correct and consistent with purpose of project.	Offers a vision expressed in a unique way. Demonstrates critical thinking. Reveals knowledge that is mostly correct and consistent with purpose of project.	Expresses a clear perspective. Attempts to reveal knowledge or provides partially correct knowledge that reflects purpose of project.	Expresses an unclear perspective. Reflects a lack of knowledge consistent with purpose of project.

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/Recommended Readings:

Butler, Judith. Gender Trouble -- Feminism and the Subversion of Identity. London and New York: Routledge, 1990.

Choi, Yuk-Ping Susanne, and Peng, Yinni. Masculine compromise. 1st ed. Berkeley: University of California Press, 2016.

Connell, Raewyn W. and Rebecca Pearse. Gender: In World Perspective, 3rd Edition, Polity Press, 2014.

Diamond, Elin, Denise Varney, and Candice Amich. Performance, Feminism and Affect in Neoliberal times. Contemporary Performance Interactions. London, United Kingdom: Palgrave Macmillan, 2017.

Doyle, Jennifer and Amelia Jones. "Introduction: New Feminist Theories of Visual Culture." Signs: Journal of Women in Culture and Society 31, no. 3 (2006): 607-15.

Fakier, Khayaat and Diana Mulinari. Marxist-Feminist Theories and Struggles Today: Essential writings on Intersectionality, Labour and Ecofeminism. London: Zed Books, 2020.

Hines, Sally. TransForming Gender: Transgender Practices of Identity, Intimacy and Care. Bristol, U.K.: Policy Press, 2007.

Ho, Petula Sik Ying, Jackson, Stevi, Cao, Siyang, and Kwok, Chi. "Sex With Chinese Characteristics: Sexuality Research In/on 21st-Century China." The Journal of Sex Research55, no. 4-5 (2018): 486-521.

Kim, Suzy. "Cold War Feminisms in East Asia." Positions: East Asia Cultures Critique 28, no. 3 (2020): 501-16.

Louie, Kam. Changing Chinese Masculinities. 1st ed. Vol. 1. Transnational Asian Masculinities. Aberdeen: Hong Kong University Press, 2016.

Quah, Sharon Ee Ling. Transnational Divorce: Understanding intimacies and inequalities from Singapore. New York and London: Routledge, 2020.

Niranjana, Tejaswini, and John, Mary E. "Feminisms in Asia [Special Issue]." Inter-Asia Cultural Studies 3, no. 3 (2002): 333.

Rottenberg, Catherine. The Rise of Neoliberal Feminism. Heretical Thought. New York, NY: Oxford University Press, 2018.

Tang, Shawna. "Sexuality in Cultural Studies: Doing Queer Research in Asia Transnationally." Cultural Studies Review 25, no. 2 (2019): 72-77.

Yuval-Davis, Nira. The Politics of Belonging Intersectional Contestations. Los Angeles, [Calif.]; London: SAGE, 2011.

戴錦華，<<性別中國>>。台北：麥田出版社，2006。

陳順馨、戴錦華主編，<< 婦女、民族與女性主義>>。北京：中央編譯出版社， 2004。

曾金燕, <<中國女權——公民知識分子的誕生>>。香港: 香港城市大學出版社，2016。

顧玉玲, <<回家>>。台灣：印刻出版社，2014.

上野千鶴子，楊士堤譯，<<厭女：日本的女性嫌惡>>。台灣: 聯合文學，2015