<table>
<thead>
<tr>
<th><strong>Course Title</strong></th>
<th>Education and Cultural Politics</th>
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<tbody>
<tr>
<td><strong>Course Code</strong></td>
<td>CUS3409</td>
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<tr>
<td><strong>Recommended Study Year</strong>*</td>
<td>Year 3/4</td>
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<tr>
<td><strong>No. of Credits/Term</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Mode of Tuition</strong></td>
<td>Lecture-Tutorial</td>
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<tr>
<td><strong>Class Contact Hours</strong></td>
<td>3 hours per week</td>
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<tr>
<td><strong>Category in Major Prog.</strong></td>
<td>Required for Area of Concentration / Programme Elective</td>
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<tr>
<td><strong>Prerequisite(s)</strong></td>
<td>Nil</td>
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<tr>
<td><strong>Co-requisite(s)</strong></td>
<td>Nil</td>
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**Brief Course Description**: In what ways can Cultural Studies contribute to the work of education and education studies, with regard to such issues as pedagogy, critical literacy, student-centred learning, teacher development, and curriculum development? What do critical educators share with Cultural Studies scholars in their commitment to education as a social practice and their critical priority to take effective learning primarily as a self-empowering experience? This course aims to provide the groundwork for exploring critical interventions in local educational practices. Through collective and interactive projects it will help students to develop a sustainable approach to educational work in light of the intellectual and social concerns of Cultural Studies.

Drawing on the resources of Cultural Studies, we shall investigate its disciplinary parameters and methodological emphases. The course will also examine ways to engender effective research and critical projects in education by making use of the relevant knowledge base and analytical strategies. Addressing the educational origins of Cultural Studies in various socio-historical contexts, it helps students to re-visit the relevant concepts and theories with a view to improving the effectiveness of their critical pedagogy models when transposed to new contexts. Reference will be made to issues in Hong Kong education where appropriate.

**Aims**: This course aims at introducing students to the productive interface between education and cultural studies. It also aims at introducing key concepts and methods in the field of cultural studies for students to analyze educational issues and to develop meaningful educational projects.

**Learning Outcomes**: On completion of this course, students should be able to:

1. identify the importance of education in the origins and subsequent development of Cultural Studies projects in different historical contexts;
2. apply theoretical concepts and methods from Cultural
Studies to advance meaningful education projects in contemporary local and global contexts;
3. Discuss the productive interface between Cultural Studies and education.

**Indicative Content**

1. **Stock Taking: How Children Fail and How Children Learn**
   1. Schooling processes and education reforms in local and global contexts
   2. Understanding the effects of the formal education processes through personal and collective stories

2. **Education Theories and Alternative Practices**
   1. Critical pedagogy and cultural theories on education: Paulo Freire, Henry A. Giroux, Lev Vygotsky, Michael Polanyi, bell hooks etc.
   2. Local and global alternative educational practices

3. **Cultural Studies and Education**
   1. From (adult) education to cultural studies – the stories of E.P. Thompson, Raymond Williams, Stuart Hall, and Birmingham School
   2. From cultural studies to education – contemporary experiments

**Teaching Method**

- Lecture, tutorial discussion, and project

**Measurement of Learning Outcomes:**

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Tutorial Presentation</th>
<th>Project</th>
<th>Written Assignments</th>
<th>Final Exam (take-home)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. students should be able to identify the importance of education in the origins and subsequent development of Cultural Studies projects in different historical contexts</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. students should be able to apply theoretical concepts and methods from Cultural Studies to advance meaningful education projects in contemporary local and global contexts</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>3. students should be able to discuss the productive interface between Cultural Studies and education</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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Assessment: Students are assessed on the basis of 70% Continuous Assessment and 30% Final Examination, with the following grade distribution:

- Tutorial presentation [15%]
- Project [30%]
- Written Assignments (1-2) [25%]
- Final Examination (take-home) [30%]

Required/Essential Readings:


Recommendation/Supplementary Readings:


Important Notes:

1. Students are expected to spend a total of 9 hours (i.e. 2 hours of class contact and 7 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. 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/.