

Course Title	: Education and Cultural Politics
Course Code	: CUS3409
Recommended Study Year*	: Year 3/4
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-Tutorial
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Required for Area of Concentration / Programme Elective
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
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: <ol style="list-style-type: none"> 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

- : **I. 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
- II. 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
- III. 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:

Learning Outcome	Assessment Method			
	Tutorial Presentation	Project	Written Assignments	Final Exam (take-home)
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			X	X
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	X	X		
3. students should be able to discuss the productive interface between Cultural Studies and education			X	X

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:

- Chan , Stephen CK and Hui Po Keung (2011): "Introduction: Education and Cultural Studies", *Cultural Studies*, Vol. 25, Issue 1, pp. 1 -8, Routledge
- Mitchell, Mark(2006): "The Tacit Dimension: A New Paradigm for Knowledge," *Michael Polanyi – the Art of Knowledge*, Wilmington, Delaware: ISI Books, pp. 59-103.
- Stevenson, Nick (2011): *Education and cultural citizenship*, London ; Thousand Oaks, Calif. : SAGE.
- Turner, Graeme (2007): "Cultural Literacies, Critical Literacies, and the English School Curriculum in Australia," *International Journal of Cultural Studies*, Vol. 10(1): 105-114.

Recommendation/Supplementary Readings:

- Badheka, Gijubhai (1990): *Divasvapna*, India: National Book Thrust. <http://www.ashanet.org/library/books/divasvapna.htm>
- bell hooks (2003): *Teaching Community – A Pedagogy of Hope*, New York and London: Routledge, pp. 1-12, 93-104, 127-137.
- Gallimore, Ronald and Roland Tharp (1990): "Teaching Mind in Society: Teaching, Schooling, and Literate Discourse," in Luis C. Moll eds. *Vygotsky and Education*, Cambridge University Press, pp.175—205.
- Giroux, Henry A. (2000): *Stealing Innocence -- Corporate Culture's War on Children*, New York: Palgrave.
- Holt, John & Patrick Farenga (2003): *Teach Your Own -- The John Holt Book of Home-Schooling*, New York: Delta/Seymour Lawrence.
- Holt, John (1964/1982): *How Children Fail*, New York: Delta/Seymour Lawrence.
- Holt, John (1964/1982): *How Children Learn*, New York: Delta/Seymour Lawrence.
- Illich, Ivan (1971): "A Special Supplement: Education Without School: How It Can Be Done", *The New York Review of Books*, Vol. 15, No. 12, Jan. 7.
<http://www.nybooks.com/articles/10701>
- Illich, Ivan (1976): *Deschooling Society*, Harmondsworth: Penguin Books.
<http://www.preservenet.com/theory/Illich/Deschooling/chap1.html>
- McCarthy, Cameron and Teasley, Cathryn eds. (2008): *Transnational Perspectives on Culture, Policy, and Education: Redirecting Cultural Studies in Neoliberal Times*, New York: Peter Lang.
- Morris, Paul and Ian Scott (2005): "Education Reform and Policy Implementation in Hong Kong," in Lok Sang Ho, Paul Morris and Yue-ping Chung eds. *Education Reform and the Quest for Excellence – The Hong Kong Story*, Hong Kong: Hong Kong University Press, pp. 83-97.
- Nixon, Jon (2007): "Richard Hoggart's Legacy for Democratic Education", *International Journal of Cultural Studies*, Vol. 10(1): 63-71.
- Pennycook, Alastair (1998): *English and the Discourses of Colonialism*, Routledge, pp.101-128.

- Polanyi, Michael (1974): *Personal Knowledge – Towards a Post-Critical Philosophy*, Chicago: The University of Chicago Press, pp.49-65.
- Raina, Vinod (n.d.): “Learning from Practices in Quality Education”, unpublished manuscript.
- Sefton-Green, Julian (2011): “Cultural studies and education: Reflecting on differences, impacts, effects and change,” *Cultural Studies*, Vol. 25, Issue 1, pp. 55-70, Routledge.
- Steele, Tom (1997): *The Emergence of Cultural Studies 1945-65 -- Cultural Politics, Adult Education and the English Question*, London: Lawrence and Wishart Ltd, pp.9-32.
- Vickers, Edward, Flora Kan and Paul Morris (2005): “Colonialism and the Politics of Chinese History in Hong Kong’s Schools”, in Lok Sang Ho, Paul Morris and Yue-ping Chung eds. *Education Reform and the Quest for Excellence -- The Hong Kong Story*, Hong Kong: Hong Kong University Press, pp.171-189.
- Vygotsky, L.S. (1978): *Mind in Society: The Development of Higher Psychological Processes*, chapters 6 and 7, Cambridge, UK: Cambridge University Press, pp.79-104.
- Vygotsky, Lev (1994): “Introduction,” “The Development of Academic Concepts in School Aged Children,” in *The Vygotsky Reader*, Rene Van Der Veer & Jaan Valsiner eds. Oxford, UK: Blackwell, pp.1-9; 355-370.
- Williams, Raymond (1989): “Adult Education and Social Change,” *What I came to Say*, London: Hutchinson Radius, pp. 157-166.
- Wright, Handel Kashope (2000): “Pressing, Promising, and Paradoxical: Larry Grossberg on Education and Cultural Studies”, *The Review of Education/Pedagogy/Cultural Studies* Vol.22, No.1, pp.1-25.
- Wright, Handel Kashope and Karl Maton (2004): “Cultural Studies and Education: From Birmingham Origin to Glocal Presence,” *The Review of Education, Pedagogy, and Cultural Studies*, 26: 73-89.

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/>.