CUS501 Perspectives in Cultural Studies 文化研究視野

Course Title	:	Perspectives in Cultural Studies 文化研究視野
Course Code	:	CUS501
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture and tutorial
Class Contact Hours	:	3 hours per week
Category	:	Core course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil

Brief Course Description:

This course provides an overview of key themes, concepts, theories and issues in cultural studies. It introduces students to the origins and foundational concerns of cultural studies as an academic discipline and an intellectual practice; examines selected critical notions and problems with reference to specific contexts; and look at the work of cultural studies in relation to social, historical and institutional conditions. The course also addresses such issues as the role of theory and analysis in the practice of cultural studies, the relevance of cultural studies for government and public cultures, as well as the constraints and possibilities cultural studies workers face today in their divergent attempts to engage themselves on location in critical projects of our time.

Aims:

1.	To introduce the basic aims and perspectives of cultural studies as an academic discipline and as an intellectual practice;

2.	To look at different dimensions of culture and acquaint students with a range of issues addressed by cultural studies;

3.   To provide insight into the complex nature of the relation between the cultural field and the social and economic spheres.

Learning Outcomes (LOs):

On completion of the course, students will able to:

1.   LO1: outline the specific concerns and the general intellectual climate leading to the formation of cultural Studies as a discipline;

2.   LO2: describe cultural studies as an engaged study of culture and the impact it may have on society.

Indicative Content:

1.   The concept of culture and the intellectual trajectories of cultural studies;

2.   The implications of the "cultural turn" in contemporary societies;

3.   The culture of everyday life and the question of identity;

4.   Cultural Studies as an engaged study of culture.

Teaching Method:

Lectures and seminar discussions.

Measurement of Learning Outcomes (LOs):

1.   Understand the intricate relationship between culture and socio-economic changes; (demonstrated by student presentations and the ensuing discussions, LO1 and LO2)

2.   Understand a range of issues addressed by cultural studies. (Demonstrated by students' term paper, LO1 and LO2)

Assessment:

100% continuous assessment based on participation in class discussion, class presentation and the completion of a term paper.

Term paper: 70% (Around 8,000 words in Chinese, or 6,000 in English)

Class/Group Presentation: 20% (30-45 minutes)

Participation in Class Discussion: 10%

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:

1) Term Paper (70%)

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

followed meticulously.	oversight.	footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	

2) Class/Group Presentation (20%)

*In addition to the quality of the group paper, the performance of every member, such as leadership, contributions of ideas, problem solving ability will be assessed based on the minutes of the group meetings. Members responsible for taking minutes will of course be credited.
Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.

7%

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.

13%

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	Identifies and addresses most of the main question(s). Examines the question/issue/ problem from most of the important perspectives but not	Identifies and addresses most of the main question(s). Examines the question/ issue/ problem from some of the important perspectives.	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Presentation characterized by

logic is clear. Presenter(s) engage the audience at all times.	all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Presenter(s) engage the audience most of the time	serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience

3) Participation in Class Discussion (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). Provides insightful analyses, raises critical points, and advances and deepens group discussion. Consistently appreciates others' contribution and engages with their ideas sensitively.	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages 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.	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 to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting. Shows no appreciation of others' knowledge and skills.

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/.

Required Readings:

Benjamin, Walter (1978a) "Critique of Violence" in Reflections. New York. Schocken Books, pp 277-300

Benjamin, Walter (1978b) "A Berlin Chronicle" in Reflections. New York. Schocken Books, pp 3-60.

Davis, Ioan (1995) Cultural Studies and Beyond. London: Routledge.

de Certeau, Michel (1984) '"Making Do": Uses and Tactics,' 'Foucault and Bourdieu,' The Practice of Everyday Life. Trans. Steven F. Rendall. Berkeley, Los Angeles & London: University of California Press, pp. 29-42, 45-60.

During, Simon (2005) Cultural Studies: A Critical Introduction. London, Routledge.

Hall, Stuart (1990) "Cultural Identity and Diaspora" in Jonathan Rutherford ed., Identity: Community, Culture, Difference. London, Lawrence & Wishart, pp 222-239.

Hall, Stuart (1992) "Cultural Studies and Its Theoretical Legacies" In Cultural Studies. Eds. Lawrence Grossberg et al. New York & London: Routledge, pp.277-294.

Hall, Stuart (1996) 'Who Needs "Identity"?' In Questions of Cultural Identity. Eds. Stuart Hall & Paul du Gay. London, Thousand Oaks & New Delhi: SAGE, pp. 1-17.

Hall, Stuart (2002) "Whose Heritage? Unsettling 'the Heritage', Re-imagining the Post Nation" in The Third Text Reader on Art, Culture and Theory. Eds. Rasheed Araeen, Sean Cubitt & Ziauddin Sardar. London, Continuum, pp 72-84.

Harvey, David (1990) The Condition of Postmodernity. Cambridge MA & Oxford. Blackwell.

Hesmondhalgh, David (2002) The Cultural Industries. London, Sage Publications.

Horkheimer, Max & Adorno, Theodor W. (2002), Dialectic of Enlightenment. Stanford, Stanford University Press.

Recommended Readings:

Chan, Ching-kiu (2002) 'Building Cultural Studies for Postcolonial Hong Kong: Aspects of the Postmodern Ruins in between Disciplines.' In Cultural Studies: Interdisciplinarity and Translation. Ed. Stefan Herbrechter, for Critical Studies vol. 20 (Gen. Ed. Miriam Diaz-Diocaretz), Amsterdam and New York: Rodopi, pp. 217-237. Also published as《從文學到文化研究：香港的視角》'From Literary to Cultural Studies: A Hong Kong Perspective' (in Chinese). In Methodologies: Routes of Research on Literature. Ed. Han-Liang Chang. Taipei: National Taiwan Univ. Pr., pp. 283-315. A slightly different version appears as《在廢墟中築造文化研究：並論當代大學教育的頹敗形式與意義》in the special issue on University, E+E, vol. 6 (2003), 10-22.

Edwards, Tim (2000) Contradictions of Consumption: Concepts, Practices and Politics in Consumer Society. Buckingham, Open University Press.

Fiske, John (1989) 'Shopping for Pleasure: Malls, Power and Resistance' in The Consumer Society. Eds. Juliet B. Schor and Douglas B. Holt. New York, The New Press. pp 306-328.

Fiske, John (1992) 'Cultural Studies and the Culture of Everyday Life.' In Cultural Studies. Eds. Lawrence Grossberg et al. New York & London: Routledge, pp. 154-173.

Gramsci, Antonio (1973) Selections from the Prison Notebooks of Antonio Gramsci. Eds. and trans. Quintin Hoare & Geoffrey Nowell Smith. London: Lawrence & Wishart. Extracts on the subaltern/subordinate/instrumental class.

Law, Wing Sang (2008) 羅永生，〈邁向具主體性的本土性？〉見《本土論述 2008》，香港，上書局，頁 165-178。

Lefebvre, Henri (2003) The Urban Revolution. Minneapolis, University of Minnesota Press.

Ma, Kwok Ming (2015a) 馬國明，〈香港的本土性與本土論述〉，unpublished manuscript.

Ma, Kwok Ming (2015b) 馬國明，《兩傘擋不住的暴力》，香港，進一步多媒體。

Ma, Kwok Ming (2019) 馬國明，〈不能取代的香港廣東話〉

Marcuse, Herbert (1972) From Luther to Popper. London: Verso.

Miliband, Ralph (1983) Class Power & State Power. London: Verso.

Mulhern, Francis (2000) Culture/Metaculture. London: Routledge.

Pei, Minxin (2008), China's Trapped Transition: The Limits of Developmental Autocracy. Cambridge, Massachusetts, Harvard University Press.

Turner, Graeme (2003) British Cultural Studies. London, Routledge.