CUS503 Pedagogy and Cultural Studies 教學法與文化研究

Course Title	:	Pedagogy and Cultural Studies 教學法與文化研究
Course Code	:	CUS503
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture
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 core course will question the 'ordinary' ways we learn to see, speak, know and experience things; that is, how we learn to behave both as subjects of our own actions and when we are subjected to the actions of others. Theoretical approaches in cultural studies to pedagogical processes formative of the person will be introduced to open up familiar aspects of our behaviour for critical discussion. These include language, memory, experience, culture, technology, knowledge, identity, and power. On the practical side, the course will examine how education as an institutional practice works to perpetuate established power relations. It will also examine how a 'decolonizing' approach to pedagogy can bring together learning experiences that are normally excluded or marginalized in formal education. The history and practice of education in Hong Kong will be the main focus of students' investigations.

Aims	:	• To analyze existing educational practices;
		• To introduce transformative models and practices of pedagogy.

Learning Outcomes (LOs)	:	On completion of the course, students will able to:

1. LO1 : discuss the formative processes of subjectivity and outline the pedagogical process as one of interactional relationships;
2. LO2: conduct critical analysis in pedagogy in education, social work and cultural work.

Indicative Content	:	• Rethinking education with theoretical insights from cultural studies;
		• Issues of language and discourse; politics of representation; critical literacy; knowledge and power relations; culture and experience;
		• Existing pedagogical practices in Hong Kong;
		• Case studies of alternative practices in decolonizing education.

Teaching Method	:	• Lectures provide a conceptual frame for understanding pedagogical processes in the formation of subjectivity, and deal with conceptual works on education, development, and alternatives
		• Students' presentations on theoretical texts will demonstrate their ability to grasp conceptual works as well as rethink their own pedagogical experiences.
		• Term papers are individual endeavours proposed by students and discussed during tutorials and consultation sessions; the rewriting of two drafts of the paper will enable students to improve on their presentations after taking in critical comments from the teachers and fellow students.

Measurement of Learning Outcomes (LOs)	:	• Students presentations on theoretical texts will demonstrate their ability to discuss among themselves and to develop a critical attitude towards pedagogy; (LO2)
		• In term project, through individual work, students will demonstrate

how well they reflect on the underlying assumptions of their own pedagogical experiences against eh social and political setting of Hong Kong. (LO1)

Assessment   :   Students are assessed on the basis of 100% Continuous Assessment with the following grade distribution:

Class Participation	15%
Group presentation on readings	25%
Term paper	60%

Term paper: of approximate length of 4,000 characters in Chinese or 3,000 words in English.

Class presentation (30 to 45 minutes) is group 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:

1) Class Participation (15%)

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

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.	material. Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates others' contribution and engages with their ideas sensitively.	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.	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.

2) Group Presentation on readings (25%)

*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	Good performance of teamwork. Demonstrates some communication with roles for	Fair performance of teamwork. Demonstrates limited communication with informal	Poor performance of teamwork. Demonstrates no communication with unclear

roles for each group member. Equal distribution of workload.	each group member. Moderate distribution of workload.	roles for each group member. Some distribution of workload.	roles for each group member. Unequal distribution of workload.

18%

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

3) Term Paper (60%)

A, A-	B+, B, B-	C+, C, C-	F
Identifies and addresses	Identifies and addresses most	Identifies and addresses most	Lacks an understanding

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 followed meticulously.	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 oversight.	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,	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.).

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

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/ Recommended Readings:

1. 黑柳彻子 (2003): 《窗边的小荳荳》.海口：南海.
2. 程介明 (1995):《政治變動中的香港教育》. 香港: 牛津大學出版社.
3. Apffel-Marglin, Frederique with PRATEC (eds) (1998): "Chapter 1: Introduction", in The Spirit of Regeneration: Andean Culture Confronting Western Notions of Development. London and New York: Zed.
4. Badheka, Gijubhai (1990). Divasvapna (Daydreaming). Delhi: National Book Trust.
5. Bhattacharya, Sabyasachi, ed. (1997) The Mahatma and the Poet: Letters and Debates between Gandhi and Tagore 1915-1941. Delhi: National Book Trust.

6. Bowers, C.A. (2001): "Introduction", "Chapter 4", in Educating for Eco-Justice and Community. Georgia: University of Georgia Press

7. Carlin, Matthew and Jason Wallin, eds. (2014): Deleuze and Guattari, Politics and Education, New York: Bloomsbury.

8. Conley, Verena Andermatt (1997): Ecopolitics: the Environment in Poststructuralist Thought. London and New York: Routledge.

9. Crockett, Clayton and Jeffrey W. Robbins (2012). Religion, Politics, and the Earth: the New Materialism. New York: Palgrave MacMillan.

10. Culler, Jonathan (1973) "The linguistic basis of structuralism", Structuralism: An Introduction. Oxford: Clarendon.

11. Dean, Mitchell (1999): Governmentality: Power and Rule in Modern Society. London: Sage.

12. Donald, James (1992): Sentimental Education: Schooling, Popular Culture and the Regulation of Liberty, London and New York: Verso.

13. Feenberg, Andrew and Alastair Hannay eds. (1995): Technology and the Politics of Knowledge. Bloomington and Indianapolis: Indiana University.

14. Foucault, Michel (1994): Essential Works of Foucault 1954-1984; Volumes 2 and 3. London: Penguins.

15. Rabinow, P. ed. (1984): The Foucault Reader, New York: Pantheon Books.

16. Gane, Mike and Terry Johnson eds. (1993): Foucault's New Domains. London and New York: Routledge.

17. Giroux, Henry, Colin Lankshear, Peter McLaren and Michael Peters (1996): Counternarratives: Cultural Studies and Critical Pedagogies in Postmodern Spaces. London and New York: Routledge.

18. Giroux, Henry A. and Patrick Shannon eds. (1997): Education and Cultural Studies: Toward a Performative Practice. London and New York: Routledge.

19. Gordon, Colin ed. (1980): Power/Knowledge: Selected Interviews and Other Writings 1972-77 by Michel Foucault. New York: Pantheon Books.

20. Guattari, Felix (2000): The Three Ecologies. London: Athlone.

21. Hardt, Michael and Antonio Negri. (2012) Declaration. New York: Argo.

22. Holt, John (1995) How Children Fail. New York: Merloyd Lawrence.

23. McCarthy, E. Doyle (1996): Knowledge as Culture: New Sociology of Knowledge. London and New York: Routledge.

24. Stengers, Isabelle. (2015). In Catastrophic Times: Resisting the Coming Barbarism. Luneburg: Open Humanities Press.

25. Wirzbe, Norman ed. (2002): The Art of the Commonplace: the Agrarian Essays of Wendell Berry. Washington D.C.: Shoemaker and Hoard.