CUS506 Film and Television Culture　電影與電視文化

Course Title	:	Film and Television Culture　電影與電視文化
Course Code	:	CUS506
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture
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	:	This Masters level course delves into more advanced concepts of TV and films through thematic study. The first part of the course investigates the dynamics of television and everyday life: from the perspectives of institution, representation and audience, the course sheds light on the array of prominent theories around media cultural studies. Students will also learn of approaches to counteracting this 'mainstream hegemony' – the growing forms of alternative media as resistance and making visible the voices of the 'marginalized'.
		The second part of the course deals with "film culture" with a specific focus.　Set under the theme of 'representation', this module probes into the narrativity of different genres of film: martial arts film and alternative film making. It then probes into the languages of gendered genres, from female friendship to science fictions.

Aims : 1. To help students develop a more in-depth understanding of the more advanced theories around television and film studies through thematic studies;

2. To train students' ability to conceptualize current phenomena around media   apply these theories into current Hong Kong and international situation;

3. To drill students with the necessary research methodologies in media and cultural studies, e.g. Textual and discourse analysis, audience reception studies to ethnography;

4. To train students' ability of critical reflection and formulation of opinions on media issues.

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

1. LO1 : identify and discuss the basic concepts from semiotics, Marxist media theories, representation, institutions, to audience theories, media globalization and new media studies;

2. LO2 : demonstrate the ability to apply these concepts to the analysis of case studies in Hong Kong and the international scene;

3. LO3 : apply relevant research tools to the research of current media and cultural phenomena;

4. LO4: formulate well informed opinion and critical awareness of current news and media practices, and contribute from their own background to the collective formation of this critical awareness.

Indicative Content : 1. TV and the Everyday: Meaning Creation and Reception

2. TV Dramas, Collective Memory and Identity

3. Media and (National) Event

4. Representing Violence and Terrorism: News as Discourse

5. (Mediated) events and audiences

6. Cinematic Representation, Time and Narrative

7. Backlash Hollywood films

8. Gender in science fiction

Teaching Method　　:　1. Classes are conducted in sectional mode to foster healthy discussion environment for students of different walks of life to share their own experiences while reflecting on critical issues;

2. Overseas media will be juxtaposed with local ones for comparative analysis. Guest lectures will be arranged, on a range of local and international examples.

Measurement of　　:　1. students demonstrate knowledge of the concepts, theories and ethical
Learning　　　　　　　issues through the term paper (40%); (LO1)
Outcomes　　　　　2. students demonstrate ability to apply these knowledge in the analysis of case studies and current issues as well as readings report and TV/ film analysis (20% for each reading report); (LO2)

3. students demonstrate full knowledge of relevant research skills in their term paper/ project (40%); (LO3)

4. students display and express their critical awareness of and well-informed opinions on current media and cultural studies issues in their oral presentations and active class participation (20%). (LO4)

Assessment　　　　:　Group oral presentations and commentary: 20%
TWO reading reports: 40% (20% each)
Term paper/ project: 40%

The group presentation ranges from 30 to 45 minutes. Term paper: Of approximate length of 4,000 characters in Chinese or 3,000 words in English. Reading Reports: 2-4 pages each). 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) Group oral presentations and commentary (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	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.	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

audience at all times.	Presenter(s) engage the audience most of the time.		engage the audience

2) TWO reading reports: 40% (20% each)

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.	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	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.	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.).

Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.

writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.

Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.

3) Term paper / project: 40%

For Term Paper

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	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	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	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.

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.	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.	complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).

For Term Project

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/**.

Required Readings:

Carter, Cynthia, Linda Steiner and Lisa McLaughlin. The Routledge companion to media and gender. London: Routledge, 2014.

Davies, Máire Messenger & Mosdell, Nick. Practical research methods for media and cultural studies: Making people count. Edinburgh: Edinburgh University Press, 2006.

Durham, Meenakshi Gigi and Douglas M. Kellner (eds). Media and Cultural Studies: keyworks. Malden: Wiley-Blackwell, 2012.

Recommended Readings:

Allan, Stuart. News Culture. London: Open University Press, 2000.

Brooker, Will and Deborah Jermyn (eds). The Audience Studies Reader, London & New York: Routledge, 2003.

Crane, Diana (ed et al.). Global Culture: Media, Arts, Policy, and Globalization, London & New York: Routledge, 2002.

Curran, James and Myung-Jin Park. De-Westernizing Media Studies, London: Routledge, 2000.

Evans Elizabeth. Transmedia television: audiences, new media, and daily life. New York: Routledge, 2011. Gauntlett, David Media. Gender and Identity: an Introduction, London: Routledge, Taylor & Francis Group, 2002.

Gripsrud, Jostein. Television and Common Knowledge, London: Routledge, 2000.

Hartley, John. Communication, Cultural and Media Studies: the Key Concepts, London & New York:

Routledge, 2002.

Lister, Marin, Jon Dovey et al. (eds.). New Media: a Critical Introduction, London and New York, Routledge, 2003.

Machin, David. Ethnographic Research for Media Studies, London: Arnold, 2000.

Murray, Susan and Laurie Ouellette (eds.). Reality TV: Remaking Television Culture. New York: New York University Press, 2009

Pertierra, Anna Cristina and Graeme Turner. Locating television, zones of consumption Abington, Oxon, [UK]: Routledge. 2012

Tay, Jinna and Graeme Turner. Television Studies after TV. New York, NY: Routledge, 2009

Thornham, Helen. Renewing Feminisms: Radical Narratives, Fantasies and Futures in Media Studies. London : I.B.Tauris, 2013