

CUS507 Feminism and Cultural Politics 女性主義與文化政治

Course Title	: Feminism and Cultural Politics 女性主義與文化政治
Course Code	: CUS507
No. of Credits/Term	: 3
Mode of Tuition	: Lecture and seminar
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	: How do we understand feminism and its relation to the making of our bodies? What is intimacy and how are intimate relations formed? How are sexualities constructed in Asian societies? What is the relationship between feminism, bodies, intimacy and sexualities? From bell hooks' approach on feminism is for everybody to Chimamanda Ngozi Adichie's statement on We Should All Be Feminists to Cinzia Arruzza, Tithi Bhattacharya and Nancy Fraser's manifesto on Feminism for the 99%, students will begin with learning how gender is socially constructed, cultural ideologies are produced and reproduced, and how feminism is practiced in everyday life. Feminism is more than seeking equality with men, rather it takes into account various notions of difference, intersecting identities, femininities and masculinities.

This course will draw upon theoretical strands in feminist studies, cultural

studies, queer studies and trans studies as critical tools to understand the social construction of bodies, intimacies and sexualities. By studying case studies and ethnographic research, you will be exposed to the challenges and obstacles in conducting research on intimate subject matters. Through a close reading of cultural representations, you will learn to analyze the meanings behind media representations on gender identities, heterosexuality and non-normative sexualities. This advanced course examines how the body as a physical entity and a performative act is recognized, negotiated and regulated in closely linked yet diverse Asian societies. You will not only be learning the key theoretical approaches and emerging debates in the field of gender and sexuality studies, but rather, you will contribute by making debates on course materials and coming up with new interpretations of feminisms, bodies, intimacy and sexualities during the course.

Aims	: <ul style="list-style-type: none">• To introduce students to different feminist concepts and theories;• To identify and analyse issues related to gender;• To encourage students to engage in feminist debates involving media representations of gender and sexualities.
Learning Outcomes (LOs)	: On completion of the course, students will be able to: <ol style="list-style-type: none">1. LO1: Understand key theoretical concepts and emerging debates in feminist studies.2. LO2: Examine the social construction of bodies, intimate relations and sexualities in diverse Asian societies.3. LO3: Use gender as an analytical category in the critique of cultural representations; Study media representations of heterosexuality and non- normative sexualities.4. LO4: Evaluate different feminist theoretical paradigms from global, regional and local perspectives.
Indicative Content	: <ol style="list-style-type: none">1. Cultural constructions of gender, sexualities and the body;2. Introduction to liberal, radical, postmodern, cyberfeminism, intersectional feminism;

3. Gender and representation politics, e.g. in writings, films, visual arts; nation-building;
4. Cultural politics around the gender-sexuality matrix (sexual expression and censorship, sex/body at work, LGBTQI+ and identity politics).
5. Gender, everyday life politics and online intimacies;

Teaching Method	: I regard teaching as a learning process, a platform to clarify assumptions and concepts, and a sounding board for ideas. Lectures will give you an overview of the topic by providing different perspectives and bringing up cross-cultural case studies. Multimedia texts, mainly television, film / video clips and web media will be used to bring up current topics for discussion. For each class, I will begin with a lecture and leave an hour before the end of class for in-class presentations, course consultation and other discussion. The classroom is an interactive space. I will pose questions and facilitate in-class dialogues but at the same time, I would like to encourage you to ask questions as well. I am not looking for perfect questions or model answers, but asking questions can be a way to express curiosity and interest in the subject itself. With that said, I cannot emphasize more the importance of keeping an open mind and being respectful of opinions different from ours. Course materials and class announcements will be posted on Moodle.
Course Expectations	: I am prepared to give you what I have been academically trained to do, as an educator and a researcher on the subject. Feedback on course assignments will be given in a timely manner. Class attendance is essential. Please e-mail me in advance if you cannot make it to class. If there are any concerns with course materials, come and discuss with me after class or e-mail me to make an appointment. I expect you to actively participate in class and tutorials by doing the readings, completing the assignments, going online on Moodle, giving constructive feedback to your classmates during in-class presentations and most importantly, making this class your own. Own the class. Treat it as a valuable time and an active learning space to question socio-cultural norms about bodies, intimacies and sexualities.

- Measurement of Learning Outcomes (LOs)** : (The numbers in brackets indicate corresponding LOs)
1. Research essay measures the student's effective command of the knowledge, concepts and theories learned in class. (LO1, LO2 & LO4)
 2. Presentations require students to give coherent summaries and critiques of assigned readings, explain the theoretical concepts and conduct informed discussions in class. (LO1 – 4)
 3. Autoethnographic project measure students' ability to organize and analyze everyday life by making use of feminist concepts (LO1, LO2 & LO4)
 4. Class participation indicates how the students apply the concepts critically (LO1 - 4)

Course	:	Coursework	
Assessment		Participation & Presentation	40%
		Autoethnographic Project	20%
		(2500 words in Chinese, 1500 words in English)	
		Research Essay	40%
		(5000 words in Chinese, 3000 words in English)	
		Total	100%

Participation & Presentation (40%)

Depending on the number of students enrolled, the class will be divided into groups of two. Each group will be responsible for presenting one topic for 30 – 45 minutes and facilitating a discussion for 30 minutes. Rather than simply presenting on the required reading, you are expected to add a dimension of daily life by drawing on everyday examples or case studies in society. This assessment component is an exercise in applying theories to our familiar surroundings. Presenting academic arguments, research findings or survey of a field require one to understand abstract thoughts and to present empirical evidence in an accessible manner. A PowerPoint presentation is required. It is best to prepare a set of questions in order to facilitate a productive dialogue following your group presentation. Visual materials can also be used to facilitate discussion. Presentations can be conducted in English, Cantonese or Putonghua.

Presentation topics are as follows:

1. Personal as Political

2. Intersectionality and Transnational Feminism
3. Autoethnography
4. Gender and Cultural Politics in Asia
5. The Body and Society
6. Modernity and Intimacy
7. Online Intimacies
8. Age, Bodies and Same-sex Desires
9. Transgender Ethnographies

Please refer to separate handouts for details on Grading Rubrics, the Autoethnographic Project and the Research Essay.

Assessment
Rubrics:

1) Research-type essays (e.g. Term paper, Research paper, Individual Paper, Term paper proposal, Reading report, Mid-term Assignment, Short commentaries, research proposal and Written assignment)

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	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	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion are included	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

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

2) Reflective-type essays (e.g. Autoethnographic project, Reflective report, reflective essay, Regular journals and journal essay length paper)

A, A-	B+, B-	C+, C-	F
Ability to proficiently demonstrate reflection and deep thinking of acquired knowledge and	Showing satisfactory ability to relate acquired knowledge to previous experiences;	Includes description of events, and a little further consideration behind the events using a	Only includes mere descriptions of theoretical knowledge; no reflection is demonstrated

concepts, and integrate them into different issues from wide range of perspectives (e.g. different contexts, cultures, disciplines etc.); creative solutions and critical thinking skills demonstrated in the writing

demonstrating attempt to analyze the issues from a number of different perspectives relatively descriptive style of language; no evidence of using multiple perspectives in analyzing the issues beyond the descriptions

3) Group Presentation

A, A-	B+, B, B-	C+, C, C-	F
Excellent performance of teamwork.	.Good performance of teamwork.	Fair performance of teamwork.	Poor performance of teamwork.
Demonstrates full communication with formal roles for each group member.	Demonstrates some communication with roles for each group member.	Demonstrates limited communication with informal roles for each group member.	Demonstrates no communication with unclear roles for each group member.
Equal distribution of workload.	Moderate distribution of workload.	Some distribution of workload.	Unequal distribution of workload.
Identifies and addresses clearly the main question(s)	Identifies and addresses most of the main question(s).	Identifies and addresses most of the main question(s).	Lacks an understanding of what the question
Examines the question	Examines the question/issue/	Examines the question/	requires. No critical

/issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time.	engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience.
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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. 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/>.

* Numbers of hours are subject to adjustment for individual courses.