CULS5201 Basic Issues in Intercultural Studies
1st Semester, 2024-2025

Time: Monday 18:45 - 21:30   **Instructor:** PANG Ka Wei, Janet

Venue: ELB LT3   **Tutors:** tbc

Course Description

As an interdisciplinary study of contemporary culture, (Inter)Cultural Studies cultivates students with an inquisitive mind, critical thinking and compassionate understanding to the everyday life. This course aims at introducing key concepts of and exploring basic issues in Cultural Studies. Drawing on cultural theories, the course looks into the intricacies of different cultural texts within their unique contexts, examines how the representation, discourse and/or cultural practices are related to the wider systems of power, ideology and institutions, in a bid to engage students in rethinking their everyday life in new lights, and subsequently opening up to more possibilities.

Learning Outcomes

Upon completion of this course, students should be able to

✦ articulate key issues of Cultural Studies,

✦ acquire understanding and criticality of how the hegemonic ideology shapes us and our knowledge,

✦ draw on different disciplines and critical theories to contextually analyze a cultural text.

Assessment Scheme

✦ Class participation   15%

✦ Group Presentation & Discussion Facilitation   25%

✦ In-class Quiz   10%

✦ Paper Outline/ Progress Report   5%

✦ Final Paper (English: 3000 words/ Chinese: 4000 words)   45%

Course Schedule

Week 1 Cultural Studies matters   2 Sep

Keywords of the week:

Birmingham School, Frankfurt School, Cultural Turn, Linguistic Turn, Inter-Asia Cultural Studies

Miller, Toby. "What it is and what it isn't: Introducing… Cultural Studies." In *Blackwell Companions in Cultural Studies: A Companion to Cultural Studies*, edited by Toby Miller. Blackwell Publishing: 2001.

William, Raymond. "Culture is Ordinary (1958)." In *Raymond Williams on Culture & Society: Essential Writings*, edited by McGuigan, Jim, 1-18. London: SAGE, 2014.

Chua, Beng Huat. "Inter-Asia Referencing and Shifting Frames of Comparison." *The Social Sciences in the Asian Century*, 2015, 67-80.

Part I: Doing Cultural Studies as an Engagement

Week 2   Engaging with the text   9 Sep
Keywords of the week: Representation, semiotics, encoding & decoding, circuit of culture, media

Hall, Stuart. "The Work of Representation." In *Representation: Cultural Representations and Signifying Practices*, 13-64. London: SAGE, 1997.

McLuhan, Marshall. "The Medium is the Message." In *Understanding Media: The Extensions of Man*. New York: Gingko Press, 2013.

Sturken, Marita, and Lisa Cartwright. "Visual Technologies, Image Reproduction, and the Copy." In *Practices of Looking: An Introduction to Visual Culture*, 179-218. New York: Oxford University Press, 2018.

Week 3   Engaging with the context   16 Sep
Keywords of the week: Ideology, hegemony, discourse, power/knowledge, anthropocentrism, androcentrism

Althusser, Louis. "Ideology and Ideological State Apparatuses," translated by Ben Brewster. In *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*, 233-272. London: Verso, 2014.

Foucault, Michel. "Orders of Discourse." *Social Science Information* 10, no. 2 (April 1971): 7-30. https://doi.org/10.1177/053901847101000201.

Martin, Emily. "The Egg and the Sperm: How Science Has Constructed a Romance Based on Stereotypical Male-Female Roles." *Signs* 16, no.3 (Spring, 1991): 485-501.

Week 4   Engaging yourselves: Breaking the bias + In-class Quiz   23 Sep
Keywords of the week: Binary opposition, stereotypes, the others, identity, differences, intersectionality

Hall, Stuart. "The Spectacle of the 'Other'." In *Representation: Cultural Representations and Signifying Practices*, 223-278. London: Sage 1997.

Collins, Patricia Hill. "Intersectionality as critical inquiry." In *Intersectionality as Critical Social Theory*. Durham: Duke University Press, 2019.

Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Colonial Discourse and Post-Colonial Theory: A Reader*, 66-111, edited by Laura Chrisman, and Patrick Williams. Abingdon, Oxon: Routledge, 2013.

Week 5   Screening (tbc)   30 Sep

Part II: Doing Cultural Studies as Critical Reflection

Week 6   Re-thinking sex, gender and body   **7 Oct**

Keywords of the week: Patriarchy, sex, gender, medicalization of the body, bodily autonomy

Johnson, Allan. "Patriarchy, the System: An It, Not a He, a Them or an Us." In *The Gender Knot: Unraveling our Patriarchal Legacy*, 26-47. Philadelphia: Temple University Press, 2014.

Ussher, Jane, and Janette Perz. "PMS as a Gendered Illness Linked to the Construction and Relational Experience of Hetero-Femininity." *Sex Roles* 68, no. 1-2 (January 2013): 132-50. doi:10.1007/s11199-011-9977-5.

Guilló-Arakistain, Miren. "Challenging Menstrual Normativity: Nonessentialist Body Politics and Feminist Epistemologies of Health." In *The Palgrave Handbook of Critical Menstruation Studies*, edited by Chris Bobel, Inga T. Winkler, Breanne Fahs, Katie Ann Hasson, Elizabeth Arveda Kissling, Tomi-Ann Roberts, 869-883. Singapore: Palgrave Macmillan, 2020.

Week 7   Re-thinking health and technoscience culture   **14 Oct**

Keywords of the week: Health & illness, biopolitics, governmentality, lived experience, subjectivity

Sontag, Susan. "Chapter One," "Chapter Two" and "Chapter Three". In *Illness as Metaphor & AIDS and its Metaphors*, 5-26. London: Penguin Books, 2002.

Foucault, Michel. "Governmentality." In *The Foucault Effect: Studies in Governmentality*, edited by Graham Burchell, Colin Gordon, and Peter Miller, 87-104. Chicago: University of Chicago Press, 1991.

Saji, Sweetha, Sathyaraj Venkatesan, and Brian Callender. "Comics in the Time of a Pan(Dem)Ic: COVID-19, Graphic Medicine, and Metaphors." *Perspectives in Biology and Medicine* 64, no. 1 (Winter, 2021): 136-154.

Week 8   Re-thinking production   **21 Oct**

Keywords of the week: Class, work, capitalism, neoliberalism, (post-)modernity

Cowan, Ruth Schwartz. "An Introduction: Housework and Its Tools." In More Work for Mother: The Ironies *of Household Technology From the Open Hearth to the Microwave*, 3-15. London: Free Association Books, 1989.

Chattopadhyay, Suchismita. "The Pandemic of Productivity: The Work of Home and the Work from Home," *Anthropology in Action* 28, 1 (2021): 47-51. https://doi.org/10.3167/aia.2021.280109

Mohabeer, Ravindra N. "COVID Bread-Porn: Social Stratification Through Displays of Self-Management," *Cultural Studies*, 35 (2-3), 403-411, DOI: 10.1080/09502386.2021.1898031.

Week 9   Re-thinking consumption   **28 Oct**

Keywords of the week: Consumption, globalization, thing

Featherstone, Mike. "Theories of Consumer Culture." In *Consumer Culture and Postmodernism*.

London: SAGE, 2007.

Meng, Bingchun, and Yanning Huang. "Patriarchal Capitalism with Chinese Characteristics: Gendered Discourse of 'Double Eleven' Shopping Festival." *Cultural Studies* 31, no. 5 (September 2017): 659-84. doi:10.1080/09502386.2017.1328517.

Lupton, Deborah, Clare Southerton, Marianne Clark, and Ash Watson. "Introduction: The Shifting Meanings and Practices of Face Masks." In *The Face Mask In COVID Times: A Sociomaterial Analysis*, 1-16. Berlin: De Gruyter, 2021.

Part III: Doing Cultural Studies as Cultivation of Understanding & Compassion

Week 10   Understanding Space   **4 Nov**

Keywords of the week: Space, city, mobility, discipline, game, subculture

Barker, Chris, and Emma A. Jane. "Cultural Space and Urban Space." In *Cultural Studies: Theory and Practice*, 513-548. Los Angeles: SAGE, 2016.

Kee, M., Turner, S. and Labbé, D. (2022) "'People want good graffiti': Tensions, contradictions, and everyday politics surrounding graffiti in Hanoi, Vietnam." *Area* 54, 96-104. doi: 10.1111/area.12754

Schleiner, Anne-Marie. "The Geopolitics of Pokémon Go: Navigating Bordering Cities with a Mobile Augmented Reality Game Map." In *Transnational Play*, 95-128. Amsterdam University Press, 2020.

Week 11   Understanding the Community   **11 Nov**

Keywords of the week: Digital literacy, community, heterosexism, racism, ableism

Butler, Judith. "Nonviolence, Grievability, and the Critique of Individualism." In *The Force of Nonviolence: An Ethico-Political Bind*. London; New York: Verso, 2020.

McRuer, Robert. "Compulsory Able-Bodiedness and Queer/Disabled Existence." In *The Disability Studies Reader,* 395-405, edited by Lennard J. Davis. New York, NY: Routledge, 2016.

Morimotom, Lori Hitchcock and Bertha Chin. "Reimagining the Imagined Community: Online Media Fandoms in the Age of Global Convergence." In *Fandom: Identities and Communities in a Mediated World*, 174-188, edited by Jonathan Gray, Cornel Sandvoss and C. Lee Harrington. New York, NY: New York University Press, 2017.

Week 12   Understanding Affects   **18 Nov**

Keywords of the week: Affect, participatory culture, fantasy, desire, sexuality, fandom

Grossberg, Lawrence. "Is there a Fan in the House?: The Affective Sensibility of Fandom." In *The Adoring Audience: Fan Culture and Popular Media*, 50-65, edited by Lisa A. Lewis, London; New York : Routledge, 1992.

Duffett, Mark. "I Scream Therefore I Fan?: Music Audiences and Affective Citizenship." In *Fandom: Identities and Communities in a Mediated World*, 143-156, edited by Jonathan Gray, Cornel Sandvoss and C. Lee Harrington. New York, NY: New York University Press, 2017.

Lothian, Alexis. "Sex, Utopia, and the Queer Temporalities of Fannish Love." In *Fandom: Identities and Communities in a Mediated World*, 238-252, edited by Jonathan Gray, Cornel Sandvoss and C. Lee Harrington. New York, NY: New York University Press, 2017.

Week 13 Envisaging a better tomorrow full of possibilities   25 Nov
Keywords of the week: Worlding, praxis, agency, alternatives, be the change, make a difference

bell hooks. "Keepers of Hope." In *Teaching Community: A Pedagogy of Hope*, 105-116. New York: Routledge 2003.

Haraway, Donna. "Introduction." In *Staying with the Trouble: Making Kin in the Chthulucene*, 1-8. Durham: Duke University Press, 2016.

Shafak, Elif. "Apathy," and "Information, Knowledge, Wisdom." In *How to Stay Sane in an Age of Division*, 73-91. London: Profile Books, 2020.

Supplementary Resources:

Barker, Chris. *Making Sense of Cultural Studies: Central Problems and Critical Debates*. London: SAGE, 2002.

Barker, Chris. *The Sage Dictionary of Cultural Studies*. London: SAGE, 2004.

Barker, Chris, and Emma A. Jane. *Cultural Studies: Theory and Practice.* 5th edition. Los Angeles: SAGE, 2016.

Chen, Kuan-Hsing, and Beng Huat Chua. *The Inter-Asia Cultural Studies Reader.* London: Routledge, 2007.

Hall, Stuart. *Representation: Cultural Representations and Signifying Practices.* London: SAGE, 1997.

Johnson, Richard. *The Practice of Cultural Studies.* London: SAGE, 2004.

Walton, David. *Introducing Cultural Studies: Learning through Practice.* Los Angeles: SAGE, 2008.

Group Presentation topics

- **23 Sep**
  Hall, Stuart. "The Work of Representation." In *Representation: Cultural Representations and Signifying Practices*, 13-64. London: Sage 1997.
- **7 Oct**
  Sturken, Marita, and Lisa Cartwright. "Visual Technologies, Image Reproduction, and the Copy." In *Practices of Looking: An Introduction to Visual Culture*, 179-218. New York: Oxford University Press, 2018.
- **14 Oct**
  Johnson, Allan. "Where Are We?" & "Patriarchy, the System: An It, Not a He, a Them or

an Us." In *The Gender Knot: Unraveling our Patriarchal Legacy*, 3-47. Philadelphia: Temple University Press, 2014.

- **21 Oct**

  Foucault, Michel. "Panopticism." In *Discipline and Punish: The Birth of the Prison*, translated by Alan Sheridan, 195-228. New York: Vintage Book, 1995.

- **28 Oct**

  Anderson, Benedict. "Introduction," "Cultural Roots," and "The Origins of National Consciousness." In *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 1-46. London; New York: Verso, 2016.

- **4 Nov**

  Butler, Judith. "Nonviolence, Grievability, and the Critique of Individualism." In *The Force of Nonviolence: An Ethico-Political Bind*, 27-65. London; New York: Verso, 2020.

Assessments

✧ **Group Presentation & Discussion Facilitation**
  ✧ The tutorial session will be comprised of a 20-minute presentation and 30-minute discussion, both of which are to be in charged by the presenting group.
  ✧ The presenting group will present a textual analysis that could illustrate the gist of the assigned reading.
  ✧ Please prepare a printed outline/script for the instructor and/or the tutor, and a soft copy of it to your fellow classmates.
  ✧ In case of face-to-face class suspension, tutorial presentations will be conducted online.

✧ **Quiz**
  ✧ An in-class multiple-choice quiz on the basic concepts will be held in Week 4.

✧ **Paper Outline / Progress Report** (Length: One page)
  ✧ Student are expected to submit a one-page paper outline of their textual analysis or a one-page progress report of their reflective-experiential journal on **11 November**.
  ✧ Please submit a hard-copy of this assignment by 7pm 11 November. This assignment will be graded on a pass/fail basis.
  ✧ Students may make appointment with their respective tutors for consultation on 18 November or other timeslots agreed by the tutors.

✧ **Final Paper (Pair Writing)** (English: 4000 words/ Chinese: 5000 words)
  ✧ Students (working in pairs) may choose between submitting a textual analysis or a reflective-experiential journal as their final papers. Proper footnotes and bibliography are needed.

✧ Please submit the paper onto VeriGuide assignment no.1 by **2 December, 2024 (Mon) 23:59**. Please sign the VeriGuide "Academic Honesty Declaration Statement and submit it onto Blackboard.

> The assignments could be written in either Chinese or English.
>
> Please observe the below formatting guidelines before submission.
>
> ✧ File format: Word file (.docx)
>
> ✧ Font: Chinese font: 新細明體 or 微軟正黑體
>
> English font: **Arial**, Garamond or **Times New Roman**;
> Font size: 12; Font colour: Black
>
> ✧ Line Spacing: 1.15

Grade Descriptors

A Outstanding performance on all learning outcomes.

A- Generally outstanding performance on all (or almost all) learning outcomes.

B Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.

C Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.

D Barely satisfactory performance on a number of learning outcomes

F Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Academic Honesty and Plagiarism

All assignments must be your own original work. The use of generative AI (GenAI) is allowed during the pre-writing process, such as brainstorming and refining ideas, as well as for spelling and grammar checking. However, using GenAI to produce a significant portion of your paper, or to complete an assignment without proper attribution, is considered plagiarism.

If you choose to utilize AI tools for any part of an assignment, whether it is brainstorming or text editing, please provide a short paragraph at the end of the assignment that indicates which AI tools were used and explains how the generated materials were incorporated into your work. Utilizing GenAI to provide or help generate content is not encouraged. If need be, proper citations are needed, following the guidelines from the [Chicago Manual of Style](). By submitting assignments in this class, you pledge to affirm that they are your own work and you have attributed the use of any tools and sources.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Contact

PANG Ka Wei, Janet   kwpang@cuhk.edu.hk   KKB306