

CURE 1009 Research Methods in Cultural Studies2nd Semester, 2024-2025

Time: Monday 10:30 - 13:15 **Venue(s):** Lecture – LSK 206
Instructor: PANG Ka Wei, Janet **Tutorial – tbc**
Tutors: tbc

Course Description

In this course, students will learn how to plan and conduct a research and understand research methods in Cultural Studies. Besides learning the basics of qualitative research methods, students will also design and do their own research studies. With guidance of the instructor and tutors, students need to research on a topic of their interests, refine it into a manageable project, follow it through, and present it in class. This is not entirely a lecture course, but an interactive, dialogical teaching/learning that anticipates peer collaboration and exchanges of insights. Students will learn to be critical, reflective and examine the complexity and difficulties of doing cultural research studies.

Assessment Scheme

- ✧ Discussion & Participation 15%
- ✧ Photojournals (Due: **26 Jan (Sun) 11:59pm to Blackboard**) 5%
- ✧ Preliminary Research Plan (1-2 pages) 10%
 - ◆ Research topic, key argument, & an annotated bibliography
 - ◆ Soft copy: **16 Feb (Sun) 5pm to Blackboard**; Hard copy: **17 Feb (Mon) 10:30am**
- ✧ Reflective Progress Report (1-2 pages, 1.5-line spacing) 20%
 - ◆ Findings of preliminary research, & ethical considerations
 - ◆ Soft copy: **23 Mar (Sun) 5pm to Blackboard**; Hard copy: **24 Mar (Mon) 10:30am**
- ✧ Individual Presentation (3 minutes) 20%
 - ◆ An individual presentation in a modified PechaKucha format on **7 Apr (Mon)**
 - ◆ Powerpoint file: **6 Apr (Sun) 5pm to VeriGuide (Assignment no.1)**
 - ◆ The presentations will be jointly assessed by students, tutors and the instructor
- ✧ Research Proposal (5-6 pages, 1.5-line spacing) 30%
 - ◆ A research proposal with an introduction, literature review, preliminary findings, research methods, ethical considerations & bibliography
 - ◆ Soft copy: **13 Apr (Sun) 5pm to VeriGuide (Assignment no.2)**
VeriGuide Submission Declaration Form to be submitted in person: **14 Apr (Mon) 10:30am**

- ✧ The assignments could be written in either Chinese or English.
- ✧ The assignment must be word-processed in Word (.docx) format with font size 12.
- ✧ One letter grade will be lowered per day delay.

Course Schedule

Week 1 Interdisciplinary? Doing Cultural Studies

6 Jan

Core Reading:

Johnson, Richard, Deborah Chambers, Parvati Raghuram and Estella Tincknell. "Cultural Studies and the Study of Culture: Disciplines and Dialogues." In *The Practice of Cultural Studies*, edited by Richard Johnson et al., 9-25. London; Thousand Oaks, Calif.: SAGE, 2004.

Supplementary Reading:

Hesse-Biber, Sharlene Nagy, Patricia Leavy, and Michelle L. Yaiser. "Feminist Approaches to Research as a Process: Reconceptualizing Epistemology, Methodology, and Method." In *Feminist Perspectives on Social Research*, edited by Sharlene Nagy Hesse-Biber and Michelle L. Yaiser, 3-26. New York: Oxford University Press, 2004.

Saukko, Paula. "Combining Methodologies in Cultural Studies." In *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*, 11-36. London: SAGE, 2003.

Week 2 Do a Meaningful Research: Making a Difference

13 Jan

☞ In-Class Activity: Be Curious—Learning from Others

Core Reading:

劉健芝。〈文化研究的關懷〉。載《文化研究與文化教育》，羅永生編，298-307。香港：嶺南大學文化研究系：進一步多媒體有限公司，2010。

Supplementary Reading:

Chen, Kuan-Hsing and Beng-Huat Chua. "The Inter-Asia Cultural Studies: Movements Project." In *The Inter-Asia Cultural Studies Reader*, edited by Kuan-Hsing Chen and Beng-Huat Chua, 1-5. London; New York: Routledge, 2007.

Hesse-Biber, Sharlene Nagy, and Deborah Piatelli. "The Synergistic Practice of Theory and Method." In *The Handbook of Feminist Research: Theory and Praxis*, 176-186, edited by Sharlene Nagy Hesse-Biber. Thousand Oaks, Calif.: Sage, 2012.

Week 3 Think Out of the Box: Research Topic

20 Jan

☞ Tutorial: Be Observant, Reflective & Imaginative—Brainstorming Research Topics

Core Reading:

畢恆達。〈靈感的前提是努力：選擇研究主題〉、〈想像我，陷入愛河...：論文題目的擬定〉。載《教授為什麼沒告訴我（2020 進化版）》，15-48。新北市：小畢空間出版社，2020。

Angrosino, Michael. "Ethnography and Participant Observation." In *Doing Ethnographic and Observational Research*, 1-18. London: SAGE Publications, 2007.

Supplementary Reading:

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.

畢恆達。〈空間會說話〉、〈從考現學到路上觀察學〉。載《空間就是想像力》，20-39。台北市：心靈工坊文化事業股份有限公司，2014。

赤瀨川原平、藤森照信、南伸坊（編）。〈我的田野筆記〉。載《路上觀察學入門》，133-207。台

北市：行人文化實驗室行人股份有限公司，2014。

黃宇軒。《城市散步學：以香港作為起點》。香港：突破出版社，2023。

Week 4 Fieldtrip (tbc) 27 Jan

Week 5 No Class: Happy Lunar New Year 3 Feb

Week 6 Be Resourceful: Library Workshop 10 Feb

☞ ***Tutorial: Be a Treasure Hunter—Researching in the Library***

Core Reading:

畢恆達。〈上窮碧落下黃泉、動手動腳找資料〉。載《教授為什麼沒告訴我（2020 進化版）》，49-71。新北市：小畢空間出版社，2020。

Week 7 Contextualize! Learn from the Past 17 Feb

☞ ***Tutorial: Stand on the Shoulders of Giants—Literature Review + Submission of the Preliminary Research Plan***

Core Reading:

洛楓。〈導言：過渡時期的香港與電影〉。載《盛世邊緣—香港電影的性別、特技與九七政治》，3-6。香港：牛津大學出版社，2005。

畢恆達。〈是文獻回顧，還是家具型錄〉。載《教授為什麼沒告訴我（2020 進化版）》，73-112。新北市：小畢空間出版社，2020。

Supplementary Reading:

Johnson, Richard, Deborah Chambers, Parvati Raghuram and Estella Tincknell. “Time Please!: Historical Perspective” and “Reading Popular Narratives: From Structure to Context.” In *The Practice of Cultural Studies*, edited by Richard Johnson et al., 119-134, 157-169. London; Thousand Oaks, Calif.: SAGE, 2004.

Week 8 Listen! Do an Interview, Learn from Lived Stories 24 Feb

☞ ***Tutorial: Be Receptive—Discussion of the Preliminary Research Plan***

Core Reading:

畢恆達。〈訪談作為一種交談行動〉。載《教授為什麼沒告訴我（2020 進化版）》，175-219。新北市：小畢空間出版社，2020。

Supplementary Reading:

吳俊雄。〈又喊又笑 阿婆口述歷史〉。載《又喊又笑：阿婆口述歷史》，2-23。香港：新婦女協進會，1998。

Honig, Emily and Irene Ledesma. “Striking Lives: Oral History and the Politics of Memory.” *Journal of Women’s History* 9 (Apr 1997), no.1, 139-163.

Johnson, Richard, Deborah Chambers, Parvati Raghuram and Estella Tincknell. “Researching Others: From Autobiography to Ethnography.” In *The Practice of Cultural Studies*, edited by Richard Johnson et al., 205-224. London; Thousand Oaks, Calif.: SAGE, 2004.

Pink, Sarah, Heather Horst, John Postill, Larissa Hjorth, Tania Lewis, and Jo Tacchi. “Ethnography in a

Digital World.” In *Digital Ethnography: Principles and Practice*, 1-18. Los Angeles: SAGE, 2016.

Week 9 Reading Week 3 Mar

Week 10 Be Sensitive: Ethical Considerations in Doing a Research 10 Mar

☞ ***Tutorial: Be Empathetic—Interview Role-Play***

Core Reading:

Wiles, Rose. “Ethical Dilemma” and “Where Next for Research Ethics.” In *What Are Qualitative Research Ethics?*, 69-91. London; New York, NY: Bloomsbury Academic, 2013.

Supplementary Reading:

畢恆達。〈研究倫理〉。載《教授為什麼沒告訴我（2020 進化版）》，221-248。新北市：小畢空間出版社，2020。

Tang, Denise Tse-Shang. “Methodological Notes.” In *Conditional Spaces: Hong Kong Lesbian Desires and Everyday Life*, 159-169. Hong Kong: Hong Kong University Press, 2011.

Buchanan, Elizabeth A. (Ed.) *Readings in Virtual Research Ethics: Issues and Controversies*. Hershey, PA: Information Science Pub., 2004.

Week 11 Acknowledge! Cite from Reference Sources 17 Mar

☞ ***Tutorial: Be Responsible—Paraphrase & Citation Exercise***

Core Reading:

畢恆達，〈留下線索到原典：關於參考書目〉。載《教授為什麼沒告訴我（2020 進化版）》，281-286。新北市：小畢空間出版社，2020。

Supplementary Reading:

The Chicago Manual of Style: Seventeenth edition. Chicago: The University of Chicago Press, 2017.

Week 12 Be Critical: Counter-Argument 24 Mar

☞ ***Submission of Reflective Progress Report***

☞ ***Tutorial: Be Thoughtful—Research Q&A***

Core Reading:

藍佩嘉。〈一個質性研究的誕生〉。載《婦研縱橫》76，no.10 (2015)，22-30。

Week 13 Consultation Week 31 Mar

Week 14 Be Eloquent: Presentationsss 7 Apr

Week 15 Be a Good Storyteller: Writing a Research Paper 14 Apr

☞ ***Submission of Research Proposal***

Core Reading:

Johnson, Richard, Deborah Chambers, Parvati Raghuram and Estella Tincknell. “Representing the Other: Interpretation and Cultural Readings.” In *The Practice of Cultural Studies*, edited by Richard Johnson

et al., pp.225-242. London; Thousand Oaks, Calif.: SAGE, 2004.

Supplementary Reading:

畢恆達。〈論文寫作與心理〉。載《教授為什麼沒告訴我（2020 進化版）》，249-276。新北市：小畢空間出版社，2020。

Gray, Ann. "Writing." In *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*, 150-159. London; Thousand Oaks, Calif.: SAGE, 2003.

Supplementary Resources

Booth, Wayne C., Colomb, Gregory G., Williams, Joseph M., Bizup, Joseph, and Fitzgerald, William T.. *The Craft of Research*. Chicago: University of Chicago Press, 2016.

Pickering, Michael (Ed.). *Research Methods for Cultural Studies*. Edinburgh: Edinburgh University Press, 2008.

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

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

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