The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC1A10</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Queer Culture and Media Representations</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Nil.</td>
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</tbody>
</table>

**Objectives**

In this subject, the following cluster specific attributes will be emphasized:

- Reflection on individual moral character
- Informed citizenship
- Reflection on one’s own existence and search for meaning
- Explore theories of Human Nature and development
- Relate to “The Other”
- Dimensions of wellness
- Be more open-minded and reflective in our construction of identities.

**Intended Learning Outcomes**

(Note 1)

Upon completion of the subject, students will be able to:

(a) explore relevant social science and psychology theories and concepts of queer culture;
(b) discuss the current debates around issues of body, image and identity in queer culture;
(c) evaluate the extent to which social forces and cultural representations shape our understanding of queer relationships and trans/gender identities
(d) map out the understanding of a queer self in relation to the others with more open attitudes in a society with continuous changes

Explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning

**Literacy:**

Students are required to read relevant books, scholarly articles, and to conduct research for the presentation. They have to write a critical paper (as individual paper or part of a group project) on current issues related to queer culture. They are expected to articulate their understanding of the theories by applying them to reflect upon their personal and social contexts.

**Higher order thinking:**

Students are required to read materials with different perspectives and standpoints, and be able to compare and contrast different viewpoints critically.
They are encouraged to exchange their ideas in tutorials, critical written reflections on related issues, and be able to develop a balanced perspective in the understanding of self and society.

**Life-long learning:**
This subject will provide students with basic knowledge and perspectives in understanding this subject matter that is closely related to their personal and social life. With better understanding on the issue, students would develop a more tolerant attitude in interacting with others who have different sexual identities. By reflecting on these important issues, students will become more mature in dealing with marginal cultures and self identities and be able to achieve personal growth in this particular regard.

### Subject Synopsis/Indicative Syllabus

*Note 2*

Topics under discussion include.

1. Queer theory and social change
2. 3rd sex and 3rd gender: queer culture and self identities
3. Lesbian and gay psychology
4. Transgenders and gender identity disorder
5. Queer culture and media representations
   a. Body, image and identity in lesbians
   b. Body, image and identity in gay men
   c. Body, image and identity in transgenders
6. Queering Western culture since the Stone Wall Riots
7. Queering Chinese culture: From traditional to modern
   a. Queer culture in Taiwan media
   b. Queer culture in Chinese media
   c. Queer culture in Hong Kong media
8. Queer communities in the Asian context: Coming out? Coming home?

### Teaching/Learning Methodology

*Note 3*

This subject seeks to educate and advocate, not only for homosexual and transgendered individuals, but for all human beings who suffer from gender-based oppressions in all of its many forms. Queer culture was formed and transformed as individuals were marginalized and stigmatized due to sex preference and gender identity disorders. Not only such a 10% of the human population should re-orient themselves towards a minority culture of themselves and for themselves, but the society at large should learn to co-habit happily with people who are different from themselves. This is an essential step towards a better society which embraces the core values of democracy and human rights. The course will start from a discussion of the concepts of queer culture and then proceed to a cross-cultural investigation of the historical developments in related areas. Students are expected to think critically through the significant changes that are happening in the spheres of queer politics in modern and contemporary times. Emphasis will be placed on the treatment of queer relationships by the media, with special attention to the gender-consumerism relationship, the aesthetics and politics of sexuality, and the impact of queer cultures on the understanding of oneself in relation to family and society.

The course is theory oriented, with significant illustrations by audio-visual aids. Relevant examples will be taken from case studies, newspapers,

Students are also encouraged to use their own life experience and real stories from friends for personal reflections and critical sharing. Ordinances and laws on related issues will be introduced and questioned. Comparisons between Western countries and Hong Kong such as Civil Partnership Act of the UK and Sex discrimination Ordinance of Hong Kong will be used to sharpen the topical awareness in local and global contexts.

### Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation and participation</td>
<td>35%</td>
<td><img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /></td>
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<td>2. Critical paper (individual or as part of a Group project)</td>
<td>35%</td>
<td><img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /></td>
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<tr>
<td>3. Quizzes in the format of multiple choices and open-ended essays</td>
<td>30%</td>
<td><img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td><img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /> <img src="%E2%9C%93" alt="✓" /></td>
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### Student Study Effort Expected

- **Class contact:**
  - Lecture: 27 Hrs.
  - Seminar: 12 Hrs.

- **Other student study effort:**
  - Readings/ Discussion/ Consultation: 39 Hrs.
  - Presentations/ critical paper/ quizzes: 39 Hrs.

- **Total student study effort:** 117 Hrs

### Reading List and References

**Textbook:**

Reference:


Wong, Day. 2007. “Rethinking the coming home alternative: hybridization and coming out politics in Hong Hong’s anti-homophobia parades.” *Inter-Asia Cultural Studies*, 8 (4): 600-616.

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.
Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
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| Cluster Area                | ☑  Human Nature, Relations and Development  
|                             | ☐  Community, Organization and Globalisation  
|                             | ☐  History, Cultures and World Views  
|                             | ☐  Science, Technology and Environment |
| Medium of Instruction       | English |
| Requirements intended to fulfil | ☐  China-Study Requirement (CSR)  
|                             | ☐  English Reading (ER) and English Writing (EW)  
|                             | ☐  Chinese Reading (CR) and Chinese Writing (CW) |