The Hong Kong Polytechnic University

Subject Description Form

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>APSS1A03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Men and Masculinity in Hong Kong</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
</tbody>
</table>

**GUR Requirements Intended to Fulfill**

- Healthy Lifestyle
- Freshman Seminar
- Languages and Communication Requirement (LCR)
- Leadership and Intra-Personal Development
- Service-Learning
- Cluster-Area Requirement (CAR)
  - Human Nature, Relations and Development
  - Community, Organization and Globalization
  - History, Cultures and World Views
  - Science, Technology and Environment

- China-Study Requirement
  - Yes or No

- Writing and Reading Requirements
  - English or Chinese

**Pre-requisite / Co-requisite/ Exclusion**

NIL

**Assessment Methods**

<table>
<thead>
<tr>
<th></th>
<th>100%</th>
<th>Continuous Assessment</th>
<th>Individual Assessment</th>
<th>Group Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project Presentation</td>
<td>--</td>
<td>--</td>
<td>40%</td>
<td>25%</td>
</tr>
<tr>
<td>2. Term Paper</td>
<td>40%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>3. Quiz</td>
<td>25%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>4. Attendance and Participation</td>
<td>10%</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Note:**
- The grade is calculated according to the percentage assigned;
The completion and submission of all component assignments are required for passing the subject; and
Student must pass all components at 50% or grade D if he/she is to pass the subject.

| Objectives | 1. understanding the basic concepts that govern the relationship between men and society;
2. appreciating the issues involved in men’s lives;
3. examining the effects of male gender roles in daily life. |
|---|---|
| Intended Learning Outcomes | Upon completion of the subject, students will be able to:
(a) understand key concepts and theories on men’s lives;
(b) develop an understanding of the construction of masculinity and its effects on society;
(c) understand the role of men with respect to various institutions;
(d) use a gender perspective to understand how masculine identities influence our interactions and experiences in everyday life;
(e) examine the different meanings of masculinities in cross cultural contexts. |

Please 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:**
In achieving the stated learning outcomes, students are requested to read a number of readings on the social construction of masculinities, gender identity and gender relations. Students are also requested to prepare a piece of seminar paper and through which, students will be able to identify the key elements of the writing process.

**Higher order thinking:**
These readings will help students developing critical thinking, especially in analyzing issues like male dominance and its various impacts in our society. Students are also encouraged to examine a variety of constructed masculinities and identities, and to examine whether masculinity is the same everywhere and whether men are experiencing pressures from their constructed masculinities and male identities.

**Life-long learning:**
Students will be able to embark on life-long learning in exploring further the meanings of masculinities as they change over time and reflect on their impacts on their social roles and status and meaning of life.

| Subject Synopsis/Indicative Syllabus | This subject investigates:
1. The range of theoretical perspectives on men and masculinities;
2. How features in masculinities are shaping the lives of men and their families;
3. How gender relations and the power structure in our society are intertwined; |
4. How the effects of masculine identities on men are taken for granted;  
5. How masculinities are constructed by men;  
6. The changing status and position of men in various institutions in local and  
   international contexts.

Indicative syllabus:

Topic 1: Introduction and overview: framework for understanding men and  
   masculinities  
   a) Introducing the subject details and the policies  
   b) Why study men and masculinities?

Topic 2: Theoretical perspectives on masculinities  
   a) Reviewing the various theoretical perspectives on men and  
      masculinities  
   b) Exploring the implications of these perspectives on changing  
      men and masculinities

Topic 3: Male socialization in boyhood and adolescence  
   a) Construction of masculinities in boyhood and adolescence  
   b) Male peer culture, school lives and sports

Topic 4: Men and emotions  
   a) Consequences of men’s ability and inability to express emotions  
   b) The meaning of intimacy

Topic 5: Men and familial relationships  
   a) Family life  
   b) Fatherhood

Topic 6: Men and friendship  
   a) how men’s friendships differ from those of women  
   b) homosexual and heterosexual relationships

Topic 7: Men, class and work  
   a) The workplace identities for men  
   b) Middle-class and working-class men  
   c) Re-constructing the meaning of work

Topic 8: Men, body and health  
   a) The masculine body image  
   b) Men’s life styles  
   c) Disability

Topic 9: Men and violence  
   a) Men’s use of violence  
   b) Patriarchy, power and control

Topic 10: Undoing men and re-constructing gender relations  
   a) the male gender stereotypes
### Teaching/Learning Methodology

1. **Interactive Lecture**
   - a) To interact between instructor and students and among students;
   - b) To foster deeper processing of content through discussion.

2. **Project Presentation**
   - a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures;
   - b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion.

3. **Case Discussion**
   - a) To enable students to discuss cases/issues relating to the concept being touched upon in lectures;
   - b) To encourage students to reflect on their responses and experiences to the cases/issues being discussed.

4. **Class Exercises**
   - a) To encourage students to write down their views towards certain gender issues and phenomenon;
   - b) To foster students to develop a critical mind in assessing different gender issues.

### Assessment Methods in Alignment with Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weight</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>25%</td>
<td>✓</td>
</tr>
<tr>
<td>Term Paper</td>
<td>40%</td>
<td>✓</td>
</tr>
<tr>
<td>Quiz</td>
<td>25%</td>
<td>✓</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>✓</td>
</tr>
</tbody>
</table>

Students are required to do a project presentation to give an account on their understanding to a particular topic covered in the lectures. In the project presentation, students are expected to apply the key concepts and theories on men’s lives and to examine how masculinity is constructed and the effects on our society. They have to submit a term paper as to consolidating their views and the feedbacks solicited from other students and the class teacher. Students are required to attend all project presentations, and they are expected to
participate actively in project presentations. They are also expected to participate actively in case discussion during the lectures.

Students are also required to take a quiz at the end of the course to demonstrate how much they have learnt from the course, and to consolidate their understanding on men and masculinity, especially the theoretical concepts and their application to everyday life experiences in Hong Kong.

In sum, these assessment tasks should be able to indicate students’ attitudes in learning as well as the knowledge they have gained in various teaching activities.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
<th>Class contact:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Lecture and Project Presentation](39 Hrs.)</td>
<td>![Other student study effort:](39 Hrs.)</td>
</tr>
<tr>
<td>![Preparation for Project Presentation](20 Hrs.)</td>
<td>![Preparation for Term Paper](36 Hrs.)</td>
</tr>
<tr>
<td>![Preparation for Quizzes](15 Hrs.)</td>
<td>![Self-studies](10 Hrs.)</td>
</tr>
<tr>
<td><strong>Total student study effort</strong></td>
<td><strong>120 Hrs.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading List and References</th>
<th>Essential</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>![Supplementary](39 Hrs.)</th>
</tr>
</thead>
</table>


區祥江，曾立煌 (著) (2001)。 男人的哀傷。香港 : 突破出版社。

陳錦華（2006）「男性與社會工作」，梁麗清、陳錦華（編）【性別與社會工作 – 理論與實踐】，香港：中文大學出版社。第四章，53-66頁。

黃結梅. (2014). 打開男性——陽剛氣概的變奏. 中華書局有限公司（聯合電子）。
Gender and Society
Men and Masculinities
The Journal of Men’s Studies
Journal of Family Issues