

The Hong Kong Polytechnic University

Subject Description Form

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

Subject Code	APSS1A03																	
Subject Title	Men and Masculinity in Hong Kong																	
Credit Value	3																	
Level	1																	
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> Freshman Seminar</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership and Intra-Personal Development</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development</p> <p style="margin-left: 20px;"><input type="checkbox"/> Community, Organization and Globalization</p> <p style="margin-left: 20px;"><input type="checkbox"/> History, Cultures and World Views</p> <p style="margin-left: 20px;"><input type="checkbox"/> Science, Technology and Environment</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="margin-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="margin-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																	
Pre-requisite / Co-requisite/ Exclusion	NIL																	
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 50%;">100% Continuous Assessment</th> <th style="width: 25%;">Individual Assessment</th> <th style="width: 25%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Project Presentation</td> <td>--</td> <td>30%</td> </tr> <tr> <td>2. Term Paper</td> <td>40%</td> <td>--</td> </tr> <tr> <td>3. Quiz</td> <td>20%</td> <td>--</td> </tr> <tr> <td>4. Attendance and Participation</td> <td>10%</td> <td>--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Project Presentation	--	30%	2. Term Paper	40%	--	3. Quiz	20%	--	4. Attendance and Participation	10%	--
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	<p>Note:</p> <ul style="list-style-type: none"> • 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.
<p>Objectives</p>	<ol style="list-style-type: none"> 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.
<p>Intended Learning Outcomes <i>(Note 1)</i></p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (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. <p>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.</p> <p><u>Literacy:</u> 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.</p> <p><u>Higher order thinking:</u> 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.</p> <p><u>Life-long learning:</u> 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.</p>
<p>Subject Synopsis/ Indicative Syllabus</p>	<p>This subject investigates:</p> <ol style="list-style-type: none"> 1. The range of theoretical perspectives on men and masculinities; 2. How features in masculinities are shaping the lives of men and their

<p>(Note 2)</p>	<p>families;</p> <ol style="list-style-type: none"> 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. <p>Indicative syllabus:</p> <p>Topic 1: Introduction and overview: framework for understanding men and masculinities</p> <ol style="list-style-type: none"> a) Introducing the subject details and the policies b) Why study men and masculinities? <p>Topic 2: Theoretical perspectives on masculinities</p> <ol style="list-style-type: none"> a) Reviewing the various theoretical perspectives on men and masculinities b) Exploring the implications of these perspectives on changing men and masculinities <p>Topic 3: Male socialization in boyhood and adolescence</p> <ol style="list-style-type: none"> a) Construction of masculinities in boyhood and adolescence b) Male peer culture, school lives and sports <p>Topic 4: Men and emotions</p> <ol style="list-style-type: none"> a) Consequences of men's ability and inability to express emotions b) The meaning of intimacy <p>Topic 5: Men and familial relationships</p> <ol style="list-style-type: none"> a) Family life b) Fatherhood <p>Topic 6: Men and friendship</p> <ol style="list-style-type: none"> a) how men's friendships differ from those of women b) homosexual and heterosexual relationships <p>Topic 7: Men, class and work</p> <ol style="list-style-type: none"> a) The workplace identities for men b) Middle-class and working-class men c) Re-constructing the meaning of work <p>Topic 8: Men, body and health</p> <ol style="list-style-type: none"> a) The masculine body image b) Men's life styles c) Disability <p>Topic 9: Men and violence</p> <ol style="list-style-type: none"> a) Men's use of violence b) Patriarchy, power and control
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	<p>Topic 10: Undoing men and re-constructing gender relations</p> <ul style="list-style-type: none"> a) the male gender stereotypes b) the meaning of ‘new men’ c) Reducing gender difference 																																																						
<p>Teaching/Learning Methodology</p> <p>(Note 3)</p>	<ol style="list-style-type: none"> 1. Interactive Lecture <ul style="list-style-type: none"> a) To interact between instructor and students and among students; b) To foster deeper processing of content through discussion. 2. Project Presentation <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> a) To encourage to 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. 																																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<table border="1" data-bbox="451 1144 1445 1653"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th></th> </tr> </thead> <tbody> <tr> <td>Project Presentation</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Term Paper</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Quiz</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Attendance and Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>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.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		Project Presentation	30%	✓	✓	✓	✓	✓		Term Paper	40%	✓	✓	✓	✓	✓		Quiz	20%	✓	✓	✓	✓	✓		Attendance and Participation	10%	✓	✓	✓	✓	✓		Total	100%						
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	<p>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.</p> <p>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.</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture and Project Presentation	39 Hrs.
	Other student study effort:	
	▪ Preparation for Project Presentation	25 Hrs.
	▪ Preparation for Term Paper	36 Hrs.
	▪ Preparation for Quizzes	10 Hrs.
	▪ Self-studies	10 Hrs.
	Total student study effort	120 Hrs.
Medium of Instruction	English	
Medium of Assessment	English	
Reading List and References	<p><u>Essential</u></p> <p>Connell, R.W. (2005). <i>Masculinities (2nd Ed)</i>. Berkeley, CA: University of California Press.</p> <p>Kimmel, M.S. & Aronson, A. (Eds.) (2014). <i>The gendered society reader (5th Ed)</i>. NY: Oxford University Press.</p> <p>Kimmel, M.S. & Messner, M.A. (2013). <i>Men's lives (9th Ed)</i>. Boston: Allyn & Bacon.</p> <p>Kahn, J.S. (2009). <i>An introduction to masculinities</i>. Malden, MA: Wiley-Blackwell.</p> <p><u>Supplementary</u></p> <p>Brod, H. & Kaufman, M. (1994). <i>Theorizing masculinities</i>. Thousand Oaks, CA: Sage Publications.</p>	

- Connell, R. W. (2000). *The men and the boys*. Berkeley, CA: University of California Press.
- Crompton, R. (Ed.) (1999). *Restructuring gender relations and employment: the decline of the male breadwinner*. New York: Oxford University Press.
- Grogan, S. (2008). *Body image: understanding body dissatisfaction in men, women, and children (2nd Ed)*. NY: Routledge.
- Hanlon, N. (2011). *Masculinities, care and equality identity and nurture in men's lives*. Basingstoke; New York: Palgrave Macmillan. [Electric Resource]
- Haywood, C. and Mac an Ghail, M. (2003). *Men and masculinities: theory, research, and social practice*. Buckingham: Open University Press.
- Hooper, C. (2001). *Manly states: masculinities, international relations, and gender politics*. Columbia University Press.
- Jackson, C. (Ed.) (2001). *Men at work*. London: Frank Cass.
- McDowell, L. (2003). *Redundant masculinities?: employment change and white working class youth*. Malden, MA: Blackwell Pub.
- Messner, M.A. (1997). *The politics of masculinities: men in movements*. Thousand Oaks, CA: Sage Publications.
- Miller, Tina. (2011). *Making sense of fatherhood: gender, caring and work*. Cambridge; New York: Cambridge University Press.
- Pang, L., & Wong, D. (Eds.) (2005). *Masculinities and Hong Kong cinema*. Hong Kong University Press.
- Pease, B. (2010). *Undoing privilege: Unearned advantage in a divided world*. London : Zed Books Ltd
- Roberts, S. (Ed) (2014). *Debating modern masculinities change, continuity, crisis?*. Basingstoke; New York: Palgrave Pivot. [Electric Resource]
- Watson, J. (2000). *Male bodies: health, culture and identity*. Buckingham: Open University Press.
- 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。

	譚建元，陳錦華，梁麗清 (2012)。男士服務發展：方向與策略的再思。 香港社會工作學報，第 46 (1/2)期，頁 3-12。
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Journals

Gender and Society
Men and Masculinities
The Journal of Men's Studies

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.