

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CBS1A25
Subject Title	Queer Culture and Media Representations
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion GEC1A10 Queer Culture and Media Representations
Objectives	<p>In this subject, the following cluster specific attributes will be emphasized:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reflection on individual moral character <input checked="" type="checkbox"/> Informed citizenship <input checked="" type="checkbox"/> Reflection on one's own existence and search for meaning <input checked="" type="checkbox"/> Explore theories of Human Nature and development <input checked="" type="checkbox"/> Relate to "The Other" <input checked="" type="checkbox"/> Dimensions of wellness <input checked="" type="checkbox"/> Be more open-minded and reflective in our construction of identities.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (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 <p><u>Explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning</u></p> <p><u>Literacy:</u> 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.</p> <p><u>Higher order thinking:</u> Students are required to read materials with different perspectives and standpoints, and be able to compare and contrast different viewpoints critically.</p>

	<p>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.</p> <p><u>Life-long learning:</u> 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.</p>
<p>Subject Synopsis/ Indicative Syllabus</p> <p><i>(Note 2)</i></p>	<p>Topics under discussion include.</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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?
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>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.</p> <p>The course is theory oriented, with significant illustrations by audio-visual aids. Relevant examples will be taken from case studies, newspapers,</p>

	<p>advertisements, drama, interviews and RTHK documentaries, film and TV series. Movies include: Zhang Yuan's <i>East Palace, West Palace</i> (1996), Alain Berliner's <i>Ma Vie En Rose</i> (1997), Jonathan Demme's <i>Philadelphia</i> (1997), Kimberley Peirce's <i>Boys Don't Cry</i> (1999), Gurinder Chadha's <i>Bend It Like Beckham</i> (2002), Stanley Kwan's <i>Lan Yu</i> (2001), Ang Li's <i>The Wedding Banquet</i> (2004), Mak Yan Yan's <i>Butterfly</i> (2004), Duncan Tucker's <i>TransAmerica</i> (2005), Scud's <i>Permanent Residence</i> (2008), Pedro Almodovor's <i>The Skin I Live In</i> (2011), documentaries such as <i>Off the Straight and Narrow: Lesbians, Gays, and Bisexuals on Television</i> (1967-1998), <i>The Other Side of the Rainbow</i> (2001), etc. 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.</p>						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p>(Note 4)</p>	<p>Specific assessment methods/tasks</p>		<p>% weighting</p>	<p>Intended subject learning outcomes to be assessed (Please tick as appropriate)</p>			
		<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>		
<p>1. Presentation and participation</p>		<p>35%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
<p>2. Critical paper (individual or as part of a Group project)</p>		<p>35%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
<p>3. Quizzes in the format of multiple choices and open-ended essays</p>		<p>30%</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	
<p>Total</p>		<p>100 %</p>					
<p>Student Study Effort Expected</p>							
<p>Class contact:</p>							
<ul style="list-style-type: none"> ▪ Lecture 			<p>27 Hrs.</p>				
<ul style="list-style-type: none"> ▪ Seminar 			<p>12 Hrs.</p>				
<p>Other student study effort:</p>							
<ul style="list-style-type: none"> ▪ Readings/ Discussion/ Consultation 			<p>39 Hrs.</p>				
<ul style="list-style-type: none"> ▪ Presentations/ critical paper/ quizzes 			<p>39 Hrs.</p>				
<p>Total student study effort</p>			<p>117 Hrs</p>				
<p>Reading List and References</p>	<p>Textbook:</p> <p>Atkins, Dawn, (ed.). (1998). <i>Looking Queer: Body Image and Identity in Lesbian, Bisexual, Gay, and Transgender Communities</i>. NY: Haworth Press. [HQ75.6.U5 L66 1998]</p>						

	<p>Reference:</p> <p>Beasley, Christine. (2005). <i>Gender and Sexuality: Critical Theories, Critical Thinkers</i>. London: Sage Publications.</p> <p>Beauvoir, Simone de. (1988) <i>The Second Sex</i>. (Trans. and ed.) H. M. Parshley. London: Picador. [HQ1208.B413 1971]</p> <p>Carter, David. (2004). <i>Stonewall: The Riots that Sprkred the Gay Revolution</i>. NY: St. Martin’s Press. [HQ76.C3155 2004]</p> <p>Chiland, Colette. (2003). <i>Tanssexuality: Illusion and Reality</i>. Trans. Philip Slotkin. Middleton: Wesleyan UP.</p> <p>Coyle, Adrian, and Celina Kitzinger, (eds.) (2002). <i>Lesbian and Gay Psychology: New Perspectives</i>. Oxford: Blackwell. [HQ75.5 L42 2002]</p> <p>Disch, Estelle, (ed). (2003) <i>Reconstructing Gender: A Multicultural Anthology</i>. (3rd ed.) NY: McGraw Hill. [HQ1075.R43 2003]</p> <p>Foucault, Michel. (1978) <i>History of Sexuality</i>. Trans. Robert Hurley. NY: Vintage Books, 1978. [HQ12.F6813]</p> <p>Freud, Sigmund. (1977) <i>On Sexuality: Three Essays on the Theory of Sexuality and Other Works</i>. London: Penguin Books. [HQ21.F73 1977]</p> <p>Herd, Gilbert, (ed.). (1993) <i>Third Sex, Third Gender: Beyond Sexual Dimorphism in Culture and History</i>. New York: Zone. [HQ71.T57 1994]</p> <p>Kaplan, E. Ann, (ed.). (2000) <i>Feminism and Film</i>. Oxford: Oxford UP. [PN1995.9.W6 F448 2000]</p> <p>Kirsh, Max H. (2000). <i>Queer Theory and Social Change</i>. London and NY: Routledge.</p> <p>Leung, Helen Hok-Sze. (2008). <i>Undercurrents: Queer Culture and Postcolonial Hong Kong</i>. Vancouver and Toronto: UBC.</p> <p>Nardi, Peter M., and Beth E. Schneider, (eds.). (1998). <i>Social perspectives in Lesbian and Gay Studies: A Reader</i>. London ; New York, N.Y. : Routledge, 1998.</p> <p>Patterson, Charlotte J., and Anthony R. D’Augelli. (eds.) (1998). <i>Lesbian, Gay, and Bisexual Identities in Families: Psychological Perspectives</i>. New York: Oxford University Press.</p> <p>Storr, Merl, (ed.). (1999). <i>Bisexuality: A Critical Reader</i>. London and NY: Routledge.</p> <p>Sullivan, Gerard and Peter A. Jackson, (eds.) (2001) <i>Gay and Lesbian Asia: Culture, Identity, Community</i>. New York: Harrington Park Press. [HQ76.3.A78 G37 2001]</p> <p>Wong, Day. 2007. “Rethinking the coming home alternative: hybridization and coming out politics in Hong Hong’s anti-homophobia parades.” <i>Inter-Asia Cultural Studies</i>, 8 (4): 600-616.</p>
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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.

Subject Offering Department	CBS
Cluster Area	<p>Please check the box(es) below to indicate the cluster area(s) the subject contributes in a major way:</p> <p><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR(A)]</p> <p><input type="checkbox"/> Science, Technology and Environment [CAR(D)]</p> <p><input type="checkbox"/> Chinese History and Culture [CAR(M)]</p> <p><input type="checkbox"/> Cultures, Organisations, Societies and Globalisation [CAR(N)]</p>
Medium of Instruction	English
Requirements intended to fulfil	<p><input type="checkbox"/> China-Study Requirement (CSR)</p> <p><input type="checkbox"/> English Reading (ER) and English Writing (EW)</p> <p><input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)</p>