**Hong Kong Shue Yan University  
Department of English Language & Literature**

Master of Arts in Interdisciplinary Cultural Studies

2016-2017

**Course Title** : Seminar in Cultural Theories and Practice

**Course Code** : ENG 503

**Number of Credits** : 3

**Duration in Weeks** : 15

**Contact Hours Per Week** :Discussion (3 Hours)

**Pre-requisite(s)** : NIL

**Prepared by** : Prof. WONG Kin Yuen, Dr. Amy CHAN, Dr. Josephine YAM

Course Description

This Graduate Seminar is designed to feature a tripartite structure with equal emphasis on three areas, namely Language, Culture and Ecology, Deleuzian Philosophy, and The Nonhuman Turn, to be delivered by a team of teaching staff. Students are assigned to read a core of original articles written by established scholars in the fields. Each area will take up three weeks and together they form a background of individual presentations starting from the tenth week. Topics for presentation are chosen by students and all teachers and students will engage in rigorous discussion, with specific attention given to the feasibility of the proposals, their methodologies, conceptual framework and appropriateness, and the scope and breadth of the projects. It is hoped that, instead of the teacher-to-students format, all participants in the seminar will join in a structured discussion guided by a proposer-respondent platform.

C**ourse Outcomes, Teaching Activities and Assessment**

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| **Course Intended Learning Outcomes (ILOs)** | |
| Upon completion of this course students should be able to: | |
| **ILO1** | discuss the critical concepts in original articles written by established scholars |
| **ILO2** | apply the critical concepts in analysis of cultural texts |
| **ILO3** | question the validity of the concepts in class discussion and debate |
| **ILO4** | Evaluate the critical concepts in writing |

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| **Teaching and Learning Activities (TLAs)** | |
| **TLA1** | Close reading of articles |
| **TLA2** | Class discussion |
| **TLA3** | Oral presentation |
| **TLA4** | Response to oral presentation |
| **TLA5** | Research paper presentation |
| **TLA6** | Research paper |

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| **Assessment Tasks (ATs)** | | |
| **AT1** | In-class discussion  *Students are to respond actively to specific questions made by the lecturer as well as participate in class discussion in either in lecture or tutorial*. | 10% |
| **AT2** | Oral presentation  *Students are to take turn to deliver oral presentation on the assigned readings and lead discussion.* | 20% |
| **AT3** | Response to oral presentation  *Students are assigned to respond to an oral presentation. They are to comment on the presentation and raise questions which demonstrate their understanding of the topic.* | 10% |
| **AT4** | Research paper presentation  *Students are to deliver an oral presentation of paper thesis and outline.* | 20% |
| **AT5** | Research paper  *Students are to write a research paper which can demonstrate a solid grasp of issue(s) and concept(s) taught in the course. Students have to formulate a specific question and adopt a problem-solving approach which can demonstrate their ability of critical thinking and analysis.* | 40% |
|  | TOTAL | 100% |

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| **Alignment of Course Intended Learning Outcomes, Teaching and Learning Activities and Assessment Tasks** | | |
| **Course Intended Learning Outcomes** | **Teaching and Learning Activities** | **Assessment Tasks** |
| ILO1 | TLA1,2,3 | AT1,2 |
| ILO2 | TLA5,6 | AT4,5 |
| ILO3 | TLA2,3,4 | AT3,4,5 |
| ILO4 | TLA5 | AT6 |

**Course Outline**

**PART A Language, Culture and Ecology**

**Week 1: Langue and Parole**

Culler, J. D. (1986). *Ferdinand de Saussure*. N.Y: Cornell University Press. pp.39-45.

de Saussure, F. (1983). (edited by Charles Bally and Albert Sechehaye with the collaboration of Albert Riedlinger). *Course in General Linguistics*. London: Duckworth. (Chapter 3-5)

**Week 2: Language and Culture**

Carter, R. & Nunan, D. (Eds). (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. (Chapter 29, “Intercultural Communication”, Kramsch, C.)

Sharifian, F. & Palmer, G. B. (Eds.). (2007) *Applied Cultural Linguistics: Implications for Second Language Learning and Intercultural Communication*. Amsterdam; Philadelphia : John Benjamins. p.33-53; 65-86.

**Week 3: Gender and Caste**

Singh, V. (2014). Gender and Caste: Socio-cultural Context in India in Panda, U. K. (Ed.). *Gender Issues and Challenges in Twenty First Century.* Delhi: Satyam Law International.

pp. 418- 446

Sen, A. (2001). *The Many Faces of Gender Inequality*. The New Republic. pp.466-477.

Retrieve from <http://prof.chicanas.com/readings/SenInequality.pdf>

<http://www.sas.upenn.edu/~dludden/MANY%20FACES%20OF%20GENDER%20INEQUALITY.htm> (supplementing the second reference in Week 3)

**Week 4: Language and Ecology**

Fill, A. & Mühlhäusler, P. (Eds). (2001). *Ecolinguistics Reader: A Selection of Articles on Language, Ecology and Environment*. London, GBR: Continuum International Publishing. pp. 43-53.

Fill, A. & Mühlhäusler, P. (Eds). (2001). *Ecolinguistics Reader: A Selection of Articles on Language, Ecology and Environment*. London, GBR: Continuum International Publishing. pp. 57-66.

Haugen, E. (1972). *The Ecology of Language*. pp. 57-66. Retrieved from <http://history.lzu.edu.cn/editor/asp/upfiles/file/201504/20150413155755110.pdf>

**PART B Deleuzian Philosophy**

**Week 1 Rhizome**

Deleuze, Gilles & Felix Guattari. (1987) “Introduction: Rhizome.” *A Thousand Plateaus: Capitalism and Schizophrenia*. London & New York: Continuum. 3-25.

**Week 2 Body Without Organs (BwO); Molar and Molecular**

“November 28, 1947: How Do You Make Yourself a Body Without Organs?” & “1933: Micropolitics and Segmentarity.” *A Thousand Plateaus: Capitalism and Schizophrenia*. 148-166; 208-231.

**Week 3 Becoming**

“1730: Becoming-Intense, Becoming-Animal, Becoming-Imperceptible”. *A Thousand Plateaus: Capitalism and Schizophrenia*. 232-309.

**Week 4 Of the Refrain**

“1837: Of the Refrain”. *A Thousand Plateaus: Capitalism and Schizophrenia*. 310-350.

**Primary Texts:**

Deleuze, Gilles & Felix Guattari. (1987) *A Thousand Plateaus: Capitalism and Schizophrenia*. London & New York: Continuum.

**Supplementary Texts:**

Holland, Eugene W. (2013) *Deleuze and Guattari’s “A Thousand Plateaus”: A Reader’s Guide*. London: Bloomsbury.

Parr, Adrian, ed. (2010) *The Deleuze Dictionary*. Revised Edition. Edinburgh: Edinburgh University Press.

Colebrook, Claire. (2002) *Gilles Deleuze*. London: Routledge.

Colebrook, Claire. (2008) *Deleuze: A Guide for the Perplexed*. London: Continuum.

**PART C The Nonhuman Turn**

**Week 1 Systems Theory**

Bruce Clarke & Mark B.N. Hansen : “ Introduction : Neocybernetic Emergence, ” in *Emergence & Embodiment : New Essays on Second-Order Systems Theory* (2009) Ed. Bruce Clarke and Mark B.N. Hansen. Durham & London : Duke

U P, pp. 1-25

Bruce Clark. “ Introduction : Posthuman Metamorphosis ” in *Posthuman Metamorphosis : Narrative and Systems (2008)* New York : Fordham U P,

pp. 1-12

**Week 2 Object-Oriented-Ontology**

Levi R. Bryant “ The Ontic Principle : Outline of an Object-Oriented Ontology ” in *The speculative Turn : Continental materialism and Realism (2011)* Ed. Levi Bryant, Nick Srnicek and Graham Harman. Melbourne : re. press, pp 261-278

Richard Grusin. “ Introduction. ” *The Nonhuman Turn (2015)* Ed. Richard Grusin. Minneapolis. London : U of Minnesota P, pp. vii-xxix

**Week 3 New Materialism**

Dianna Coole & Samantha Frost, “ Introducing the New Materialism ” in *New Materialisms : Ontology, Agency and Politics (2010)* Durham & London : Duke U P. pp 1-43

Jane Bennett. *Vibrant Matter : A Political Ecology of Things (2010)* Durham & London : Duke U P, pp 20-38; pp 129-132

**Week 4 Object-Oriented Feminism**

Irina Aristarkhova. “ A Feminist Object ” in *Object-Oriented Feminism (2016)* Minneapolis. London : U of Minnesota P, pp 39-63

Timothy Morton, “ All Objects Are Deviant : Feminism and Ecological Intimacy ” in *Object-Oriented Feminism*. pp 65-81

**Course Implementation**

Students will be divided into three small groups. Each group will start with a different area. For example, Group 1 will start with Part A, Group 2 Part B and Group 3 Part C. They will switch to another part after weeks.

Since the format of the course is a graduate seminar, there will be no lectures. Instructors will be the facilitators in the discussion. Students will take turn to lead the discussion on the reading materials. Each student will probably take up this role for no more than one time in each part.

All students will come together for the project presentation starting from Week 10. Students are required to deliver the proposal and outline of their research paper in a 15-minute oral presentation. All students are expected to participate in

The topics in all three parts have been introduced to students in both the core and elective courses in this programme. Students are assigned to read the secondary sources in those courses. It is the aim of this graduate seminar to train students to read original articles written by established scholars in the fields. Nevertheless, the topics will not be completely new to students and that explains why students are expected to write a research paper of substantial length and depth after enrolling in this seminar.