

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"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input type="checkbox"/> Service-Learning</p> <p><input checked="" type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input checked="" type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-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: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Project Presentation</td> <td>25%</td> <td>--</td> </tr> <tr> <td>2. Term Paper</td> <td>40%</td> <td>--</td> </tr> <tr> <td>3. Quiz</td> <td>25%</td> <td>--</td> </tr> <tr> <td>4. Participation in Class Activities</td> <td>10%</td> <td>--</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Project Presentation	25%	--	2. Term Paper	40%	--	3. Quiz	25%	--	4. Participation in Class Activities	10%	--
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	<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 component(s) if he/she is to pass the subject.
Objectives	<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.
Intended Learning Outcomes <i>(Note 1)</i>	<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.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<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 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. <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

	<p>b) Exploring the implications of these perspectives on changing men and masculinities</p> <p>Topic 3: Male socialization in boyhood and adolescence</p> <p>a) Construction of masculinities in boyhood and adolescence</p> <p>b) Male peer culture, school lives and sports</p> <p>Topic 4: Men and emotions</p> <p>a) Men’s ability and inability to express emotions</p> <p>b) The meaning of intimacy</p> <p>Topic 5: Men and familial relationships</p> <p>a) Family life</p> <p>b) Fatherhood</p> <p>Topic 6: Men and friendship</p> <p>a) how men’s friendships differ from those of women</p> <p>b) homosexual and heterosexual relationships</p> <p>Topic 7: Men, class and work</p> <p>a) The workplace identities for men</p> <p>b) Middle-class and working-class men</p> <p>c) Re-constructing the meaning of work</p> <p>Topic 8: Men, body and health</p> <p>a) The masculine body image</p> <p>b) Men’s life styles</p> <p>c) Disability</p> <p>Topic 9: Men and violence</p> <p>a) Men’s use of violence</p> <p>b) Patriarchy, power and control</p> <p>Topic 10: Undoing men and re-constructing gender relations</p> <p>a) the male gender stereotypes</p> <p>b) Deconstructing gender difference</p> <p>c) Re-doing men</p>
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>1. Interactive Lecture</p> <p>a) To interact between instructor and students and among students;</p> <p>b) To foster deeper processing of content through face-to-face discussion.</p> <p>2. Project Presentation</p> <p>a) To bring about deeper understanding of and further exploration into the concepts and theories being touched upon in lectures;</p> <p>b) To enable students to actively participate in the exploration of some given topics through presentation and leading of group discussion.</p> <p>3. Case Discussion</p>

	<p>a) To enable students to discuss cases/ issues relating to the concept being touched upon in lectures;</p> <p>b) To encourage students to reflect on their responses and experiences to the cases/ issues being discussed.</p> <p>4. Class Activities</p> <p>a) To encourage students to express their views on certain gender issues and phenomenon;</p> <p>b) To foster students to develop a critical mind in assessing different gender issues.</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="544 633 1390 1182"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">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> </tr> </thead> <tbody> <tr> <td>Project Presentation</td> <td>25%</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> </tr> <tr> <td>Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Participation in Class activities</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></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> <p>Students are also required to do 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>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Project Presentation	25%	✓	✓	✓	✓	✓	Term Paper	40%	✓	✓	✓	✓	✓	Quiz	25%	✓	✓	✓	✓	✓	Participation in Class activities	10%	✓	✓	✓	✓	✓	Total	100 %					
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Student Study Effort Expected	Other student study effort:	
	▪ Preparation for Project Presentation	20 Hrs.
	▪ Preparation for Term Paper	31 Hrs.
	▪ Preparation for Quizzes	20 Hrs.
	▪ Self-studies	10 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	<p><u>Essential</u></p> <p>Connell, R.W. (2005). <i>Masculinities</i> (2nd Ed). Berkeley, CA: University of California Press.</p> <p>Kimmel, M.S. & Aronson, A. (Eds.) (2017). <i>The gendered society reader</i> (6th Ed). NY: Oxford University Press.</p> <p>Kimmel, M.S. & Messner, M.A. (2019). <i>Men's lives</i> (10th Ed). NY: Ixford University Press.</p> <p>Kahn, J.S. (2009). <i>An introduction to masculinities</i>. Malden, MA: Wiley-Blackwell.</p> <p><u>Supplementary</u></p> <p>Anderson, E., & Magrath, R. (2019). <i>Men and masculinities</i>. Abingdon, Oxon: Routledge.</p> <p>Connell, R. W. (2000). <i>The men and the boys</i>. Berkeley, CA: University of California Press.</p> <p>Grogan, S. (2017). <i>Body image: understanding body dissatisfaction in men, women, and children</i> (3rd Ed). NY: Routledge. [Electric Resource]</p> <p>Hanlon, N. (2011). <i>Masculinities, care and equality identity and nurture in men's lives</i>. Basingstoke; New York: Palgrave Macmillan. [Electric Resource]</p> <p>Haywood, C. and Mac an Ghaill, M. (2003). <i>Men and masculinities: theory, research, and social practice</i>. Buckingham: Open University Press.</p> <p>Hooper, C. (2001). <i>Manly states: masculinities, international relations, and gender politics</i>. Columbia University Press.</p> <p>Jackson, C. (Ed.) (2001). <i>Men at work</i>. London: Frank Cass.</p> <p>Kong, T. S. (2011). <i>Chinese Male Homosexualities</i> (Vol. 52, Routledge contemporary China series). London: Routledge.</p> <p>Miller, Tina. (2011). <i>Making sense of fatherhood: gender, caring and work</i>. Cambridge; New York: Cambridge University Press.</p>	

Nardi, P. (2000). *Gay masculinities (Research on men and masculinities series; 12)*. Thousand Oaks, Calif.: Sage Publications.

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]

Tam, K. Y. (2016). *Masculinities at risk? Life experience of working-class men in Hong Kong*. Saarbrücken, Germany: Golden Light Academic Publishing.

Watson, J. (2000). *Male bodies: health, culture and identity*. Buckingham: Open University Press.

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)。

Journals

Gender and Society

Men and Masculinities

The Journal of Men's Studies

Journal of Family Issues

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.