

City University of Hong Kong
Course Syllabus

offered by Department of Media and Communication
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Media and Consumption: Food and Fashion in Everyday Life

Course Code: GE2225

Course Duration: One semester

Credit Units: 3

Level: B2

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: None

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: generally none
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course offers an interdisciplinary and comparative perspective to examine the interplay among media and consumption, and its and its impacts on Hong Kong citizens in their everyday life. The course focuses on two areas of consumption: food and fashion. Students are expected to participate in discussion and debates, group projects and field trips.

2. Course Aims

Through comparing the media portrayal of consumption with the “reality” of consumption (via industry data, government documents and field observations), this course aims:

- 1) to examine the local consumption patterns as well as their relations with the historical roots of HK neighbourhoods;
- 2) to explore the cultural tastes of consumption in Hong Kong and Greater China and their regional and international connections;
- 3) to offer concepts and theories from multiple perspectives (such as media study, sociology and political science) so students can engage in critical thinking on various formats of social inequality including gender stereotypes, racism, class and status.
- 4) to explore the structure and processes of mass communication in shaping the production, distribution and consumption of food and fashion in contemporary society;
- 5) to investigate the role and function of restaurants, cafes, shops, and malls as public space for leisure, social activities and networking and their implications for human and social relations; and
- 6) to probe trends and change in local tastes of food and fashion in the context of media representation and globalization.

3. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Investigate history of Hong Kong neighbourhoods and its relation with the development of consumption patterns of eating, drinking and shopping in everyday life.		√	√	
2.	Demonstrate ability to collect data and adopt different perspectives to observe and analyze multifaceted habitus of everyday consumption.			√	√
3.	Critically evaluate media representation of the production and consumption of food and fashion, and comprehend the process of social construction of reality.			√	√
4.	Present critical thinking on various formats of social inequality across gender, race, class and status, the roles of public space; and the process of globalization which is shown in the everyday consumption.		√	√	√
5.	Extrapolate related implications of government regulation and media coverage on consumption.		√		
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

4. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week(if applicable)
		1	2	3	4	5	
Lectures	Main concepts, theories, and case studies.	√	√	√	√	√	2 hours/week
Class participation	In-class discussion, debates, presentations and blogs.	√	√	√	√	√	1 hour/week
Group project	Each group will do a case study and present orally and in writing on research findings.	√	√	√	√	√	
Field trips	Visit related sites (for example, the tea-ware museum etc.)	√		√			
Guest lecture	Invite guest speakers (and journalists) to discuss related topics. Watch and discuss related films.				√	√	

5. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: ____%							
Class participation: Assessment will be based on how well students attend the lectures and participate the class activities	√					15%	Participation includes in-class debates, discussions, short-survey and presentations, depending on the content of lectures.
Weekly Assignments: Assessment will be based on the extent to students apply major concepts to analyze the habitus of everyday consumption. Assessment will be also based on which students post the blogs on time, clarity, grammar and writing style.	√	√	√	√	√	25%	Students will get formative feedback through two ways: 1) the lecturer will comment on their blogs in class; and/or 2) the lecturer will incorporate students' blogs into class discussion.
Final project: including both presentation and final report. Assessment will be based on students' ability to apply relevant concepts and principles to analyze the interplay among media and consumption, and its impacts on Hong Kong citizens. Assessment will also be based on the writing of the research report, Including clarity, grammar, and writing style.	√	√	√	√	√	20%	Same as the above. Presentation is 10%; and the final report is 10%.
Two quizzes: Assessment will be based on the extent to which the student demonstrates knowledge on key concepts and theories taught in class		√		√	√	40%	
Examination: ____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

6. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation	1. Class attendance 2. Active participation in class activities	High (always attend the class; actively participate in class discussion; have high motivation to share thoughts and insights)	Significant (attend the class; frequently participate in class activities)	Moderate (attend the class; occasionally participate in class activities)	Basic (attend the class; barely active in class)	Not even reaching marginal levels (do not attend the class; do not participate in class activities)
2. Assignment	1. Clear understanding on the concepts and theories that are discussed in class. 2. Ability to apply those concepts/theories into the analysis.	High (present thorough in-depth analysis; clear understanding on the concepts and theories; and have the ability to critically think and challenge those concepts and theories)	Significant (present thorough in-depth analysis; clear understanding on the concepts and theories)	Moderate (present in-depth understanding on the concepts and theories)	Basic (present basic understanding on the concepts and theories)	Not even reaching marginal levels (fail in both items)
3. Final project	1. Ability to apply those concepts/theories to conduct an in-depth analysis. 2. Apply the related methodology in the final project. 3. Novelty in selected topics. 4. Good team work spirit.	High (demonstrate high ability in all 4 items)	Significant (present reasonable ability in all 4 items)	Moderate (present reasonable ability in item 1 & 2)	Basic (present basic ability in item 1&2)	Not even reaching marginal levels (fail to show the ability in these items)

4. Quiz	1. Familiar with assigned readings 2. Clear understanding on the related concepts and theories 3. Ability to apply those concepts and theories into analysis	High (demonstrate high ability in all three items)	Significant (demonstrate reasonable ability in all three items)	Moderate (demonstrate reasonable ability in item 1 &2)	Basic (demonstrate basic ability in item 1 &2)	Not even reaching marginal levels (demonstrate no ability in item 1 &2)
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

consumerism, social inequality, hybrid culture; media representation and effects, intercultural communication, media critique, food and fashion; social construction of reality; class; gender, status, racism, globalization, public sphere.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Week 1: Media, food and fashion: an overview

Mennell, S, A. Murcott and A.H van Otterloo (1992). *The sociology of food: eating, diet and culture*. London: Newbury Park, Calif.: Sage. Pp1-5 (food among the sociological classics), pp 6 – 19 (theoretical approaches to the sociology of food and eating)

Davis, Deborah S. Ed (2000). *The Consumer revolution in Urban China*. Berkeley: University of California Press. pp1-24 (Chapter 1: introduction: A Revolution in Consumption)

Davis, Fred (1992). *Fashion, Culture, and Identity*. Chicago: University of Chicago Press. Pp 1-18, Chapter 1

Week 2: “Tell me what you eat and I will tell you what you are”: food and inequality

Gabaccia, Donna (1998). *We are what we eat: ethnic food and the making of Americans*. Cambridge, Mass. Harvard University Press. Pp 1- 10 (Introduction: What do we eat); pp 225-234 (Who Are We?).

Holden, T.J.M. (1997). “The Overcooked and Underdone: Masculinities in Japanese Food Programming” Pp. 202-220 in Carole Counihan and Penny Van Esterik, eds., *Food and culture: a reader*. New York: Routledge.

Lu, S and GA Fine (1995). The presentation of Ethnic authenticity: Chinese food as a social accomplishment. *The Sociological Quarterly*, Vol.36, Issue 3, P535-553.

(form a research group and discuss the potential research topic)

Week 3: Food in news and Hollywood movies: media representation of social inequality

Pollan, Michael (2006). *The omnivore's dilemma: a natural history of four meals*. New York : Penguin Press. Pp 1 – 14 (“ introduction: our nation’s eating disorder”), pp 287- 303 (chapter 16: the omnivore’s dilemma).

Greenberg Bradley S., Rosaen Sarah F., Worrell Tracy R., Salmon Charles T., and Volkman Julie E (2009). A portrait of food and drink in commercial TV series. *Health Communication*, Vol. 24, Issue

4, P295-303.

Zimmerman, Steve (2009). *Food in Movies* (2th edition). North Carolina: McFarland. Pp 316-330 (Chapter 10: Hollywood's favourite foods)

Week 4: McDonaldization of society vs. slow food movement

Ritzer, Geogre (2008). *The McDonaldization of society*. California: Pine Forge Press. Pp 23 – 54 (chapter 2)

Nestle, Marion (2003). "From 'eat more' to 'eat less,' 1900-1990. Pp. 31-50 in *Food politics*. California: University of California Press.

Leith, Alison (1997). "Slow Food and the Politics of Pork Fat: Italian Food and European Identity" Pp. 381-399 in Carole Counihan and Penny Van Esterik, eds., *Food and culture: a reader*. New York: Routledge.

Week 5: guest speakers: journalists on media representations of food

Bourdieu, Pierre (1993). *The field of cultural production: essays on art and literature*. New York: Columbia University Press. pp 74 – 111 (the production of belief: contribution to an economy of symbolic goods)

McDonagh, Pierre, Prothero, and Andrea (2005). Food, markets & culture: the representation of food in everyday life. *Consumption, Markets & Culture*, Vol. 8, Issue 1, P1-5.

Todt O, Munoz E, Gonzalez M, et al. (2009). Consumer attitudes and the governance of food safety. *Public Understanding of Science*, Vol. 18, Issue 1, P103-114.

Week 6: Milk tea, colonial HK and hybrid culture

Beardsworth, Alan and Teresa Keil (1997). *Sociology on the menu: an invitation to the study of food and society*. London ; New York : Routledge, Pp73 – 99 (Chapter 4: Food, family and community)

Heldke, Lisa (1997). "Let's Cook Thai: Recipes for Colonialism" Pp. 327-341 in Carole Counihan and Penny Van Esterik, eds., *Food and culture: a reader*. New York: Routledge.

Michael Ingham (2007). *Hong Kong: a cultural and literary history*. Oxford: Signal Books.

(quiz one)

Week 7: Spatial projection of social forms: cafes in HK Field observation/ site visits

Simmel, George (1908). "The sociology of space" and "On the spatial projections of social forms." in *Soziologie*. America: Duncker & Humblot

Shelton, A. (1990). A theatre for eating, looking, and thinking: The restaurant as symbolic space, *Sociological Spectrum*, Vol.10, P507-526.

Yan, Yunxiang (1997). "Of Hamburger and Social Space: Consuming McDonald's in Beijing" Pp. 500 - 522 in Carole Counihan and Penny Van Esterik, eds., *Food and culture: a reader*. New York: Routledge.

(submit one page proposal for the research project)

Week 8: "Fair-trade": the globalized coffee industry and the localized taste

Laura T. Reynolds, Douglas L. Murray, and John Wilkinson (2007). *Fair trade: the challenges of transforming globalization*, New York: Routledge. Pp 83- 102 (chapter 6: Fair trade coffee in the United States: why companies join the movement)

Topik, Steven C, and A. Wells (1998). *The second conquest of Latin America: coffee, henequen and oil during the export boom 1850-1930*. Austin: University of Texas Press. pp 37 -84 (chapter 2: Coffee)

Goody, Jack (1997). "Industrial food: towards the development of a world cuisine" Pp. 338-356 in Carole Counihan and Penny Van Esterik, eds., *Food and culture: a reader*. New York: Routledge.

Gabaccia, Donna (1998). *We are what we eat: ethnic food and the making of Americans*. Cambridge, Mass. Harvard University Press. pp 93 – 121 (chapter 4: Crossing the boundaries of taste)

Week 9: Emergence of social hierarchy: from King's fashion to people's fashion

Simmel, George (1957). Fashion. *American Journal of Sociology*, Vol.62, P541-558.

Blumer, Herbert (1969). Fashion: from class differentiation to collective selection. *Sociological Quarterly*, Vol.10, P275-291.

Kuruc, Katarina (2008). Fashion as communication: A semiotic analysis of fashion on 'Sex and the City'. *Semiotic*, Vol. 171, Issue 1-4, P193-214.

Week 10: "The devil wears Prada": social construction of luxury Field observations/ site visits

Davis, Deborah S. Ed (2000). *The Consumer revolution in Urban China*. Berkeley: University of California Press. pp80 -106 (Chapter 4: What's in a dress? Brides in the Hui Quarter of Xi'an)

David Prabu, Boyne Natalie and German Tom (2009). Thinness portrayals of fashion models: perceived body dissatisfaction in self and others. *Visual Communication Quarterly*, Vol. 16, Issue 2, P67-78.

(submit three pages of the research project)

Week 11: Fashion, modernity and identity

Davis, Fred (1992). *Fashion, Culture, and Identity*. Chicago: University of Chicago Press. Chapter 2, 3, 6

Week 12: Fashion and consumption in international perspectives

Hartley, John and Montgomery, Lucy (2009). Fashion as consumer entrepreneurship: emergent risk culture, social network markets, and the launch of Vogue in China. *Chinese Journal of Communication*, Vol. 2, Issue 1, P61-76.

Vernette, Éric (2004). Targeting women's clothing fashion opinion leaders in media planning: an application for magazines. *Journal of Advertising Research*, Vol. 44, Issue 1, P90-107.

Kopnina, Helen (2007). Culture and media: The study of national editions of a fashion magazine. *Studies in Communication Sciences*, Vol. 7, Issue 1, P85-101.

Week 13: students' presentation and quiz

The research project is due two weeks from the final week.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Vary by weeks and have been incorporated into the weekly design.

Weekly Schedule

Week 1: Media, food and fashion: an overview

Week 2: "Tell me what you eat and I will tell you what you are": food and inequality

Week 3: Food in news and Hollywood movies: media representation of social inequality

Week 4: McDonaldization of society vs. slow food movement

Week 5: guest speakers: journalists on media representations of food

Week 6: Milk tea, colonial HK and hybrid culture (quiz one)

Week 7: Spatial projection of social forms: cafes in HK

Field observation/ site visits

Week 8: "Fair-trade": the globalized coffee industry and the localized taste

Week 9: Emergence of social hierarchy: from King's fashion to people's fashion

Week 10: "The devil wears Prada": social construction of luxury (submit three pages of the research project) Field observations/ site visits

Week 11: Fashion, modernity and identity

Week 12: Fashion and consumption in international perspectives

Week 13: students' presentation and quiz

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	Students have to learn how to observe the everyday routine from an alternative perspective and have to think through the policy implications (CILO 1, 3)
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	Lectures, blogs and group research project will help students to understand and practise those methodologies and techniques. (CILO 2, 3,4,5)
PILO 3: Demonstrate critical thinking skills	Through the readings, exams, discussions, and group projects (CILO1-5)
PILO 4: Interpret information and numerical data	Through critically examining the media reports and writing analytical blogs. (CILO3-5)
PILO 5: Produce structured, well-organised and fluent text	Blogs, group presentation, and research project (CILO2-5)
PILO 6: Demonstrate effective oral communication skills	Group presentation, debates and discussion (CILO 2-5)
PILO 7: Demonstrate an ability to work effectively in a team	Group project and presentation (CILO 2-5)
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	By comparing variation of food, drink and fashion across culture and within culture (CILO1-5)
PILO 9: Value ethical and socially responsible actions	Through the generation of a policy statement (CILO 1-5)
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Through all the above activities (CILO1-5)

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task	Related CILO(s)	Related GE PILO(s)
Quizzes, group project, blog	CILO 1-2	1-5
Participation	CILO 1	1-3
Group project/presentation	CILO 3	6-10
Individual papers	CILO 4-5	1-10