

CULS5216 Queer Movements and Sexual Politics

2nd Semester, 2025-2026

Time: Wednesday 18:45 - 21:30

Venue: HYS G01

Instructor: PANG Ka Wei, Janet

Tutor: tbc

Course Description

The last two decades have witnessed the rise of vibrant new social movements of gender equality and sexual rights. Together with many other intersecting social forces, these movements have tremendously reshaped the socio-political landscapes, here and abroad. This course aims to examine the historical trajectory of, as well as issues and debates pertinent to, queer movements so as to make sense of the complexity of sexual politics in the late modern society. We will also look into the internal dilemma of identity politics and the queer turn in the study of sexuality. Acknowledging the intertwined but not very smooth relationship between academia and social activism, we will explore the possibilities and challenges of queer movements in contemporary sexual politics.

Learning Outcomes

Upon completion of this course, students should be able to

1. appreciate the interconnectedness between academia and social changes,
2. articulate the key issues of queer studies and sexual politics,
3. acquire a deeper theoretical understanding of the role that sexuality plays in the late modern society and its socio-political implications, and
4. critically synthesize multidisciplinary theories and practice of queer studies.

Assessment Scheme

✧ Group Presentation	25%
✧ Attendance & Participation	10%
✧ Mid-Term Assignment	15%
✧ Term Paper (English: 3000 words/ Chinese: 4000 words)	50%

Course Schedule

Week 1 Somewhere Over the Rainbow

7 Jan

Weeks, Jeffrey. "The Challenges of Diversity." In *Sexuality*, 69-90. London; New York: Routledge, 2003.
Rubin, Gayle. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In *Culture, Society and Sexuality: A Reader*, edited by R. Parker & P. Aggleton, 143-178. London: UCL Press, 1999.

Week 2 They Say No? Tradition, Religion, Law & Medicine

14 Jan

Foucault, Michel. "Part One: We Other Victorian," "Part Two: The Repressive Hypothesis," & "Part Three: Scientia Sexualis." In *The History of Sexuality: An Introduction, Vol. 1*, 1-65. New York:

As of July 2025 (subject to change)

Pantheon Books, 1978.

李銀河。〈我所關注的大陸涉性法律改革〉。載《轉眼歷史：兩岸三地性運回顧》，何春蕤編，175-220。台北：中央大學性／別研究室，2012。

黃慧貞。〈宗教、情慾、家庭在香港的政治糾結〉。載《連結性：兩岸三地性／別新局》，何春蕤編，97-89。台北：中央大學性／別研究室，2010。

Week 3 Screening

21 Jan

Week 4 Queering the Space, Queering the Time

28 Jan

Ahmed, Sara. "Happy Futures, Perhaps." In *Queer Times, Queer Becomings*, edited by E.L. McCallum and Mikko Tuhkanen. Albany: State University of New York Press, 2011.

Plummer, Ken. "Public Intimacies, Private Citizens." In *Intimate Citizenship: Private Decisions and Public Dialogues*, 67-83. Seattle: University of Washington Press, 2003.

Week 5 Coming Out, Going Home

4 Feb

Kam, Lucetta Yip Lo. "Negotiating the Public and the Private." In *Shanghai Lolas: Female Tongzhi Communities and Politics in Urban China*, 73-88. Hong Kong: Hong Kong University Press, 2013.

Warner, Michael. "Beyond Gay Marriage." In *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life*, 81-147. Cambridge, Massachusetts: Harvard University Press, 1999.

丁乃非。〈置疑婚姻·轉譯家庭〉。載《置疑婚姻家庭連續體》，丁乃非、劉人鵬編，135-166。台北：蜃樓出版社，2011。

Week 6 Bi the Way

11 Feb

麥海珊、金佩璋。《雙性情慾》。香港：香港婦女基督徒協會，2000。

James, Christopher. "Denying Complexity: The Dismissal and Appropriation of Bisexuality in Queer, Lesbian, and Gay Theory." In *Queer Studies: A Lesbian, Gay, Bisexual & Transgender Anthology*, 217-240. New York: New York University Press, 1996.

Angelides, Steven. "The Queer Intervention." In *A History of Bisexuality*, 162-189. Chicago: University of Chicago Press, 2001.

Week 7 Happy Lunar New Year: No Class

18 Feb

Week 8 Queering the Market

25 Feb

Martin, Fran. "Girls Who Love Boys' Love: BL as Goods to Think with in Taiwan (with a Revised and Updated Coda)." In *Boys' Love, Cosplay, and Androgynous Idols Queer Fan Cultures in Mainland China, Hong Kong, and Taiwan*, edited by Maud Lavin, Ling Yang, and Jing Jamie Zhao, 195-220. Hong Kong: Hong Kong University Press 2017.

Peters, Wendy. "Pink Dollars, White Collars: Queer as Folk, Valuable Viewers, and the Price of Gay TV." *Critical Studies in Media Communication* 28, no.3 (2011): 193-212. DOI: 10.1080/15295036.2011.559478.

As of July 2025 (subject to change)

林純德。〈同志消費政治與同志平權運動：同志遊行背後的運動路線之爭〉。載《連結性：兩岸三地性／別新局》，何春蕤編，237-275。台北：中央大學性／別研究室，2010。

Week 9 Fieldtrip (tbc)

4 Mar

Week 10 Beyond the Binary: Trans

11 Mar

Halberstam, Judith. "Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum." In *Female Masculinity*, 141-174. Durham, NC: Duke University Press, 1998.

陳文慧。〈香港跨性別社群發展與歧視個案研究〉。載《性地圖景：兩岸三地性／別氣候》，甯應斌編，79-119。台北：中央大學性／別研究室，2011。

鄭煌。〈上海易裝性工作者職業環境分析 易裝性工作者個案訪談與群體交流〉。載《性地圖景：兩岸三地性／別氣候》，甯應斌編，261-275。台北：中央大學性／別研究室，2011。

Week 11 We Are Here: Intersex

18 Mar

細細老師。《性別告白——當我提筆寫「他」》。香港：明窗出版社，2017。

Morland, Iain. "What can Queer Theory Do for Intersex?" *GLQ: A Journal of Lesbian and Gay Studies* 15, no. 2 (2009): 285-312. DOI: 10.1215/10642684-2008-139.

Spurgas, Alyson K. "(Un)Queering Identity: The Biosocial Production of Intersex/DSD." In *Critical Intersex*, edited by Morgan Holmes, 97-122. Farnham, England; Burlington, VT: Ashgate 2009.

Week 12 Good Sex, Bad Sex

25 Mar

Kong, Travis S.K. "Outcast Bodies: Money, Sex and Desire of Money Boys in Mainland China." In *As Normal as Possible: Negotiating Sexuality and Gender in Mainland China and Hong Kong*, edited by Yau Ching, 15-36. Hong Kong: Hong Kong University Press, 2010.

曹文傑。〈道德民粹：性、身體與民主的新政治結盟〉。載《新道德主義：兩岸三地性／別尋思》，甯應斌編，175-191。台北：中央大學性／別研究室，2013。

彭曉輝。〈婚前守貞教育：性的政治經濟及文化分析〉。載《新道德主義：兩岸三地性／別尋思》，甯應斌編，97-109。台北：中央大學性／別研究室，2013。

嚴月蓮、姚偉明。〈紫藤十六年〉。載《轉眼歷史：兩岸三地性運回顧》，何春蕤編，265-303。台北：中央大學性／別研究室，2012。

Week 13 BL Roundtable (tbc)

1 Apr

Week 14 Human Library (tbc)

8 Apr

Week 15 Dialogue in Diversity + Submission of Term Paper

15 Apr

Armstrong, Karen. "The Eighth Step: How Should We Speak to One Another?" In *Twelve Steps to a Compassionate Life*. New York: Alfred A. Knopf, 2011.

Butler, Judith. "Critically Queer." In *Bodies that Matter: On the Discursive Limits of "Sex"*, 169-185. Abingdon, Oxon; New York, NY: Routledge, 2011.

Assessments

1. Oral Presentation

- ✧ Oral presentations will be scheduled on 4 Feb, 11 Feb, 25 Feb, 11 Mar, 18 Mar, and 25 Mar.
- ✧ Each group is expected to be in charge of the tutorial presentation and discussion.
- ✧ The tutorial session will be comprised of a 20-minute presentation and 30-minute discussion.
- ✧ You should present on the topic covered in the previous week by critically analyzing a text.
- ✧ Please prepare a printed outline/script for the instructor and/or the tutor, and a soft copy of it to your fellow classmates.
- ✧ The tutorial presentation will be assessed by the instructor and/or the tutor and your fellow classmates.

2. Mid-Term Assignment *

- ✧ You are expected to write an 800-word short fanfic to demonstrate your awareness of sexual ethics.
- ✧ No citation or bibliography is needed.
- ✧ Due Date: VeriGuide – 11 February, 2026 (Wednesday) 2am
[No hardcopy submission is needed.]
One letter grade will be lowered per day delay.

3. Term Paper *

- ✧ You are expected to write a 3,000-word English paper or a 4,000-word Chinese paper.
- ✧ Due Date: VeriGuide – 15 April, 2026 (Wednesday) 2am
- ✧ One letter grade will be lowered per day delay.

- * The assignments could be written in either Chinese or English.
Please observe the below formatting guidelines before submission.
- ✧ File format: Word file (.docx)
 - ✧ Font: Chinese font 新細明體 or 微軟正黑體
English font: **Arial**, Garamond or Times New Roman;
Font size: 12; Font colour: Black
 - ✧ Line Spacing: 1.15
 - ✧ Please print on BOTH sides.

Grade Descriptors

- A** Outstanding performance on all learning outcomes.
- A-** Generally outstanding performance on all (or almost all) learning outcomes.
- B** Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
- C** Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
- D** Barely satisfactory performance on a number of learning outcomes
- F** Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Academic Honesty and Plagiarism

All assignments must be your own original work. The use of generative AI (GenAI) is allowed during the pre-writing process, such as brainstorming and refining ideas, as well as for spelling and grammar checking. However, using GenAI to produce a significant portion of your paper, or to complete an assignment without proper attribution, is considered plagiarism.

If you choose to utilize AI tools for any part of an assignment, whether it is brainstorming or text editing, please provide a short paragraph at the end of the assignment that indicates which AI tools were used and explains how the generated materials were incorporated into your work. Utilizing GenAI to provide or help generate content is not encouraged. If need be, proper citations are needed, following the guidelines from the [Chicago Manual of Style](#). By submitting assignments in this class, you pledge to affirm that they are your own work and you have attributed the use of any tools and sources.

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.