

## VISUAL EXHIBITION PROJECT GUIDELINES

<https://bodypolitics.hku.hk/assignments/virtual-exhibition-project/>

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### PROJECT GUIDELINES

This project is an opportunity for you to apply the concepts and ideas from this class to analyze visual representations of bodies that you have encountered in the world around you. You will work with a small group of classmates to collectively choose a topic to investigate together; this work will culminate in the creation of an online visual exhibition. We will hold an in-class workshop on honing visual literacy skills as part of this project. This workshop will help you select, interpret, evaluate, and use visual media in effective ways that demonstrate informed, thoughtful, and sustained intellectual engagement with a broad range of course concepts, theories, and issues. There are four parts to this assignment:

#### **Part I: Group Pitch**

Your tutor will assign you to a small group (3-5 students) within your current tutorial section before the Reading Week break. Your group will work together to select a topic related to course themes. You will collectively explore how this topic is represented in different media and images available in Hong Kong. Potential sources include advertisements, billboards, websites, textbooks, magazines, children's books, music videos, memes, social media accounts, news, artwork, graffiti, and much more. Once you have chosen a topic, your group will put together a **short pitch (250-300 words) explaining the theme** your visual exhibition will address and your rationale for selecting this. This group pitch is worth 10% of your project grade (4% of your overall course grade) and is due by 23:59 on **Sunday, October 24**. Please designate one group member to submit your proposal online through the Moodle assignment link; the proposal should list the full names and student numbers of all the group participants.

#### **Part II: Individual Image Analysis**

For the second part of the assignment, each individual student will **select an image of a body related to the group theme and write your own analysis of that image**. You may draw on one of the potential sources listed above or another of your choosing. We encourage you to think creatively about your topic! Your individual analysis essay should be approximately **500-800 words** and address what kind of body is portrayed, how, and why. You should relate your analysis to at least **two course concepts** and draw on at least **two of the assigned readings**. Please cite your sources and include a bibliography. This individual image analysis is worth 40% of your project grade (16% of your overall course grade). It will be assessed according to the rubric and grade descriptors provided at the end of this document. Please submit your individual image and analysis online through the Moodle assignment link by 23:59 on **Sunday, November 7**.

### **Part III: Group Presentation**

For the third part of this assignment, your group will prepare an **8–10 minute multimedia presentation to be given during Tutorial #9** (November 17–23, depending on when your tutorial is scheduled). The presentation will give you the opportunity to share your work-in-progress and receive feedback from your tutor and peers before the final assessment (Part IV) is due. To prepare for the presentation, your group should compare each member's analysis and work together to **develop a collective argument about how bodies are portrayed** in the arena being investigated. To do this, your group should draw upon course concepts from lectures and the assigned readings and films. Questions that may help guide your analysis include:

- 1) What kind of body/bodies is/are being portrayed in the selected visual media? What kinds of bodies are omitted?
- 2) In what ways do the selected visual media represent, influence, shape, and manipulate the bodies being portrayed? What is at stake in these visual representations?
- 3) What effects might these visual representations of bodies have? How do they shape individual experiences, social relations, cultural norms, and the world in which we live?
- 4) What course concepts and readings are relevant to understanding these visual representations of bodies? Your presentation should draw on at least **three course concepts** from lectures, tutorials, and/or readings.

For the group presentation, you may use PowerPoint, Google Slides, or any other program, so long as you can work on it collectively and present it together during Tutorial #9. This group presentation is worth 20% of your project grade (8% of your overall course grade). It will be assessed according to the rubric and grade descriptors provided at the end of this document.

### **Part IV: Final Group Visual Exhibition Portfolio**

The final part of this assignment will entail collectively **curating your respective images and analysis into an online group visual exhibition portfolio**. This group exhibition should incorporate revisions based on the feedback that you have received on the preceding parts of the assignment, including suggestions received from your course teachers and classmates on the individual image analyses and group presentation.

Your group's visual exhibition should provide an **introduction (300–500 words)** explaining your group's overall argument/analysis. The exhibition portfolio should also include each group member's individual image, along with a **brief blurb (150–300 words) for each image** explaining how it relates to the larger argument/analysis. Your analysis should explicitly discuss **at least 3 course concepts** and draw upon **at least 3 course readings** (in total across the entire exhibition). Please also **cite your sources** and include a **bibliography**.

We are open to a wide range of **formats** for your final group visual exhibition, but you must discuss your plan with your tutor in advance to ensure feasibility. Some potential options you may want to consider include:

- **Adobe Portfolio** (<https://portfolio.adobe.com/>): See the course website for a tip sheet on how to set up your visual exhibition using Adobe Portfolio (<https://bodypolitics.hku.hk/assignments/virtual-exhibition-project/>).

## CCGL9064: Body Politics

- **Canva** (<https://www.canva.com/>): This is a free web-based program that is good for collaborative design work. If you would like assistance creating your virtual exhibition with Canva you can book a 1:1 Consultation with a Peer Consultant at the HKU Digital Literacy Lab (<https://caes.hku.hk/student/communication/index.php?division=DLL>). HKU has also put together several tip sheets on how to use Canva, including: Graphic Design Canva 1001 (<https://www.notion.so/Graphic-Design-Canva-1001-484cb55c97aa4a5485d72f82b41dca1f>) and Online Collaboration on Visuals Design (<https://www.notion.so/Canva-Online-Collaboration-on-Visuals-Design-34484df6dc1945b394d6fa113b656996>).
- **Other options: Multimedia document or slideshow** (using Word/Powerpoint/Adobe Acrobat), **multimedia website** (using Blogger, Wordpress, Weebly), etc.

This online visual exhibition portfolio is worth 30% of your project grade (12% of your overall course grade) and is due by 23:59 on **Sunday, December 5**. Please designate one group member to submit the link to your visual exhibition portfolio (and the password, if applicable) through the Moodle assignment link. It will be assessed according to the rubric and grade descriptors provided at the end of this document.

### Schedule of Due Dates

This assignment will be due in stages, according to the following schedule:

1. **Group Pitch** due 23:59 on **Sunday, 24 October 2021**.
2. **Individual Image Analysis** due 23:59 on **Sunday, 7 November 2021**.
3. **Group Presentation** to be given during **Tutorial #9** (17–23 November 2021, depending on when your tutorial is scheduled).
4. **Group Visual Exhibition Portfolio\*** due by 23:59 on **Sunday, 5 December 2021**.

\*The most insightful and creative group projects will be invited to exhibit their final visual exhibition portfolio on the **Body Politics online gallery** (<https://bodypolitics.hku.hk/elementor-1289/>). Additionally, these groups will be invited to participate in the **Common Core and Gallant Ho Student Learning Festival**, a public event at the end of each semester, which showcases student work from across campus. (Note: these invitations are optional and groups will have the right to opt-out if they prefer to keep their exhibition private. However, we do strongly encourage you to take advantage of these opportunities for recognition and professional development!)

### Learning Objectives

This project aligns with the following Course Learning Objectives (CLO):

- **CLO #1 (Identify and analyze the ways in which different kinds of bodies are made, controlled, consumed, and portrayed in local, regional, and global contexts):** The first step of this assignment asks students to identify and describe the types of bodies portrayed in the world around them and what is at stake in that portrayal.
- **CLO #2 (Generate your own thoughts and arguments about issues around contemporary body politics, articulating these ideas both verbally and in writing):** After comparing media materials, groups will generate their own argument about the cross-cutting themes and what this says about body politics in the world around them.
- **CLO #5 (Collaborate with peers to create multimedia exhibitions and communicate ideas both on- and off-line):** The assignment requires communication of ideas and collaboration to produce a presentation and a virtual exhibit.

## ADDITIONAL GUIDELINES

- **Penalties for Late Work:** All assignments are **due by 11:59 pm on the scheduled day, except for the group presentation which is due during Tutorial #9**. Each day late without a pre-approved extension will result in the reduction of your grade by 1/3 of a letter (e.g., an A- will become a B+).
- **Warning against Plagiarism:** Plagiarism is the use of someone else's work, words, or ideas without proper acknowledgement. In all your assignments, including your blog posts and final blog portfolio, you must always make clear where you have borrowed from others by identifying the original source and extent of your use of another's work. This obligation holds whether the sources are published or unpublished and whether they are in print or on the internet. As stated in the University of Hong Kong's *Full-Time Undergraduate Handbook*, "The University does not allow or tolerate plagiarism.... Any student who commits plagiarism is liable to disciplinary action which can result in serious consequences - including expulsion from the University." For more information on how to avoid plagiarism, please read "What is Plagiarism?" (<https://tl.hku.hk/plagiarism/>) and consult a member of the teaching team if you have any questions.
- **Citing Sources and Others' Ideas:** We would like you to use the "**Author Date**" format (widely used in the social sciences) to (1) cite sources in your individual and group visual analyses, and (2) compile a Reference List to be included at the end of these assignments. An author-date citation (Foucault 1977) is placed within the text or at the end of a quotation and complete citation information is given in the list of references at the end of the paper.

### Citing sources in the text:

- **Book or article:** Citation should include author, year, page → (Foucault 1977:11)
- **Class lectures:** Citation should include the lecturer's last name, year, lecture # and date → (Song 2021: Lecture 3, September 15)
- **Webpage:** Citation should include author/organization name and year → (HKU CCGL9064 2021)

### Citing sources in the reference list:

- **Book** → Foucault, Michel. (1977). *Discipline and Punish: The Birth of the Prison*. Translated by Alan Sheridan. Vintage Books.
  - **Article** → Lai, Francisca. (2018). "Sexuality at Imagined Home: Same-Sex Desires among Indonesian Migrant Domestic Workers in Hong Kong." *Sexualities* 21(56): 899-913.
  - **Webpage** → HKU CCGL9064. (2021). "Course Policies." Retrieved 18 September 2021 from <https://bodypolitics.hku.hk/course-policies/>
  - **Class Lecture** → Song, Priscilla. (2021). "Lecture 6: Reproducing & Medicalizing Bodies" [slideshow handout]. Moodle@HKU. <https://moodle.hku.hk/course/view.php?id=79695>
- If you have any questions about the body practices blogging project or would like to discuss your ideas, please consult a member of the teaching team: Dr. Priscilla Song ([songp@hku.hk](mailto:songp@hku.hk)), Dr. Anna Iskra ([iskra@hku.hk](mailto:iskra@hku.hk)), or Ms. Tianyi Yan ([yantyhds@connect.hku.hk](mailto:yantyhds@connect.hku.hk)).

## ASSESSMENT RUBRIC FOR VISUAL EXHIBITION PROJECT

### (INDIVIDUAL IMAGE ANALYSIS & FINAL GROUP VISUAL EXHIBITION PORTFOLIO)

Assessment Category	Key Criteria (assessment method: 1-5 points based on grade descriptors)
Addressing the Task	How well does the output demonstrate reflection on visual representations of bodies? How effectively does the output articulate its relationship to course content and the selected group theme?
Intellectual Engagement with Concepts, Theories, or Issues	How well does the output demonstrate informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories, and issues (at least 3 course concepts & 3 course readings)? Are theoretical ideas applied to image analysis appropriately and insightfully? Are viewpoints clearly articulated, meticulously supported?
Broader Insights	How well does the output develop understandings of body politics as represented in the world around us? Do(es) the author(s) demonstrate a willingness and ability to subject their own beliefs, values, and behaviors to critical scrutiny?
Multimedia Components	How effectively and creatively does the visual exhibition incorporate multimedia elements (including images, videos, spoken word recordings, etc.) to enhance communication of key ideas?
Mechanics	Writing quality (including language use and organizational structure); proper use of citations and bibliography

### INDIVIDUAL IMAGE ANALYSIS & GROUP VISUAL EXHIBITION PORTFOLIO GRADE RANGES:

**A Range:** 22-25 total points

**B Range:** 17-21 total points

**C Range:** 12-16 total points

**D Range:** 8-11 total points

**F Range:** 7 total points and below

## GRADE DESCRIPTORS FOR VISUAL EXHIBITION PROJECT

	<b>Grade A (5 points)</b>	<b>Grade B (4 points)</b>	<b>Grade C (3 points)</b>	<b>Grade D (2 points)</b>	<b>Grade F (1 point)</b>
<b>Addressing the Task</b>	Demonstrates significant reflection on bodily image/s. Clearly and consistently articulates its relationship to course content and group theme.	Demonstrates good effort to reflect on bodily image/s and frequently relates it to course content and group theme.	Demonstrates basic effort to reflect on bodily image/s and sometimes relates it to course content and group theme.	Demonstrates only minimal reflection on bodily image/s. Rarely relates this to course content and group theme.	Fails to demonstrate any reflection on bodily image/s and does not relate to course content and group theme.
<b>Intellectual Engagement with Concepts, Theories, or Issues</b>	Writing and/or presentation consistently demonstrates informed, thoughtful and sustained intellectual engagement with a broad range of relevant concepts, theories, and issues. Theoretical ideas are applied to image analysis appropriately and insightfully. Viewpoints are always clearly articulated, meticulously supported, and from multiple perspectives.	Writing and/or presentation mostly demonstrates informed and thoughtful intellectual engagement with a broad range of relevant concepts, theories, and issues. Theoretical ideas are applied to image analysis mostly appropriately and at times insightfully. Viewpoints are in the main clearly articulated, well supported, and from multiple perspectives.	Writing and/or presentation mostly indicates informed intellectual engagement with concepts, theories, and issues but not always with sufficient depth, breadth, or understanding. Applies theoretical ideas to image analysis but sometimes inappropriately or tenuously. Viewpoints are in the main clearly articulated but are not always sufficiently supported or from multiple perspectives.	Writing and/or presentation indicates some intellectual engagement with concepts, theories, or issues, but mostly at a superficial level. Writing/presentation is largely descriptive or anecdotal but does indicate some attempt to apply theoretical ideas to image analysis. Viewpoints are offered but tend to be poorly articulated, insufficiently supported, and from a single perspective.	Writing and/or presentation reveals an absence of intellectual engagement with concepts, theories, or issues. Writing/presentation is off-topic or superficial. No attempt to link concepts and theories with image analysis. Viewpoints are poorly articulated and unsupported or supported with seriously flawed arguments.
<b>Broader Insights</b>	Develops extensive & highly perceptive understandings of body politics as represented in the world around us. Consistently demonstrates a willingness and ability to subject own beliefs, values, and behaviors to critical scrutiny and an openness to change.	Develops perceptive understandings of body politics as represented in the world around us. Demonstrates a willingness and ability to subject own beliefs, values, and behaviors to critical scrutiny and an openness to change.	Develops some perceptive understandings of body politics as represented in the world around us. Generally disposed to scrutinizing own beliefs, values, and behaviors but not always in a sufficiently critical manner. Shows some openness to change.	Develops some limited understanding of body politics as represented in the world around us. Shows willingness to examine own beliefs, values, and behaviors but mostly without sufficient questioning of them. Occasionally, shows openness to change.	No evidence of the development of understanding of body politics as represented in the world around us. Unwilling or unable to scrutinize own beliefs, values, and behaviors. Shows no openness to change.
<b>Multimedia Components</b>	Multimedia aids (images, videos, audio recordings, etc.) are used creatively and effectively to enhance communication.	Multimedia aids are used in appropriate ways to enhance communication.	Multimedia aids are used, but these vary in their effectiveness in enhancing communication.	Some multimedia aids are used but these are not well integrated and may distract from effective communication.	Few, if any, multimedia aids are used. If multimedia aids are present, they hinder or disrupt communication.
<b>Mechanics</b>	The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear.	The language is generally accurate but contains a few systematic errors in complex grammar and vocabulary.	The language is mostly accurate, and errors, when they occur, are mainly in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible.	The language is sufficient for meaning to be understood with effort. However, the language contains frequent errors (in simple and complex grammar and vocabulary) which are distracting.	Errors in language and vocabulary are so frequent and distracting that the writing/presentation is largely incomprehensible.

## ASSESSMENT RUBRIC FOR GROUP PRESENTATION

Assessment Category	Excellent	Good	Average	Below Average
<b>Multimedia Presentation Delivery</b>	Presenters are well prepared and engage the audience. They speak loudly and clearly. They seem interested in their topic and convey their enthusiasm to the class. The group uses visual aids in a creative and interesting way.	Presenters seem prepared but may have some trouble engaging the audience. They mostly speak clearly and loudly. Visual aids are used in appropriate ways that enhance the presentation.	Presenters do not seem fully prepared and could have used some more time planning/practicing their presentation in advance. They are at times hard to hear or follow. They use some visual aids but these are not well edited or integrated in the presentation.	Presenters are unprepared. They are hard to hear or follow. They seem disinterested or disengaged.  They do not use any visual aids.
<b>Presentation Structure</b>	The presentation is well-organized, with a clear introduction and conclusion. The overall argument is compelling and clearly articulated, with links made to each individual image.	The group provides an organizational structure with an introduction and conclusion, but the overall argument and links to each individual image are underdeveloped.	The group offers some good points, but does not take the time to organize them into a coherent presentation and/or develop an overall argument.	There is no clear introduction or conclusion, and no clear argument or analytical interpretation- just a basic recounting of information.
<b>Timing</b>	Presentation stays within the time limits.	The group goes only slightly under/over the allotted time frame.	Group has some trouble managing the allotted time.	Group pays no attention to time requirements.
<b>Engagement with Course Concepts</b>	The group engages with 3 (or more) class concepts in a sophisticated and nuanced way, demonstrating critical thinking and creativity. Concepts are used correctly and explained in students' own words.	The group makes an effort to connect their analysis with at least three concepts from class, but uses them somewhat superficially and/or does not provide a clear explanation.	The group does not clearly connect their analysis to course concepts; uses fewer than the required number of concepts; and/or uses some of them incorrectly.	The group does not connect their analysis to any course concepts and/or consistently uses concepts incorrectly.
<b>Addressing the Prompt</b>	The group presents an insightful and coherent argument about how bodies are portrayed and related to the group theme. They address all 3 aspects of the prompt (what kinds of bodies are shown and omitted, in what ways bodies are portrayed, and what effects these portrayals have). All images are clearly connected to this overall argument.	The group develops a collective argument about how bodies are portrayed and related to the group theme, but this is somewhat superficially developed. They address most aspects of the prompt (i.e. which bodies are portrayed, in what ways, and why this matters.)	The group offers some insights into how bodies are portrayed and related to the group theme, but they do not present a clear or coherent collective argument. They only address some aspects of the prompt (i.e. which bodies are portrayed, in what ways, and why this matters.)	The different images presented are not analyzed together; there is no coherent argument about how bodies are portrayed and related to the group theme.