

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	GEC2C22M
<b>Subject Title</b>	East Asia: Its History and Culture
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Exclusion  GEC2C22 East Asia: Its History and Culture
<b>Objectives</b>	To introduce students to the major issues of history and culture in the area of East Asia as well as their implications and significance in contemporary era.
<b>Intended Learning Outcomes</b>  <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Describe the historical and cultural origins that have shaped the features of East Asia;</li> <li>(b) Identify the dynamics of major events sufficient to indicate similarities and differences in the developments of the countries concerned;</li> <li>(c) Discuss the historical and cultural developments of East Asia as a region within the global context;</li> <li>(d) Interpret and analyze the major current issues in East Asian such as nationalism, cultural identity, and imperialism from multiple perspectives;</li> <li>(e) Apply the knowledge of East Asian history and culture to self-examination and future career;</li> <li>(f) Read their course books with greater comprehension and efficiency;</li> <li>(g) Write a book report with academic depth and sophistication and handle written requirements more effectively in their study.</li> </ul> <p>Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Life-long learning.</p> <p>Over the course students are required to read and write extensively and intensively under the guidance of GEC teaching staff. As a result, they will learn how to locate relevant reference sources and follow an argument or line of reasoning; such abilities ultimately enable them to write effectively. Also students will be required (and guided in the process) to write a book report of 2,500 words, their writing ability can be reasonably improved. [Intended outcomes: (f) and (g)]</p> <p>The course provides students with an overview of the history, cultural origins and transformations of East Asia in addition to its emphasis on the shared historical experience of the region and cultural unity and diversity. Some big issues such as nationalism, cultural identity and imperialism will be discussed. This enables students from different disciplines to develop the skills to analyze</p>

	<p>current issues from a critical perspective. [Intended outcomes: (a), (b), (c), (d) and (e)]</p> <p>The course explores the complex relationships between East Asian tradition and Western culture. While surveying the development of the Confucian tradition from its origins in imperial China through its spread to Japan and Korea to its reemergence in contemporary East Asia, the course also examines the impact of Western culture which had become influential during the modern era. Because of this course focus, students are able to understand in what ways the East Asian traditional belief systems have changed in response to current challenges and how the values and norms originating in East Asian and Western culture and tradition have contributed to the profound social and cultural transformations that three countries have experienced particularly in terms of national aspiration and cultural expression since the Second World War. Without question, knowledge of this kind will be of particular significance to students in terms of strengthening their ability to adapt to novelty and an ever-changing world. [Intended outcomes: (a), (b), (c), (d) and (e)]</p>
<p><b>Subject Synopsis/ Indicative Syllabus</b>  (Note 2)</p>	<p>Instead of simply focusing on what had happened in the past, the following topics will be taught in analytical and critical manners using multiple sources expressing different viewpoints, as a way to enable students to nourish the related abilities.</p> <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Geographical scope and historical setting</li> <li>3. Cultural origins and religious traditions</li> <li>4. Dynamics in East Asia during the modern era: Western presence and its impact</li> <li>5. East Asia in transition: National aspiration and cultural identity</li> <li>6. East Asia in turmoil: Nationalism and imperialism</li> <li>7. Social and cultural transformations in East Asia after WW II</li> <li>8. East Asia and the contemporary world: Regional development of global significance</li> </ol>
<p><b>Teaching/Learning Methodology</b>  (Note 3)</p>	<p><u>Lectures:</u></p> <p>This subject will be taught primarily using a lecture format. To support this with an aim towards both alignment and relevancy, lectures will closely follow the assigned reading. Students will be taught to how to locate the needed information and scan the reading material before attending lectures so that they might be better prepared for the lectures and to question unclear concepts within it. To further motivate students to develop their interest in the course and learn as much as they can, I will make use of different teaching materials such as documentaries, music, and paintings in addition to lecturing in a conventional format.</p> <p><u>Individual Study:</u></p> <p>Students will be expected to complete the remainder of the 56 to 86 hours required for each credit hour earned individually. Most of such effort should be devoted to reading, identifying academic issues, and trying to solve them. Since individual study may be an area of weakness for Hong Kong students, clear guidelines and checks will be put in place to ensure that it occurs. The emphasis</p>

in this subject on reading comprehension is designed to give students an essential experience of empowerment in learning to study effectively.

Writing:

Students will be required to produce a substantial paper (a book report) of 2500 words.

Cultural Study Tours:

Cultural study tours will be incorporated as part of the course requirements. Because of this learning component, students can go beyond the classroom and PowerPoint slides to see and experience for themselves what they have been exposed to in lectures.

Assessment Feedback

Since students can learn more effectively by getting timely feedback from the teacher, consultation will be specifically designed to identify students who are having difficulty, thus allowing the opportunity to intervene.

Learning to Learn:

Strengthening student learning skills is most effective when done in the context of interesting and relevant content material. This subject will make use of a number materials from the PolyU's Learning to Learn Project, previously funded by the UGC and developed under the aegis of the EDC, such as the Learning Review Table and the Question Guide, both to encourage students to engage in the questioning process and to transfer those skills to other classes.

Assessment Methods in Alignment with Intended Learning Outcomes  (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						
			a	b	c	d	E	f	g
1. Book Report Assignment  GEC		50%	√	√	√	√	√	√	√
2. Field Trip Report		15%	√	√	√	√	√	√	√
3. Quizzes		35%	√	√	√	√	√	√	
Total		100 %							

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Book Report will encourage students to explore in depth the course content and apply a comparative approach to historical and cultural conservation practiced in other countries.

Quizzes will assess reading and understanding of the course content encouraging students to draw comparisons concerning historical and cultural conservation.

<b>Student Study Effort Expected</b>	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Cultural study tours	8 Hrs.
	▪ Reading, writing, and self-study	58 to 86 Hrs.
	Total student study effort	105 to 133 Hrs.
<b>Reading List and References</b>	<u>List of readings for reference:</u> Robert A. Scalapino, <i>The Politics of Development: Perspectives on Twentieth-Century Asia</i> (Cambridge, Mass.: Harvard University Press, 1989) Patricia Buckley Ebrey, Anne Walthall & James B. Palais, <i>East Asia: a Cultural, Social, and Political History</i> (Boston: Houghton Mifflin, c2006) William Theodore de Bary ed., <i>Sources of East Asian Tradition</i> (New York: Columbia University Press, 2008) Paul H. Clyde and Burton F. Beers, <i>The Far East: A History of Western Impacts and Eastern Responses, 1830-1975</i> (Englewood Cliffs, NJ: Prentice-Hall, 1975) Key-hiuk Kim, <i>The Last Phase of the East Asian World Order: Korea, Japan, and the Chinese Empire, 1860-1882</i> (Berkeley, Calif.: University of California Press, 1980) J.K. Fairbank, E.O. Reischauer and A.M. Craig, <i>East Asia: Tradition and Transformation</i> (Boston: Houghton Mifflin Co, 1989) Warren I. Cohen, <i>East Asia at the Center: Four Thousand Years of Engagement with the World</i> (New York: Columbia University Press, 2000)	

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.

<b>Subject Offering Department</b>	GEC
<b>Cluster Area</b>	<input type="checkbox"/> Human Nature, Relations and Development <input type="checkbox"/> Community, Organization and Globalisation <input checked="" type="checkbox"/> History, Cultures and World Views <input type="checkbox"/> Science, Technology and Environment
<b>Medium of Instruction</b>	English
<b>Requirements intended to fulfil</b>	<input type="checkbox"/> China-Study Requirement (CSR) <input type="checkbox"/> English Reading (ER) and English Writing (EW) <input type="checkbox"/> Chinese Reading (CR) and Chinese Writing (CW)