

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	CBS1BN03
Subject Title	East Asia: Towards a Global Community with Cultural Diversity
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CBS234 and CBS1B03
Objectives	<p>East Asian countries, in particular Japan, Korea, and China, have influenced each other in various aspects throughout history and have formed a cultural community. This subject aims to introduce major social and cultural phenomena of Japan, Korea, and China, and to help students understand better each country's society and culture and integrate them into one community as East Asia. After completing this subject, students will have social and cultural awareness of Japan, Korea, and China and also have perspectives to understand them as an East Asian community and further to connect the East Asia to the World.</p> <p>This subject takes a thematic approach by discussing one specific topic for each week and is taught by a team of instructors. Students will be engaged with various cultural activities and projects to cultivate intercultural awareness and critical thinking ability.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Articulate and describe basic knowledge about Japanese, Korean, and Chinese societies and cultures through reading and writing; (b) Examine and criticize the validity of information and arguments about social and cultural characteristics of Japan, Korea, and China, and reach a sound judgment through logical reasoning; (c) Identify and analyze the similarities and differences of Japan, Korea, and China, and integrate them into one East Asia community; (d) Communicate and collaborate effectively with other people to learn to appreciate social and cultural diversities; and (e) Develop lifelong learning skills, including strategic use of GenAI tools.
Subject Synopsis/ Indicative Syllabus	<p><u>Part 1: Society and Life</u></p> <ul style="list-style-type: none"> • Society/Globalization: “Korean Wave” (Korea) • Cuisine/Culture: Korean Cuisine and Culture (Korea) • Language/Society: Korean Language and Writing System (Korea) • Language/Society: Japanese Language and Communication (Japan) • Language/Society: Japanese religions and their rituals (Japan) • Society/Culture: J-Pop and Japanese Culture (Japan) • Society: Chinese Traditional Thinkings and Complex Behaviors today (China) <p><u>Part 2: Community and History</u></p> <ul style="list-style-type: none"> • Heritage: World Heritage in Korea (Korea)

	<ul style="list-style-type: none">• Community: Japanese religions and their rituals (Japan)• Community/Arts: Chinese Traditional Arts and Contemporary Practices (China)• Community/History: The Dissemination of Christianity in Japan, China and Korea, and its <i>status quo</i> in China (Cross-Culture)																																															
Teaching/Learning Methodology	<p>The in-class teaching and learning activities consist of two parts. Lectures introduce the major social and cultural issues about Japan, Korea and China, while seminars for whole-class and small group discussions let students express their viewpoints about each topic.</p> <p>To facilitate students’ understanding on some topics, a team of instructors who are experts in the given topics delivers the lecture and leads the discussions. The mode of teaching and learning is highly interactive by eliciting students’ active participation and collaboration through pair or group work and discussions. In particular, this subject requires students as a group to produce a final project and present it in class during the final weeks of the semester.</p> <p>Intended learning outcomes achieved by the stated teaching and learning methods are illustrated below:</p> <table><tr><th rowspan="2">Specific in-class teaching/learning methodology</th><th colspan="5">Intended subject learning outcomes to be achieved</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>Lectures</td><td>√</td><td>√</td><td></td><td>√</td><td>√</td></tr><tr><td>Discussions</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Group Project Presentation</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr></table>	Specific in-class teaching/learning methodology	Intended subject learning outcomes to be achieved					a	b	c	d	e	Lectures	√	√		√	√	Discussions	√	√	√	√	√	Group Project Presentation	√	√	√	√	√																		
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Assessment Methods in Alignment with Intended Learning Outcomes	<table><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><tr><td>1. Participation</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>2. In-class Discussions</td><td>10%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Group Project and Presentation</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>4. Individual Essays</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Participation	10%	√	√	√	√	√	2. In-class Discussions	10%	√	√	√	√	√	3. Group Project and Presentation	30%	√	√	√	√	√	4. Individual Essays	50%	√	√	√	√	√	Total	100 %					
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	<p>In-class discussions, a group project and presentation, and individual written essays let students think beyond information and knowledge by analyzing, comparing and integrating the societies and cultures of three countries.</p> <p><u>Remarks</u></p> <p><i>The use of GenAI tools is allowed in preparing the assessment in this subject. However, all the work students submit for assessment should be THEIR OWN ORIGINAL work. Asking GenAI to do the assignment and submitting the work generated by GenAI, in part or in whole, as one's own (even in paraphrased form) constitute an act of academic dishonesty; it is no different from asking another person to write the assignment or claiming others' ideas as one's own.</i></p> <p><i>If a student has decided to use of GenAI tools, he/she is required to declare the use of such tools and how they have been used in the assignments in a form similar to the following sample. Students should also reference them in accordance with accepted academic conventions (e.g. APA or MLA styles).</i></p> <p><i>"I/We declare that Generative AI tools have been used to prepare the submitted work. The Generative AI tools used and the manner in which they were used are as follows: _____"</i></p>	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Reading and research on the topics	42 Hrs.
	▪ Research and writing an essay	20 Hrs.
	▪ Research and preparation for the group project	20 Hrs.
	Total student study effort	121 Hrs.
Reading List and References	<p>Required Reading:</p> <p>1. Japan</p> <p>Frank and Anne Allison, ed. 2015. <i>Japan: The Precarious Future</i>. New York University Press.</p> <p>Hay, Colin, and David Marsh, eds. 2016. <i>Demystifying globalization</i>. Springer.</p> <p>Heenan, Patrick, ed. 2014. <i>The Japan Handbook</i>. Routledge. Baldwin,</p> <p>Kim, Nam-Kook. 2016. <i>Multicultural challenges and redefining identity in East Asia</i>. Routledge.</p>	

	<p>2. Korea</p> <p>Choi, Joon-sik. 2007. <i>Understanding Koreans and Their Culture</i>. Seoul: Her One Media.</p> <p>Chua, Beng Huat & Koichi, Iwabuchi (Eds.) 2008. <i>East Asian Pop Culture: Analysing the Korean Wave</i>. Hong Kong: Hong Kong University Press.</p> <p>Ministry of Culture, Sports and Tourism. (2009). <i>Facts about Korea</i>. Seoul: Korean Culture and Information Service.</p> <p>Ministry of Culture, Sports and Tourism. (2009). <i>Guide to Korean Culture</i>. Seoul: Korean Culture and Information Service.</p> <p>3. China</p> <p>Barne, Geremie. In the Red: On Contemporary Chinese Culture. New York: Columbia University Press, 1999.</p> <p>Halcombe, Charles. A History of East Asia: from the origins of civilization to the Twenty-first century. New York: Cambridge University Press, 2011.</p> <p>Kieschnick, John. The Import of Buddhism on Chinese Material Culture. Princeton: Princeton University Press, c2003.</p> <p>Louie, K. H. <i>The Cambridge companion to modern Chinese culture</i>. Cambridge University Press, 2008.</p> <p>Recommended Materials:</p> <p>Japan</p> <p>Beeson, Mark. 2014. <i>Regionalism and globalization in East Asia: politics, security and economic development</i>. Palgrave macmillan.</p> <p>Buruma, Ian. 2015. <i>A Japanese mirror: Heroes and villains of Japanese culture</i>. Atlantic Books Ltd.</p> <p>Jin, Dal Yong. 2015. <i>De-convergence of global media industries</i>. Routledge.</p> <p>Grenville, Bruce (ed.). 2008. The delirious world of anime + comics + video games + art. Berkeley, Los Angeles & London: University of California Press.</p> <p>Kaigo, Muneo, ed. 2017. <i>Social Media and Civil Society in Japan</i>. Palgrave Macmillan.</p> <p>MacWilliams, Mark W. 2014. <i>Japanese visual culture: explorations in the world of manga and anime</i>. Routledge.</p> <p>Ronald, Richard, and Allison Alexy, eds. 2017. <i>Home and family in Japan: Continuity and transformation</i>. Routledge.</p>
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	<p>Useful links: Kodansha encyclopedia of Japan</p> <p>Korea</p> <p>Arirang TV. 2007. UNESCO World Heritage in Korea. Seoul: Arirang TV. (Documentary Film)</p> <p>Choi, Jinhee. 2010. The South Korean Film Renaissance: Local Hitmakers, Global Provocateurs. Middletown, CT: Wesleyan University Press.</p> <p>Choi, Joon-sik. 2006. Folk-Religion: The Customs in Korea. Seoul: Ewha Woman University.</p> <p>Choi, Joon-sik. 2009. Seoul: a Window into Korean Culture. Seoul: Her One Media.</p> <p>Civitello, Linda. 2011. Cuisine and Culture: A History of Food and People. (3rd ed.) Hoboken, NJ: Wiley.</p> <p>Korea Foundation. 2008. Korea's Traditional Tastes: Traditions beyond 500 years "Su Wun Jab Bang". Seoul: Korea Foundation. (Documentary Film)</p> <p>Korea Foundation. 2008. The Beat, Beat, Beat of Korea. Seoul: Korea Foundation. (Documentary Film)</p> <p>Lee, Kyung Ja, Hong, Na Young, & Chang, Sook Hwan. (2005). Traditional Korean Costume. Folkstone: Global Oriental.</p> <p>China</p> <p>Fairbank, John King. China: A New History. Cambridge, Massachusetts: Harvard University Press, 1992.</p> <p>Johnson, David (ed.). Popular Culture in Late Imperial China. Berkeley: University of California Press, 1985.</p> <p>Kieschnick, John. The eminent monk: Buddhist ideals in medieval Chinese hagiography. Honolulu: University of Hawaii Press, c1997.</p> <p>Little, Stephen and Eichman, Shawn. Taoism and the Arts of China. Berkeley: University of California Press, 2000.</p> <p>Mote, Frederick W. Intellectual foundations of China, New York : Knopf, 1971.</p> <p>Sullivan, Michael. The three perfections: Chinese painting, poetry, and calligraphy. New York: George Braziller, 1999.</p> <p>Thorp, Robert et al. Chinese art & culture. New York: Abrams, 2001.</p> <p>Wright, Arthur. Studies in Chinese Buddhism. New Haven/London: Yale University Press, 1990.</p> <p>Brokaw, Cynthia. <i>The history of the book in East Asia</i>. Routledge 2016.</p>
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	<p>Goggin, Gerard, and Mark McLelland, eds. <i>The Routledge companion to global Internet histories</i>. Taylor & Francis. 2017.</p> <p>Tønnesson, Stein. <i>Explaining the East Asian Peace: A Research Story</i>. NIAS Press, 2017.</p> <p>Zhou, Minglang, and Hongkai Sun, eds. <i>Language policy in the People's Republic of China: Theory and practice since 1949</i>. Vol. 4. Springer Science & Business Media, 2006.</p>
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[Syllabus prepared by Dr. Sun-A KIM and revised by Dr. Sinae SIM]