The Hong Kong Polytechnic University

Subject Description Form

Subject Code	LST1BN03V
Subject Title	East Asia: Towards a Global Community with Cultural Diversity
Credit Value	3
Level	1
Pre-requisite / Co-requisite/ Exclusion	Exclusion: CBS234, CBS1B03, and CBS1BN03
Objectives	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. This subject takes a thematic approach by discussing one specific topic for each lecture and is taught by a team of instructors. Particularly, students will engage in various firsthand cultural experiences during a short-term immersive trip to East Asian countries, along with projects designed to cultivate intercultural awareness and critical thinking ability.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (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 the strategic and ethical use of GenAI tools.
Subject Synopsis/ Indicative Syllabus	**Part 1: Society and Life** • 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 Thingkings and Complex Behaviors today (China)

<table>
<tr><td></td><td><u>Part 2: Community and History</u>
• Heritage: World Heritage in Korea (Korea)
• 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 status quo in China (Cross-Culture)</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>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.

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 at the end of the course.

The core of students' learning occurs during a short-term immersive cultural trip, where students will visit sites of historical, cultural, and social significance, engage with local communities, and experience contemporary social and cultural issues firsthand.

Intended learning outcomes achieved by the stated teaching and learning methods are illustrated below:

<table>
<tr><td rowspan="2">Specific in-class teaching/learning methodology</td><td colspan="5">Intended subject learning outcomes to be achieved</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></tr>
<tr><td>Lectures</td><td></td><td>√</td><td>√</td><td></td><td></td></tr>
<tr><td>Field Study Activities</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>
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<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td></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>
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4. Individual Essays	50%	√	√	√		√
Total	100 %					

In-class discussions, a group project and presentation, and individual written essays including a reflection paper let students think beyond information and knowledge by analyzing, comparing and integrating the societies and cultures of three countries.

Remarks

The use of GenAI tools is required in preparing the assessment in this subject. Students are encouraged to utilize GenAI in various stages of assignment preparation (e.g., brainstorming ideas, summarizing journal articles, checking grammar and spelling) to develop the ability to use GenAI effectively and ethically. 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.

To ensure academic integrity, students are required to declare the use of GenAI in the form of a coversheet for each assignment using the following format:

Name of the platform I used (e.g., ChatGPT 5.0)	The exact prompt I used	The raw answer of GenAI	The reason why I used the GenAI	How I adapted GenAI's raw answer and incorporated to my work
1.				
2.				
3.				

Student Study Effort Expected		
	Class contact:	
	▪ Lectures and field study activities	56 Hrs.
	▪ Seminars	13 Hrs.
	Other student study effort:	
	▪ Reading and research on the topics	26 Hrs.
	▪ Research and writing an essay	13 Hrs.
	▪ Research and preparation for the group project	13 Hrs.
	Total student study effort	121 Hrs.

Reading List and References	**Core Reading:** **1. Japan** Frank and Anne Allison, ed. 2015. *Japan: The Precarious Future*. New York University Press. Hay, Colin, and David Marsh, eds. 2016. *Demystifying globalization*. Springer. Heenan, Patrick, ed. 2014. *The Japan Handbook*. Routledge. Baldwin, Kim, Nam-Kook. 2016. *Multicultural challenges and redefining identity in East Asia*. Routledge. **2. Korea** Cicchelli, V., Octobre, S., & Raillard, S.-L. (2021). *The Sociology of Hallyu Pop Culture: Surfing the Korean Wave* (1st ed.). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-84296-3 Ch'oe, C., & Ihwa Yŏja Taehakkyo. Han'guk Munhwa Yŏn'guwŏn. (2011). *Understanding Contemporary Korean Culture*. Seoul: Jimoondang. Choi, Joon-sik. 2007. *Understanding Koreans and Their Culture.* Seoul: Her One Media. Chua, Beng Huat & Koichi, Iwabuchi (Eds.) 2008. *East Asian Pop Culture: Analysing the Korean Wave.* Hong Kong: Hong Kong University Press. Kim, Y. (Ed.). (2017). *The Routledge Handbook of Korean Culture and Society* (First edition.). Routledge. Kim, Y. (Ed.). (2023). *Introducing Korean Popular Culture* (1st ed.). Routledge. https://doi.org/10.4324/9781003292593 Ministry of Culture, Sports and Tourism. (2009). *Facts about Korea.* Seoul: Korean Culture and Information Service. Ministry of Culture, Sports and Tourism. (2009). *Guide to Korean Culture.* Seoul: Korean Culture and Information Service. National Academy of the Korean Language. (2002). *An Illustrated Guide to Korean Culture: 233 Traditional Key Words*. Hakgojae, Pub. Seth, M. J. (2019). *A Brief History of Korea: Isolation, War, Despotism and Revival: The Fascinating Story of a Resilient but Divided People*. Tuttle Publishing. **3. China** Barme, Geremie. In the Red: On Contemporary Chinese Culture. New York: Columbia University Press, 1999.

	Halcombe, Charles. A History of East Asia: from the origins of civilization to the Twenty-first century. New York: Cambridge University Press, 2011. Kieschnick, John. The Import of Buddhism on Chinese Material Culture. Princeton: Princeton University Press, c2003. Louie, K. H. *The Cambridge companion to modern Chinese culture*. Cambridge University Press, 2008. **Recommended Materials:** **Japan** Beeson, Mark. 2014. *Regionalism and globalization in East Asia: politics, security and economic development*. Palgrave macmillan. Buruma, Ian. 2015. *A Japanese mirror: Heroes and villains of Japanese culture*. Atlantic Books Ltd. Jin, Dal Yong. 2015. *De-convergence of global media industries*. Routledge. Grenville, Bruce (ed.). 2008. The delirious world of anime + comics + video games + art. Berkeley, Los Angeles & London: University of California Press. Kaigo, Muneo, ed. 2017. *Social Media and Civil Society in Japan*. Palgrave Macmillan. MacWilliams, Mark W. 2014. *Japanese visual culture: explorations in the world of manga and anime*. Routledge. Ronald, Richard, and Allison Alexy, eds. 2017. *Home and family in Japan: Continuity and transformation*. Routledge. Useful links: Kodansha encyclopedia of Japan **Korea** Arirang TV. 2007. UNESCO World Heritage in Korea. Seoul: Arirang TV. (Documentary Film) Choi, Jinhee. 2010. The South Korean Film Renaissance: Local Hitmakers, Global Provocateurs. Middletown, CT*:* Wesleyan University Press. Choi, Joon-sik. 2006. Folk-Religion: The Customs in Korea. Seoul: Ewha Woman University. Choi, Joon-sik. 2009. Seoul: a Window into Korean Culture. Seoul: Her One Media. Civitello, Linda. 2011. Cuisine and Culture: A History of Food and People. (3rd ed.) Hoboken, NJ: Wiley.

	Korea Foundation. 2008. Korea's Traditional Tastes: Traditions beyond 500 years "Su Wun Jab Bang". Seoul: Korea Foundation. (Documentary Film) Korea Foundation. 2008. The Beat, Beat, Beat of Korea. Seoul: Korea Foundation. (Documentary Film) Lee, Kyung Ja, Hong, Na Young, & Chang, Sook Hwan. (2005). Traditional Korean Costume. Folkstone: Global Oriental. **China** Fairbank, John King. China: A New History. Cambridge, Massachusetts: Harvard University Press, 1992. Johnson, David (ed.). Popular Culture in Late Imperial China. Berkeley: University of California Press, 1985. Kieschnick, John. The eminent monk: Buddhist ideals in medieval Chinese hagiography. Honolulu: University of Hawaii Press, c1997. Little, Stephen and Eichman, Shawn. Taoism and the Arts of China. Berkeley: University of California Press, 2000. Mote, Frederick W. Intellectual foundations of China, New York : Knopf, 1971. Sullivan, Michael. The three perfections: Chinese painting, poetry, and calligraphy. New York: George Braziller, 1999. Thorp, Robert et al. Chinese art & culture. New York: Abrams, 2001. Wright, Arthur. Studies in Chinese Buddhism. New Haven/London: Yale University Press, 1990. Brokaw, Cynthia. *The history of the book in East Asia*. Routledge 2016. Goggin, Gerard, and Mark McLelland, eds. *The Routledge companion to global Internet histories*. Taylor & Francis. 2017. Tønnesson, Stein. *Explaining the East Asian Peace: A Research Story*. NIAS Press, 2017. Zhou, Minglang, and Hongkai Sun, eds. *Language policy in the People's Republic of China: Theory and practice since 1949*. Vol. 4. Springer Science & Business Media, 2006.