

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, CBS1BN03
Objectives	<p>This course is designed to enhance students' understanding of East Asia by providing an immersive experience in South Korea through a short-term field trip. East Asian countries (China, Korea, and Japan) have influenced each other across various historical, cultural, and social dimensions, forming a shared cultural community. The course introduces major social and cultural phenomena of Korea, helping students have a deep understanding of Korean culture, social phenomena, and the foundational ideas that have shaped Korean thought. Through this lens, students will gain broader insights into East Asia as an interconnected community. Upon completing the course, students will possess enhanced social and cultural awareness of East Asia, with a focus on Korea, and will be equipped with the perspective needed to understand the region as a cohesive cultural entity and its connection to the wider world.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Articulate foundational knowledge of Korean culture and society through reading and writing; (b) Critically evaluate the validity of information and arguments related to Korea's social and cultural characteristics, and form sound judgments through logical reasoning; (c) Identify and analyze similarities and differences among China, Korea, and Japan through an in-depth study of Korea; (d) Demonstrate appreciation for social and cultural diversity as a global citizen; and (e) Develop lifelong learning skills, including the strategic and ethical use of Generative AI tools.
Subject Synopsis/ Indicative Syllabus	<p>Each of the following thematic topics is delivered through a combination of lectures and experiential learning activities, facilitating both conceptual understanding and practical engagement.</p> <ul style="list-style-type: none"> • Korean modern history and national identity This topic explores the key historical events and socio-political transformations that have shaped modern Korea. It examines the construction of Korean national identity in the context of colonization, war, division, and rapid modernization. • Urban transformation of Seoul

	<p>Students investigate the dynamic evolution of Seoul from a traditional capital to a global megacity. This topic addresses issues, such as urban planning, economic development, architectural change, and cultural preservation.</p> <ul style="list-style-type: none">• K-pop, Hallyu (Korean Wave), and the Korean concept of Heung (excitement) Focusing on Korea’s global cultural influence, this topic examines the rise of K-pop and the <i>Hallyu</i> phenomenon. It also explores the traditional Korean concept of <i>Heung</i>—referring to collective excitement or emotional resonance—as a cultural framework.• Foundations of Korean food culture This component introduces the historical, social, and philosophical foundations of Korean cuisine. It considers how food practices reflect broader cultural values, regional diversity, and contemporary trends.• Clothing, fashion, and Korean aesthetics This topic analyzes the evolution of Korean clothing and fashion, from traditional <i>Hanbok</i> to contemporary styles. Emphasis is placed on aesthetic principles, cultural symbolism, and the relationship between fashion, identity, and society.																																								
Teaching/Learning Methodology	<p>This subject adopts an integrated teaching and learning approach that combines theoretical instruction with applied, experiential learning. Foundational conceptual and historical knowledge is introduced through lectures and the reading of diverse texts, supported by multimedia resources and independent study. The core of students’ learning occurs during a short-term immersive cultural trip to Korea, where students will visit sites of historical, cultural, and social significance, engage with local communities, and experience contemporary social and cultural issues firsthand. Collaborative learning is fostered through group discussions and reflective dialogue. After the field trip, students are required to synthesize their experiences with theoretical frameworks covered in the course through reflective writing.</p>																																								
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>20%</td><td>√</td><td>√</td><td>√</td><td>√</td><td></td></tr><tr><td>2. Project and Presentation</td><td>40%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>3. Group Discussions</td><td>20%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>4. Reflection Paper</td><td>20%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</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	20%	√	√	√	√		2. Project and Presentation	40%	√	√	√	√	√	3. Group Discussions	20%	√	√	√	√	√	4. Reflection Paper	20%	√	√	√	√	√
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	Total	100 %	
	<p><u>Remarks</u></p> <p>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.</p> <p>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).</p> <p>"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: _____"</p>		
Student Study Effort Expected	Class contact:		
	▪ Lectures and field study activities		56 Hrs.
	▪ Group discussion		13 Hrs.
	Other student study effort:		
	▪ Reading and research on the topics		26Hrs.
	▪ Research and writing an essay		13 Hrs.
	▪ Research and preparation for the project		13 Hrs.
	Total student study effort		121 Hrs.
Reading List and References	<p>Cicchelli, V., Octobre, S., & Raillard, S.-L. (2021). <i>The Sociology of Hallyu Pop Culture: Surfing the Korean Wave</i> (1st ed.). Palgrave Macmillan. https://doi.org/10.1007/978-3-030-84296-3</p> <p>Ch'oe, C., & Ihwa Yöja Taehakkyo. Han'guk Munhwa Yön'guwön. (2011). <i>Understanding Contemporary Korean Culture</i>. Seoul: Jimoondang.</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: University of Hong Kong Press.</p> <p>Kim, Y. (Ed.). (2017). <i>The Routledge Handbook of Korean Culture and Society</i> (First edition.). Routledge.</p>		

	<p>Kim, Y. (Ed.). (2023). <i>Introducing Korean Popular Culture</i> (1st ed.). Routledge. https://doi.org/10.4324/9781003292593</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>National Academy of the Korean Language. (2002). <i>An Illustrated Guide to Korean Culture: 233 Traditional Key Words</i>. Hakgojae, Pub.</p> <p>Seth, M. J. (2019). <i>A Brief History of Korea: Isolation, War, Despotism and Revival: The Fascinating Story of a Resilient but Divided People</i>. Tuttle Publishing.</p>
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[Syllabus prepared by Prof. Sun-A KIM, and revised by Dr. Sinae SIM & Prof. Sun-A KIM]