The Hong Kong Polytechnic University

Subject Description Form
(This syllabus is tentative and may be subject to change)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>FHIC02</th>
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</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>An Introduction to Asian Popular Culture 亞洲流行文化導論</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
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<tr>
<td>Pre-requisite / Co-requisite/ Exclusion</td>
<td>Nil.</td>
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</tbody>
</table>

**Objectives**
The subject aims to provide a perspective in understanding Asian popular culture in the flow of globalization by introducing cultural theories that analyze popular culture and the media as well as western-developed concepts in defining and analyzing them. Key regional trends in televisions, films, media systems and pan-Asian development of popular culture, with particular focus on the analysis of film, TV dramas, comics and popular music, will be introduced. Areas to be focused on are South Korea, China Mainland, Hong Kong, Taiwan, Japan, Indonesia and India.

**Intended Learning Outcomes** (Note 1)
Upon completion of the subject, students will be able to:

a. have a basic understanding of issues and themes in contemporary East, Southeast and South Asian popular culture with reference to inter-cultural dialogue, transnational flows as well as globalization;
b. have a decent knowledge of the socio-cultural context of contemporary Asian critical inquiry;
c. have a basic idea in cultural studies concepts and methodologies;
d. develop critical analytical skills in understanding popular culture;
e. have library and web-based research skills relevant to Asian studies, cultural studies and media studies;
f. meet the English reading and writing requirement.

**Subject Synopsis/Indicative Syllabus** (Note 2)
1. Introduction
2. = Understanding popular culture
3. Cosmopolitanism and Chineseness in Hong Kong Popular Culture
4. Taiwanese popular culture in Chinese speaking regions
5. Nationalism in Chinese films
6. Consumerism in Chinese real live TV shows
7. J-pop and K-pop
8. Transnational flows of popular culture in East Asia I: the case of hanryu and Korea TV drama
9. Transnational flows of popular culture in East Asia II: the case of Japanese TV drama
10. What is Subculture?
11. Popular Culture in Indonesia
12. The Bollywood Identity and Bollywood’s Response to Americanism
13. Asian Century
Pre-class readings will be supplemented by the use of pictorials, audio and video materials in the lectures. Students are also required to watch media items for tutorial discussion. At the beginning of the semester students will be assigned a topic of Asian cultural item or phenomenon to study with and later deliver oral presentations in the tutorials. Students will submit a written report based on their oral presentations, which will be developed into a term paper with research elements.

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final quiz</td>
<td>20%</td>
<td>a</td>
</tr>
<tr>
<td>2. Class Discussion</td>
<td>10%</td>
<td>√</td>
</tr>
<tr>
<td>3. Group Oral Presentation</td>
<td>20%</td>
<td>√</td>
</tr>
<tr>
<td>4. Draft 1 and 2 for the Final Essay</td>
<td>10%</td>
<td>√</td>
</tr>
<tr>
<td>5. Final Essay (2,500 words minimum*)</td>
<td>40%</td>
<td>√</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
<td></td>
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*The length of the final essay is 2,500 words minimum for the International Summer School RW version.

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

1. The final quiz, including multiple choice questions and simple answer questions, will help gauge students’ mastering of the key concepts of analyzing popular culture and major issues covered in the lectures and required readings.
2. The class discussion helps students to develop communicative skills as well as to gauge the concepts and analytical tools in studying specific popular culture.
3. The group oral presentation can inform the teacher the progress students have made in their general grasp of the subject and their skill in writing and oral communication.
4. The draft 1 and draft 2 of the term paper, which will be marked by ELC, help students to develop their research skills and understanding of the essay, whereas fulfilling their English reading and writing requirement of the course.
5. The final essay can help assess the students’ overall in-depth understanding of the subject.

<table>
<thead>
<tr>
<th>Student Study Effort Expected</th>
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<tbody>
<tr>
<td>Class contact:</td>
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<tr>
<td>Lectures</td>
</tr>
<tr>
<td>Tutorials</td>
</tr>
<tr>
<td>Other student study effort:</td>
</tr>
<tr>
<td>Pre-class reading</td>
</tr>
<tr>
<td>Report and essay writing</td>
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</tbody>
</table>
Total student study effort | 122 Hrs.
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**Reading List and References**

**Media:**
- Peter Chan, *American Dream in China* (中國合夥人), 2013
- Jiangsu Satellite TV: *If You Are the One* (非誠勿擾).
- Hunan Satellite TV: *Where are We Going, Dad?* (爸爸去哪兒?) (2013-14)
- Miyazaki Hayao: *Spirited Away* (2001)
- *Man from the Stars* (2014)
- *Hana yori dango* (2005)
- *Nodame cantabile* (2007)
- *Kesurupan/Possessed* (2008)
- Farah Khan, *Om Shanti Om* (2007).

**Readings:**

**Required readings:**

**Supplementary readings:**

**輔助書目:**
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.