

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title: Japanese Culture

Course Code: AIS4921

Course Duration: One semester

Credit Units: 3

Level: B4

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English / Japanese

Medium of Assessment: English / Japanese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: CTL4921 Japanese Culture
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

This is a comprehensive course addressing approaches to the study of Japanese culture. Students will be introduced to a series of influential cultural interpretation frameworks as well as to a set of cultural symbols related to Japan. The readings provided during the semester expose the students to authentic academic writing and to a number of disciplinary and inter-disciplinary approaches to Japanese culture, e.g. literature, history, cultural anthropology, etc. The themes cover areas ranging from Japanese traditional aesthetics and philosophy to discourses of national ideology. Students have a chance to further develop their research, argumentation and critical skills through a theme-based group project and a final research paper. ✓

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate a comprehensive view on various key concepts related to the study of Japanese culture and society.		✓	✓	
2.	Evaluate the uniqueness of Japanese culture against the history of cultural exchange between Japan and China and Japan and the West.		✓		
3.	Use skills in engaging in discussion on topics related to Japanese culture.		✓		
4.	Apply skills in independent research, written and oral expression.		✓		✓
5.	Discern issues of ideology behind the discussions on Japanese culture.		✓	✓	
6.	Evaluate creative transformations of elements of Japanese culture and tradition.		✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

4.	TLA	Brief Description	CILO No.						Hours/week (if applicable)
			1	2	3	4	5	6	
		Lecture (provides student with basic frameworks and introduces major theories related to the subjects) and supervision (provides support for students' effective acquisition of the material), short quizzes (verifies students' in-class attention and concentration)	√						
		Lecture and supervision		√					
		In-class discussions (encourages multiple viewpoints and flexible interpretations on the studies issues), tutorial sessions, short reviews (encourages reflexion on the studies material)			√				
		Final paper (engages the students in independent research and original application of the studied material and trains them in organised written expression), in-class group presentation (raises students' level of oral presentation skills and team work)				√			
		Lecture, independent research, group presentation					√	√	

Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5	6		
Continuous Assessment: <u>100</u> %								
Participation (asking questions and giving opinion on the studied material), short quizzes (checking the level of students' ability to technically follow the lectures and discussions)	√						10%	
Short quizzes (checking the level of students' ability to technically follow the lectures and discussions)		√					20%	
Final Paper (based on overall understanding of the concept of the course choose an original topic of research and academically argument one's position), Group Presentation (elaborate on a topic related to the course and present as a team in class based on a team work research)				√	√	√	40% (final paper), 30% (group presentation)	
Examination: <u>Nil</u> % (duration: N/A, if applicable)								

** The weightings should add up to 100%.*

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Participation	Enthusiasm and positive learning attitude	Regular attendance; completing the readings assigned for the week in time; offering to answer questions and express well informed views	Regular attendance, evidence of good reading practice, answering questions and expressing an opinion upon request from the teacher	Regular attendance with particle completion of the reading materials and occasional engagement in class discussion	Irregular attendance, irregular reading and participation	Insufficient attendance, readings and participation
2. Short quizzes	Concentration and logical thinking	Excellent grasp of the gist of the lecture and the readings, ability to synthesize the main points of a discussion and good memory	Good understanding of the taught material with occasional mistakes	Basic understanding of the material with a number of lapses	Identifying a number of important points related to the taught material with no ability to contextualize or relate them to each other	No knowledge of the taught material
3. Group Presentation	Responsible teamwork based on adequate research and argumentation	In depth research related to the chosen topic, serious work on formulation of an argument, excellent presentation skills	Good evidence of research related to the chosen topic, efforts at working on the formulation of an argument, good presentation skills	Fair research on the chosen topic, insufficient argumentation	Effort at conducting research and formulating an argument based on the chosen topic	Lack of research and no effort in formulating an argument
4. Final Paper	Sophisticated writing based on quality research and organization of the material	Critical assessment of secondary sources, good structure based on supporting an original argument, good style	Use of secondary sources, effort at formulating an argument and organizing the paper's structure accordingly	Partial reference to secondary sources, incoherent argument and problems with the organization of the material; careless submission (no proofreading,	Uncritical use of primary and secondary references; disorganized structure with an effort to propose a central argument	Uncritical use of primary and secondary references; disorganized structure and lack of a central argument

				etc.)		
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Japanese history and mythology, Japanese sense of Nature, Traditional Arts (Ikebana, Tea ceremony, Performing Arts), Bushido ethics, Nationalism and Ideology, Social Hierarchy, Group Formation, Concept of Dependence and Shame Culture, Literature and Film, Multiculturalism, Cultural Symbols.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

CoursePack will contain the compulsory readings, which are chapters of books or journal articles.

Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Chinese

1.	南博著, 邱淑雯譯《日本人論-從明治維新到現代》, 臺北, 立緒出版社, 2003。
2.	陳永達著《日本文明開化史略》, 臺北, 商務印書館, 2000。
3.	李國慶編《日本社會-結構特性與變遷軌迹》, 北京, 高等教育出版社, 2004。
4.	卞崇道, 王青主編《明治哲學與文化》, 北京, 中國社會科學出版社, 2005。
5.	李卓著《中日家族制度比較研究》, 北京, 人民出版社, 2004。
6.	本尼迪克特著, 王智新等譯《菊與刀》, 北京, 商務印書館, 2003。
7.	嘉治佐保子等著, 蘇福忠譯《日本人》, 香港, 三聯書店, 2002。

Western authors

1.	G. Davies, O. Ikeo(eds.) The Japanese Mind – Understanding Contemporary Japanese Culture. Tokyo: Tuttle Publishing, 2002.
2.	B.L. De Mente. Japan`s Cultural Code Words. Tokyo: Tuttle Publishing, 2004.
3.	R. Benedict. The Chrysanthemum and the Sword: Patterns of Japanese Culture. Boston, Mass: Houghton-Mifflin Trade and Reference, 1989.

Japanese authors

1.	T. Doi, trans. J. Bester. The Anatomy of Dependence. Tokyo: Kodansha Intl., 1973.
2.	Ch. Nakane. Japanese Society. Harmondsworth : Penguin, 1973.
3.	K. Okakura. The Book of Tea. Boston : Tuttle Pub., 2000.
4.	S. Kuki, trans. J. Clark. J. Clark, S. Matsui (eds.) Reflections on Japanese Taste: the Structure of Iki. Sydney: Power Publications, c1997.
5.	I. Nitobe. Bushido: Samurai Ethics and the Soul of Japan. Mineola, N.Y. : Dover Publications, 2004.
6.	Ts. Yamamoto, trans. W. Wilson. Hagakure: the Book of the Samurai. Tokyo : Kodansha International, 1979.

Online Resources

1.	Nobel Prize Lectures: http://nobelprize.org/nobel_prizes/literature/laureates/1968/kawabata-lecture.html
2.	http://nobelprize.org/nobel_prizes/literature/laureates/1994/oe-lecture.html