

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester B 2020/21

Part I Course Overview

Course Title: Cultural Exchange in Global Context

Course Code: CAH2510

Course Duration: One Semester

Credit Units: 3

Level: B2

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) CTL2510 Cultural Exchange in Global Context

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

Cultural exchange means cultural fusion and also the discovering of the necessary “other(s)” for a particular culture. Cultural exchanges and the processes of contestation and negotiation that go with it often take place within the context of political, economic, social, and technological shifts. In this sense, culture exchange does not necessarily mean a simple relationship of giving and receiving from other cultures. Trans-cultural encounters often result in transforming all the parties involved, and even in cultural hybridity.

This course aims to provide basic knowledge and scholarly frameworks to examine cultural exchanges in Hong Kong, Chinese, East Asian, and global contexts. We examine movements of people, commodities, and ideas that have shaped diverse expressions of cultures in these contexts, such as the cultural journeys of objects that are most basic to our everyday lives. To do this, we will draw from history to pursue a longer and more grounded view of what globalization mean, and also to rethink our presumed cultural traditions. With the pronounced flow of cultural forces on a global scale, we also need to be highly aware of the contemporary connectivity of economic, cultural, political, and social activities in different parts of the world. We will try to develop an understanding of the dynamics of these global flows in shaping the emerging and fluctuating world order.

This course analyzes these themes interdisciplinarily, with approaches drawn from the history of cultural contact, sociology, cultural studies, and anthropology. Through examining the interface of global, domestic, and trans-border cultures, this course helps students gain a better understanding of how exchange and contact is always critical to the making and remaking of culture(s). It also broadens and deepens our view of cultural globalization. By taking this course, students will also become more discerning in their assessment of information and opinions pertaining to global cultures.

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 fundamental knowledge on cultural exchanges between Hong Kong, China, Asia, and beyond.	25%	√	√	
2.	Demonstrate familiarity with broad and theory-informed perspectives from cultural inquiry.	25%		√	√
3.	Apply a comparative methodology to the discussion about past and contemporary cultures.	25%		√	√
4.	Reflect critically on issues of cross-cultural exchange in the current global context.	25%		√	√

* 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.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Lectures	Lectures and in-class learning activities on facts, ideas, themes, theories, and research findings are designed to (a). illustrate the key theoretical perspectives on culture and cultural exchanges; (b). discuss fundamental knowledge of relevant cultural historical themes in Hong Kong, Chinese, Asian, and global contexts. (c). enable the students to relate the relevant academic perspectives to their making sense of current global issues.	√	√	√	√			
Group discussions and presentations	Group discussions and presentations are required in the tutorials. The teacher(s) will assess the students' analytical skills and their understanding of the assigned readings through these. Students will be divided into small groups to present on assigned topics. Teachers will assess and grade the groups according to their performance and the resultant discussions. Through presentations and peer assessment, the students' analytical and communication skills will be enhanced.	√	√	√	√			
Reading	Students are required to digest and analyze books and articles related to the course topics.	√	√	√	√			

4. 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				
Continuous Assessment: 100%								
1. Individual paper (1,500 words minimum): Students are required to write a final paper on a selected topic. This is assigned to assess students' knowledge and ability in understanding topics on cultural exchange past and present.	√	√	√	√			40%	
2. Group presentation and individual written	√	√	√	√			40%	

<p>response(s): Students should develop their own ideas and express them in a creative and fluent manner in a group setting. They will have to demonstrate a solid understanding of the relevant knowledge, and respond to questions fully and accurately. They should also communicate their ideas in an engaging and accessible manner to each other within the group, and also to all other classmates. They are also required to reflect on those ideas in writing.</p>									
<p>3. Classroom participation and performance: Emphasis is placed on the major themes, concepts, and knowledge about cultural exchanges. Students have to participate in the class discussions. They should proactively contribute to class by offering ideas and/or asking questions consistently both in lectures and tutorials. They should listen attentively when others speak, both in groups and in class, and prepare for class by gaining a good grasp of the required readings.</p>	√	√		√				20%	
<p>Examination: 0% (duration: N/A)</p>									

* 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. Individual paper	This assessment will grade based on the content, organization, and fluency of the paper assignment. Students should demonstrate the ability to make use of appropriate scholarly resources and references, to deliver sound arguments and analyse critically, apply appropriate research methods skilfully, as well as arrive at a convincing and insightful conclusion.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various scholarly resources into primary and secondary levels; Rigorous organisation, coherent structure, and systematic composition; Creative and insightful ideas; Demonstration of the ability to interpret the opinions; Utilising adequate and well-organised references that are relevant to the topic; Accurate and fluent expression in written form, a good sense of the historical context, and the ability to 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various scholarly resources into primary and secondary levels; Rigorous organisation, coherent structure, and systematic composition; Creative and insightful ideas; Demonstration of the ability to interpret the opinions; Utilising adequate and well-organised references that are relevant to the topic; Accurate and fluent expression in written form, a good sense of the historical context, and the ability to use various 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, ability to integrate various scholarly resources into primary and secondary levels; Rigorous organisation, coherent structure, and systematic composition; Creative and insightful ideas; Demonstration of the ability to interpret the opinions; Utilising adequate and well-organised references that are relevant to the topic; Accurate and fluent expression in written form, a good sense of the historical context, and the ability to use various 	<ul style="list-style-type: none"> Marginally adequate content, and ability to integrate some scholarly resources, but only showing very limited or irrelevant use of resources; Loose organization; Ability to express some relevant points to the subject matter; References are insufficient Demonstration of the ability to provide some personal comments, but no clear demonstration of fact-based analysis; Sentence fluency and diction is marginally acceptable but far 	<ul style="list-style-type: none"> Vague and devoid of content, and very weak ability to integrate the limited scholarly resources; Loose organization, without distinct primary and secondary categorisation of the sources; Unsystematic ideas, and/or ideas that are irrelevant to the subject matter or themes; Some form of summary of references, but no sign of personal analysis and/or unreasonable comments; Seriously insufficient/no references; Although the expression is not clear, part of the student's ideas

		use various research methods and writing skills to make the paper convincing with proper diction.	research methods and writing skills to make the paper convincing with proper diction.	research methods and writing skills to make the paper convincing with proper diction.	from perfect.	could be identified; over-use or misuse of existing quotations and relevant research.
2. Group presentation and individual written response(s)	This assessment will grade on the content and fluency of the presentation as well as its organisation and coherence. The group delivering the presentation must have thoroughly researched their topic and worked as a team on the collection, reading, selection, integration, and analysis of the relevant scholarly resources, either self-selected or assigned by the teacher(s). They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth and extensive knowledge of the subject matter. They should also demonstrate rigorous organisation, coherent structure, balanced composition, and an ability to	Strong evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organisation, coherent structure, and balanced composition; • Critical analysis, convincing statement, and creative comments both orally and in writing; • Superior presentation skills: good pronunciation, fluent expression, and appropriate diction, as well as good time-management 	Some evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organisation, coherent structure, and balanced composition; • Critical analysis, convincing statement, and creative comments both orally and in writing; • Superior presentation skills: good pronunciation, fluent expression, and appropriate diction, as well as good time-management 	Limited evidence of: <ul style="list-style-type: none"> • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organisation, coherent structure, and balanced composition; • Critical analysis, convincing statement, and creative comments both orally and in writing; • Superior presentation skills: good pronunciation, fluent expression, and appropriate diction, as well as good time-management 	<ul style="list-style-type: none"> • Loose organisation, but acceptable content offered in the presentation. • Adequate understanding of the readings and an indication of a grasp of the general ideas, but with limited or irrelevant use of scholarly references; • Simplistic and unilateral comments, without clear explanation or analysis both orally and in writing; • Acceptable pronunciation and expression; a few mistakes in diction, but no influence on general delivery of the presentation. • Room for improvement in planning and time- 	<ul style="list-style-type: none"> • Limited familiarity with the facts in the readings and their relations; unsystematic ideas which cannot express the subject matter or relevant themes; • Loose organisation of scholarly references; • Devoid of personal comment and/or unreasonable opinion both orally and in writing; • Overly soft voice, indistinct pronunciation, and improper diction, or seriously problematic time-management

	criticise and analyse with cogent arguments and insightful comments. The members of each group should also be able to produce written reflections on their presentation content and the relevant discussions.				management.	
3. Classroom participation and performance	Students actively participate in discussions, debates, and other class activities in tutorials and lectures. They should demonstrate an ability to interpret, illustrate, and criticize both insightfully and innovatively.	Strong evidence of: <ul style="list-style-type: none"> • Active in-class participation, positive listening, and ability to engage in class discussion and comment on other people's points. • Sufficient pre-class preparation and familiarity with views from peers and other materials. 	Some evidence of: <ul style="list-style-type: none"> • Active in-class participation, positive listening, and ability to initiate class discussion and comment on other people's points. • Sufficient pre-class preparation and familiarity with views from peers and other materials. 	Limited evidence of: <ul style="list-style-type: none"> • Active in-class participation, positive listening, and ability to initiate class discussion and comment on other people's points. • Sufficient pre-class preparation and familiarity with views from peers and other materials. 	Marginally satisfies the basic requirements of class participation and discussion.	Failing to meet the minimum requirements of class participation and discussion.

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.)

Cultural exchanges; Cultural and society; Cultural theory; Cultural history; Globalization and anti-globalization; Glocalization; Silk Road; Religion and spirituality; China in the world; East Asian cultures; Migration and diasporas; Consumerism and commodities; Inequalities; Culture and politics; Intercultural communication; Multiculturalism

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.)

Selections from:

1.	Kenneth Pomeranz and Steven Topik. <i>The World That Trade Created: Society, Culture, and the World Economy, 1400 to the Present</i> , 4th ed. London: Routledge, 2018.
2.	Juergen Osterhammel and Niels P. Petersson. <i>Globalization: A Short History</i> . Princeton: Princeton University Press, 2005.
3.	Arjun Appadurai (ed.) <i>The Social Life of Things: Commodities in Cultural Perspective</i> . Cambridge: Cambridge University Press, 1986.
4.	Peter N. Stearns. <i>Globalization in World History</i> , 3 rd ed. London: Routledge, 2020.

2.2 Additional Readings

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

1.	Terry Eagleton. <i>The Idea of Culture</i> . Oxford: Blackwell, 2000.
2.	Philip Smith and Alexander Riley. <i>Cultural Theory: An Introduction</i> , 2nd edition. Oxford: Blackwell, 2009.
3.	Paul du Gay et al. <i>Doing Cultural Studies: The Story of the Sony Walkman</i> , 2 nd ed. London: Sage, 2013.
4.	Edward. W. Said. <i>Culture and Imperialism</i> . London: Vintage, 2004.
5.	J. R. McNeill. <i>The Webs of Humankind: A World History</i> . New York: W. W. Norton, 2020.
6.	Jerry H. Bentley. <i>Old World Encounters: Cross-Cultural Contacts and Exchanges in Pre-Modern Times</i> . New York: Oxford University Press, 1993.
7.	Valerie Hansen. <i>The Year 1000: When Explorers Connected the World—and Globalization Began</i> . New York: Scribner, 2020.
8.	Joseph E. Stiglitz. <i>Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump</i> . New York: W. W. Norton, 2017.
9.	Branko Milanovic. <i>Global Inequality: A New Approach for the Age of Globalization</i> . Cambridge, MA: Harvard University Press, 2016.
10.	Tu Wei-ming (ed.). <i>The Living Tree: The Changing Meaning of Being Chinese Today</i> . Stanford, CA: Stanford University Press, 1994.
11.	David Harvey. <i>The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change</i> . Oxford: Basil Blackwell, 1989.
12.	Arjun Appadurai. <i>Modernity at Large: Cultural Dimensions of Globalization</i> . Minneapolis: University of Minnesota Press, 1998.
13.	Cindy Wong and Gary McDonogh. <i>Global Hong Kong</i> . London: Routledge, 2006.