

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title:	Global Networks and Cultural Identity
Course Code:	CAH3535
Course Duration:	One Semester
Credit Units:	3
Level:	B3
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CTL3535 Searching for Cultural Identity: Reflections upon Cultural Politics and Policy
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to foster the students' critical spirit to think about their own cultural identities and subject-making in a Chinese cultural and political context. It also aims to raise their consciousness to think about the issue of cultural identity in a colonized historical context like Hong Kong. The preservation and interpretations on cultural heritage in broad sense strongly relates to cultural identity, thus cultural policies and narratives on one's cultural history matter much to politics. In this sense discovering the past is nothing but searching for cultural identity and to a certain extent, cultural identity even can be invented in an ideological sense. In a globalized i.e. capitalized context, the issue of searching for cultural identity shows the tension between traditionalist and modernist ideology, particularistic and universalistic ideology, nationalist and imperialist/colonialist ideology, etc.. This course aims to show these political complexities of cultural narratives and cultural policies through making clear both conservative side and critical side in the issue of "discovering cultural history". This course also aims to acquaint students with the socio-political and public policy contexts of the cultural industries. It examines the socio-political nature of culture, showing how local and global factors shape cultural policies which underpin the principles, theory and practice of cultural heritage management on the one hand and constitute the policy framework within which the cultural industries function and evolve on the other. Drawing on local, national and international experiences, it explores the critical role the cultural industries play not only in preserving the cultural identity of a community but also in facilitating social and cultural change.

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 firm grasp of the inter-relationship between culture and politics			√	
2.	Explain the concept of cultural policy with reference to regional, national, and transnational bodies			√	
3.	Give a critical account of the socio-political factors which shape the cultural policies of Hong Kong, China, and transnational bodies such as ASEAN, EU, and UNESCO		√		
4.	Explain the political nature of cultural heritage management and the policy framework of the cultural industries with reference to Hong Kong and other cities/countries		√		
5.	Give a critical account of the nature and function of the cultural industries as agents of cultural management and cultural change				√
		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.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
	Lectures; tutorials; assigned readings on discussion topics	√	√	√	√	√	
	Case studies; presentations		√	√	√		
	Class and small group discussions					√	

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%							
Individual essay	√	√	√	√		40%	
Group presentation and written report. A case study based on the students' own choice but relate to the contents of the course.	√	√	√	√		50%	
Classroom participation, attendance, attitude	√	√	√	√		10%	
Examination: - (duration: -)							
* 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 essay	Grade on collection and uses of primary, secondary, and oral source materials, content, organization and fluency of writing.	The student's performance in class discussion and written work shows a thorough understanding of the issues and their theoretical and practical implications, with strong evidence of substantial reading and research. The written work shows independent thought, presents informed and logical discussion as well as demonstrates a well-developed capacity for critical evaluation	The student's performance in class discussion and written work shows good understanding of the issues and their theoretical and practical implications, with clear evidence of considerable reading and research. The written work shows some independent thought and sensible discussion as well as demonstrates ability for critical evaluation.	The student's performance in class discussion and written work shows adequate understanding of the issues and their theoretical and practical implications, with some evidence of a fair amount of reading and research. The written work is not analytical or critical enough, but able to present a sensible discussion.	The student's performance in class discussion and written work shows adequate understanding of the issues without a firm grasp of their theoretical or practical implications. There isn't clear evidence of sufficient reading and research. The written work is not analytical or critical, and the discussion is not presented in a coherent manner.	
2. Group presentation and written report	Grade on selection of topics, collection and uses of primary and secondary source materials, creativity in presentation, as well as contents, organizations and fluency of written reports.					
3. Classroom participation, attendance, attitude	Grade on active participation in learning activities in both lectures and tutorials.					

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 policy (national and transnational); Chinese cultural tradition; cultural identity; cultural theory; cultural discourse and ideology; professional discourse and power; politics and culture; politics of cultural heritage; cultural studies.

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.)

1	Myron L. Cohen, "Being Chinese: The Peripheralization of Traditional Identity", <i>Daedalus</i> , Vol. 120, No. 2, The Living Tree: The Changing Meaning of Being Chinese Today (Spring, 1991), pp. 113-134.
2	David Faure, "Becoming Cantonese, the Ming Dynasty Transition", in Tao Tao Liu and David Faure (eds.), <i>Unity and Diversity: Local Cultures and Identities in China</i> , Hong Kong: Hong Kong University Press, 1996, pp. 37-50.
3	Edward Rhoads, <i>Manchs & Han: Ethnic Relations and Political Power in Late Qing and Early Republican China, 1861-1928</i> , Seattle and London: University of Washington Press, 2000, Ch. 1, "Separate and Unequal".
4	Bryna Goodman, "The Locality as Microcosm of the Nation? Native Place Networks and Early Urban Nationalism in China", <i>Modern China</i> , 1995, Vol. 21, No. 4.
5	Robert Culp, "Rethinking Governmentality: Training, Cultivation, and Cultural Citizenship in Nationalist China", <i>The Journal of Asian Studies</i> , Vol. 65, No. 3 (Aug., 2006), pp. 529-554.
6	Antonia Finnane, <i>Changing Clothes in China: Fashion, History, Nation</i> , New York: Columbia University Press, 2008, Ch. 6, "Qipao China".
7	Hiraku Shimoda, "The Making of a 'National Language' and the Discovery of Dialects in Meiji Japan", <i>The American Historical Review</i> , Vol. 115, No. 3 (June 2010), pp. 714-731. (JSTOR)
8	Chen Wei-chi, "From Raw to Cooked: the Identity of the Kawalan People in the Nineteenth Century"; Wu Mi-cha, "Inō Kanori, Japanese Ethnography and the Idea of the 'Tribe'", both in David Faure (ed.), <i>In Search of the Hunters and their Tribes: Studies in the History and Culture of the Taiwan Indigenous People</i> , Taipei: Shung Ye Museum of Formosan Aborigines, 2001, pp. 28-49.
9	Wang Gungwu, "South China Perspectives on Overseas Chinese", <i>The Australian Journal of Chinese Affairs</i> , No. 13 (Jan., 1985), pp. 69-84.
10	Helen Siu, "Remade in Hong Kong: Weaving into the Chinese Cultural Tapestry", in Tao Tao Liu and David Faure (eds.), <i>Unity and Diversity: Local</i>

	<i>Cultures and Identities in China</i> , Hong Kong: Hong Kong University Press, 1996, pp. 177-196.
11	Clayton, H. Cathryn. <i>Sovereignty and the Edge: Macau and the Question of Chineseness</i> , Cambridge (Mass.): Harvard University Asia Center, 2009, Ch. 3, "The Nonexistent Macanese"
12	Barbara Kirshenblatt-Gimblett, "Objects of Ethnography", in Ivan Karp and Steven D. Lavine (eds.), <i>Exhibiting cultures: the poetics and politics of museum display</i> , Washington: Smithsonian Institution Press, 1991, Ch. 20.

2.2 Additional Readings

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

Anderson, Benedict. *Imagined communities: reflections on the origin and spread of nationalism*, London: Verso, 1983.

Crossley, Pamela Kyle, Helen F. Siu, Donald S. Sutton (eds.). *Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China*, Berkeley: University of California Press, 2006.

Duara, Prasenjit. *Rescuing History from the Nation: Questioning Narratives of Modern China*, Chicago: University of Chicago Press, 1995.

Esherick, Joseph and Mary Backus Rankin (eds.). *Chinese local elites and patterns of dominance*, Berkeley: University of California Press, 1990.

Faure, David. *Emperor and ancestor: state and lineage in South China*, Stanford: Stanford University Press, 2007.

Goldman, Merle and Elizabeth Perry. *Changing Meanings of Citizenship in Modern China*, Cambridge [Mass.]: Harvard University Press, 2002.

Harrison, Henrietta. *The Making of the Republican Citizen: Political Ceremonies and Symbols in China 1911-1929*, Oxford: Oxford University Press, 2000.

Hobsbawm, Eric. *Nations and nationalism since 1780: programme, myth, reality*, Cambridge [England]: Cambridge University Press, 1990.

葛兆光：《宅茲中國：重建有關“中國”的歷史論述》，北京：中華書局，2011