

CAH3535: GLOBAL NETWORKS AND CULTURAL IDENTITY

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Global Networks and Cultural Identity

Subject Code

CAH - Chinese and History

Course Number

3535

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CTL3535 Searching for Cultural Identity: Reflections upon Cultural Politics and Policy

Exclusive Courses

Nil

Part II Course Details

Abstract

In modern societies "cultural identities" are always considered displayable. Whereas policy-makers are obliged to create cultural policies to turn cultures into public good, private sectors may make profits out of running cultural industries. Adopting a historical approach, this course intends to illustrate how the idea of national or regional identity, as understood in the 20th/21st centuries, has been shaped from the antiquity to the modern epoch against a global context. It discusses a variety of topics, namely, education, language, migration, minorities, population registration and taxation policies, modern exposition, museum displays, cultural policies formulated by national and international bodies, as well as cultural industries run by private sectors, with a particular focus on Hong Kong and the Mainland of China.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Explain critically the evolution of cultural identities through times, with a focus on Chinese history against a global context.		x		
2	Explore the nature of cultural heritage polices and practices of cultural industries with reference to Hong Kong and the Mainland of China.		x		
3	Describe the concept and practices of cultural heritages and policies with reference to regional, national, and transnational bodies' experiences.			x	
4	Engage in the discussion on the inter-relationship among history, politics, cultural identity, and global network.			x	

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures	Students will engage in lectures about the core knowledge and concepts of cultural identities, policies, and industries.	1, 2, 3, 4	

2	Readings and Group Presentations	Students will extend their understanding of concepts, research topics, and debates concerning cultural identities, policies, and industries through individual reading and group presentation of scholarly books and articles.	1, 2, 3, 4	
3	Writings and Presentations	Students will practice documentation and formulation of arguments through academic writings and oral presentations of their findings.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Presentation of Weekly Readings	1, 2, 3, 4	40
2	Research Paper (Writing 40%, max. 3000 words, Oral Presentation of findings 10%)	1, 2, 3, 4	50
3	Classroom participation in discussions	1, 2, 3, 4	10

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group presentation of Weekly Readings

Criterion

Grade on performance in group presentation of weekly readings

Excellent (A+, A, A-)

The student's performance in group presentation of weekly readings shows a thorough understanding and critical evaluation of assigned readings.

Good (B+, B, B-)

The student's performance in group presentation of weekly readings shows a satisfactory understanding and reasonably fair evaluation of assigned readings.

Fair (C+, C, C-)

The student's performance in group presentation of weekly readings shows a fair amount of understanding of assigned readings.

Marginal (D)

The student's performance in group presentation of weekly readings shows inadequate understanding and even misinterpretation of assigned readings.

Assessment Task

Research Paper

Criterion

Grade on collection and uses of primary, secondary, and oral source materials, content, organization and fluency of writing.

Excellent (A+, A, A-)

The student's performance in written work and oral presentation 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

Good (B+, B, B-)

The student's performance in written work and oral presentation 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.

Fair (C+, C, C-)

The student's performance in written work and oral presentation 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.

Marginal (D)

The student's performance in written work and oral presentation 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.

Assessment Task

Classroom participation in discussions

Criterion

Grade on active participation in learning activities in both lectures and presentations

Excellent (A+, A, A-)

The student's performance in class participation discussion shows a thorough understanding of the issues and their theoretical and practical implications, with strong evidence of substantial reading and research.

Good (B+, B, B-)

The student's performance in class participation discussion shows a good understanding of the issues and their theoretical and practical implications, with evidence of substantial reading and research.

Fair (C+, C, C-)

The student's performance in class participation discussion shows some understandings of the issues and their theoretical and practical implications, with little evidence of substantial reading and research.

Marginal (D)

The student's performance in class participation discussion demonstrates inadequate understanding of the issues and their theoretical and practical implications, with no evidence of substantial reading and research.

Part III Other Information**Keyword Syllabus**

Cultural policies (national, regional, transnational, and global); Chinese cultural tradition; cultural identity; cultural theory; cultural discourse and ideology; professional discourse and power; politics and culture; politics of cultural heritage; cultural industries

Reading List**Compulsory Readings**

	Title
1	Myron L. Cohen, "Being Chinese: The Peripheralization of Traditional Identity", <i>Daedalus</i> , Vol. 120, No. 2, <i>The Living Tree: The Changing Meaning of Being Chinese Today</i> (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 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.

Additional Readings

	Title
1	Anderson, Benedict. <i>Imagined communities: reflections on the origin and spread of nationalism</i> , London: Verso, 1983.

2	Crossley, Pamela Kyle, Helen F. Siu, Donald S. Sutton (eds.). <i>Empire at the Margins: Culture, Ethnicity, and Frontier in Early Modern China</i> , Berkeley: University of California Press, 2006.
3	Duara, Prasenjit. <i>Rescuing History from the Nation: Questioning Narratives of Modern China</i> , Chicago: University of Chicago Press, 1995.
4	Esherick, Joseph and Mary Backus Rankin (eds.). <i>Chinese local elites and patterns of dominance</i> , Berkeley: University of California Press, 1990.
5	Faure, David. <i>Emperor and ancestor: state and lineage in South China</i> , Stanford: Stanford University Press, 2007.
6	Goldman, Merle and Elizabeth Perry. <i>Changing Meanings of Citizenship in Modern China</i> , Cambridge [Mass.]: Harvard University Press, 2002.
7	Harrison, Henrietta. <i>The Making of the Republican Citizen: Political Ceremonies and Symbols in China 1911-1929</i> , Oxford: Oxford University Press, 2000.
8	Hobsbawm, Eric. <i>Nations and nationalism since 1780: programme, myth, reality</i> , Cambridge [England]: Cambridge University Press, 1990.
9	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