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: Pop Culture in East Asia

Course Code: AIS5054

Course Duration: One semester

Credit Units: 3

Level: P5

**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)   NIL

Exclusive Courses:
(Course Code and Title)   NIL

Part II   Course Details

1. **Abstract**

    This course aims to provide perspectives on relationships between East Asian popular culture and a number of major socio-political issues and movements, including cultural imperialism, technological convergence, globalization and indigenization etc. It consists of studies of the internet, comics, film, music, television, anime, advertisements, and magazines in Japan, South Korea, Hong Kong, Taiwan, and mainland China. Through a multi-disciplinary approach, the course will enhance students' analytical skills and understanding on the multiple power structures inherent in the influence of popular cultural flows in East Asian countries.

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.	Describe cultural phenomena reflected in the mass media such as the internet, comic, film, music, television, anime, advertisement, novel and magazine	10%	✓	✓	
2.	Discuss the impact of popular culture on different East Asian countries.	10%	✓		✓
3.	Analyze the inter-Asia cultural flows using a multi-disciplinary approach.	20%	✓	✓	✓
4.	Apply cultural theories and concepts to explain the popular cultural phenomenon	20%		✓	✓
5.	Critically evaluate the relevance and drawbacks of the theories when applying to the explanation of popular cultural issues.	20%	✓	✓	✓
6.	Demonstrate critical writing and presentation skills.	20%	✓		
		100%			

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	6	
1	**Lecture** will introduce the theories of Cultural Studies and recent important academic work on popular culture studies.	✓	✓	✓	✓	✓		2
2	**Tutorial** will guide students how to apply the theories and concepts and evaluate of the texts related to popular cultural studies.	✓		✓	✓	✓		1
3	**Guest similar(s), group discussions, individual/group presentations and debates** will involve students in active learning through interaction and reflection.		✓	✓	✓	✓	✓	
4	**Individual/Small-group analysis and evaluation of the texts** related to popular culture as a means to sensitize students and enhance their understanding on the topic.			✓	✓	✓	✓	
5	**Individual assignment (2000 words)** as a means to improve their critical writing skills and to assess their comprehensive ability on the subject.	✓		✓	✓	✓	✓	NA

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	5	6		
Continuous Assessment: 100%								
1. In-class/out-of-class individual and group participation and in-class short presentation		✓	✓	✓	✓	✓	25%	
2. Group presentation	✓			✓		✓	25%	
3. Individual term paper	✓	✓	✓	✓	✓	✓	50%	
Examination: 0 % (duration: , if applicable)								
							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. In-class/out-of-class individual and group participation and in-class short presentation	(1) engagement in discussion and debate Sessions; (2) application of the learned theories or concepts to a particular topic of popular culture; (3) demonstration of good writing and oral presentational skills	Active engagement in in-class discussion, online discussion and debate session; Clear evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Excellent writing and oral presentation skills	Much effort putting in in-class discussion, online discussion and debate session; Some evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Good writing and oral presentation skills	Some effort putting in in-class discussion, online discussion and debate session; Adequate evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Fair writing and oral presentation skills	Passive engagement in in-class discussion, online discussion and debate session; Little evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Marginal writing and oral presentation skills	No effort putting in in-class discussion, online discussion and debate session; No evidence of critical thinking and ability to apply cultural concepts and theories to explain the cultural phenomena; Poor writing and oral presentation skills
2. Group presentation	(1) application of relevant examples and materials; (2) evidence of critical thinking and creativity; (3) cooperation as a team; (4) persuasive presentation skills; (5) overall structure	Excellent knowledge of culture theories and key concepts on popular cultural studies; Strong evidence of critical thinking and creativity; Excellent team spirit and	Good knowledge of culture theories and key concepts on popular cultural studies; Some evidence of critical thinking and creativity; Good team spirit and presentation skills; Good structure	Adequate knowledge of culture theories and key concepts on popular cultural studies; Adequate evidence of critical thinking and creativity; Adequate team cooperation and fair presentation	Limited knowledge of culture theories and key concepts on popular cultural studies; Little evidence of critical thinking and creativity; Limited evidence of team	Inadequate knowledge of culture theories and key concepts on popular cultural studies; No evidence of critical thinking and creativity; No evidence of team cooperation and

		presentation skills; Excellent structure		skills; Fair structure	cooperation and Marginal presentation skills; Poor structure	poor presentation skills; Poor structure
3. Individual term paper (2000 words)	(1) knowledge of culture theories/ key concepts on popular culture; (2) evidence of critical thinking using multi-disciplinary perspectives in explaining the formation of popular cultural flows; (3) application of the relevant examples (4) question established concepts in recent research; (5) persuasive writing skills and overall structure of the paper.	Excellent knowledge of culture theories/key concepts on popular cultural studies; Strong evidence of critical thinking using multi- disciplinary perspectives in the formation of cultural flows; Strong ability to question established concepts in recent research and to apply relevant examples and materials; Excellent writing skill	High level of familiarity with culture theories/key concepts on popular cultural studies; Some evidence of critical thinking using multi-disciplinary perspectives in the formation of cultural flows; Good ability to question established concepts in recent research and to apply relevant examples and materials; Good writing skill	Satisfactory understanding of culture theories/key concepts on popular cultural studies; Adequate evidence of critical thinking using multi-disciplinary perspectives in the formation of cultural flows; Adequate ability to question established concepts in recent research and to apply relevant examples and materials; Fair writing skill	Understanding of culture theories/key concepts on popular cultural studies; Little evidence of critical thinking using multi-disciplinary perspectives in the formation of cultural flows; Poor ability to question established concepts in recent research and to apply relevant examples and materials; Marginal writing skill	Very limited familiarity with culture theories/key concepts on popular cultural studies; No evidence of critical thinking using multi- disciplinary perspectives in the formation of cultural flows; Inadequate ability to question established concepts in recent research and to apply relevant examples and materials; Poor writing skill

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.)

      Popular culture, Transnationalism; Globalization; Cultural Imperialism; Post-colonialism, Orientalism; Internalized/Oriental/Japanese Orientalism; Media globalization; Modernization; Material culture and consumption; Asianization; Collaboration; Indigenization; Cultural Literary; Cultural Proximity; the internet, comic, film, music, television, anime, advertisement, and magazine

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.	Straubhaar, J. & LaRose, R. (2004). *Media Now: Understanding Media, Culture, and Technology.* (4th ed.) Belmont: Thomson Wadsworth. (Chapter 1, pp. 4-13) (Week 1)
2.	Dahl, S. (2001). Communications and Culture Transformation Cultural Diversity, Globalization and Cultural Convergence, On-line reading. Available at: http://dahl.at/wordpress/research-publications/intercultural-communication/ Retrieved 5 March 2015. (Week 2)
3.	Schmidt, W. V., Conaway, R. N., Easton, S. S., & Wardrope, W. J. (2007). *Communicating Globally: Intercultural Communication and International Business.* Thousand Oaks, CA: Sage. (Chapter 2, pp. 19-40) (Week 2)
4.	Iwabuchi, K. (2001). Use of Japanese Popular Culture: Transnationalism and Postcolonial Desire for Asia, *Emergences,* 11(2): 199-222. (Weeks 3-5)
5.	Pradyumna, P. K. (2005). *Japan in the 21st Century: Environment, Economy, and Society.* Lexington, Ky. : University Press of Kentucky. (pp. 63-69) (Week 5)
6.	Tomlinson, J. (2002). The discourse of cultural imperialism. In D. McQuail (Ed.), *Mcquail's Reader in Mass Communication Theory* (pp. 223-237). London: Sage Publications. (Week 6)
7.	Shim, D. (2006). Hybridity and the rise of Korean popular culture in Asia. *Media, Culture & Society,* 28(1): 25-44. (Week 7)
8.	Shim, D. (2008). The Growth of Korean Cultural Industries and the Korean Wave, in B, Chua, and K. Iwabuchi (Eds). *East Asian Pop Culture: Analysing the Korean Wave.* HK: HKU Press. (pp. 15-31) (Week 8)
9.	Nakano, Y. (2002). Who initiates a global flow? Japanese popular culture in Asia. *Visual Communication,* 1(2), 229-253. (Week 9)
10.	Trepte, S. (2003). Predicting the Success of TV Programs – An Interdisciplinary Approach, pp.6-10. Available at: http://www.uni-hamburg.de/fachbereiche-einrichtungen/fb16/absozpsy/pdf_cultural_proximity.pdf Retrieved 5 March 2015. (Week 10)

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

1.	Chen, K. H. & Chua, B. H. (2007). *The Inter-Asia cultural Studies Reader.* NY: Routledge.
2.	Chua, B. H. & Iwabuchi, K. (2008). *East Asian Pop Culture: Analyzing the Korea Wave.* HK: HK University Press.
3.	Craig, T. (2000). Introduction. *In Japan Pop! Inside the World of Japanese Popular Culture.* Timothy J. Craig, ed. pp. 3-23. Armonk (NY): M. E. Sharpe.
4.	De Mente, B. L. (2012). *The Chinese Mind: Understanding Traditional Chinese Beliefs and their Influence on Contemporary Culture.* Tokyo: Tuttle.
5.	De Mente, B. L. (2012). *The Korean Mind: Understanding Contemporary Korean Culture.* Tokyo: Tuttle.
6.	Hall, E.T. (1976). *Beyond Culture.* New York: Doubleday.
7.	Hofstede, G. (2001). *Culture's Consequences.* London: Sage.
8.	Hofstede, G. (2015). The Hofstede Centre, Official Website. Available at: http://geert-hofstede.com/index.php. Retrieved 26 Jan 2015.

9.	Iwabuchi, K. (2002). *Recentering Globalization: Popular Culture and Japanese Transnationalism.* United States: Duke University Press.
10.	Iwabuchi, Koichi, ed. (2004). *Feeling Asian Modernities: Transnational Consumption of Japanese TV Dramas*. Hong Kong: University of Hong Kong Press.
11.	Kluckholn, C. and Strodtbeck, F. (1961). *Variations in value orientations.* Evanston, IL: Row, Peterson.
12.	McClure, S. (1998) *Nippon Pop*. Singapore: Tuttle.
13.	McQuail, D. (1994). *Mass Communication Theory : An Introduction*. London: Sage.
14.	Nakamura, I. (2007). Japan's Pop Culture in the digital era, on-line article. Available at: http://www.ichiya.org/report/asiagraph0704.pdf. Retrieved 5 March 2015.
15.	Said, E. (2003[1978]). *Orientalism.* England: Penguin books.
16.	Schmidt, W.V., Conaway, R.N., Easton, S.S., & Wardrope, W.J. (2007). *Communicating Globally.* London: Sage.
17.	Söderberg, M. & Reader, I. ed. (2000). *Japanese influences and presences in Asia*. Richmond : Curzon.
18.	Varisco, D. M. (2007). *Reading Orientalism: Said and the Unsaid.* Seattle and London: University of Washington Press.
19.	Pradyumna, P. K. (2005). *Japan in the 21st Century: Environment, Economy, and Society.* Lexington, Ky. : University Press of Kentucky. [on-line book available].

Weekly Teaching Schedule (Topics):

Week 1: An Introduction to the Study of Popular Culture
Week 2: Culture Theories and Concepts: East meets West
Weeks 3-5: From Imperialism to Cultural Imperialism: Use of Japanese Pop Culture
Week 6: Orientalism to Oriental Orientalism: From De-Asianization to Pan-Asianism – A Brief Review of the Contemporary History of Asia
Weeks 7-8: The Korean Wave: Cultural Imperialism vs. Globalization
Weeks 9-10: Who Initiates Global Flows? A Societal Perspective
Weeks 11-12: Group presentations
Week 13: Conclusion: The Discourse of Cultural Imperialism – Four Approaches