

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of Asian and International Studies
with effect from Semester B 2018-19**

Part I Course Overview

Course Title: Understanding Culture in Japan and China through Film

Course Code: AIS2073

Course Duration: One Semester

Credit Units: 3

Level: B2

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

Proposed Area:
(for GE courses only)

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

(A 150-word description about the course)

Given the close historical and cultural relationship between Japan and China, the social development of the two countries is worth making comparison. The primary aim of this course is to introduce students to Japanese and Chinese culture from a comparative perspective through the media of film. Five themes of the two countries will be explored from historical and sociological perspectives, which include education; youth; family; gender inequality; and urbanization.

‘Culture’ is one of the most difficult words to define in academia, however as the term ‘global citizen’ is increasingly emphasized, it is perhaps more important than ever to understand one’s own culture as well as the culture of the other’s. A secondary aim of this course is to help students to develop an interdisciplinary approach to understand culture. Through selected films and topics, students will gain crucial tools and skills for understanding society and culture, applying a cross-disciplinary approach to the two societies covered in the course.

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 an awareness of key social and cultural features of Japanese and Chinese societies.		√	√	
2.	Identify and analyse prospective challenges and social issues in Japan and China.		√	√	
3.	Compare and contrast key concepts, ideas and norms within Japanese and Chinese culture.			√	√
4.	Develop an interdisciplinary approach to examine further other socio-cultural features of the two societies.			√	√
		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			
1.	<p><u>Mini-lectures:</u> Key concepts and context for each theme and film will be presented across five lectures (one for each module).</p>	√	√	√	√			
2.	<p><u>Film screening and semi-structured after-screening discussion sessions:</u> Films related to the core themes will be screened in class and will be followed by semi-structured small group discussions. Students will be required to summarise and present their idea in class.</p> <p><u>Debate:</u> Prospective challenges in Japan or China will be used as topic for debate.</p>	√	√	√	√			
3.	<p><u>Visits and guest lectures:</u> Visits to film festivals, seminars or exhibitions will be arranged when possible. Guest speakers may also be invited to give lectures when suitable.</p>	√	√	√	√			

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: <u>100%</u>								
One written assignment (1500 words)	√	√	√	√			30%	Students will write one essay of 1500 words comparing and contrasting two films in the course.
Participation	√	√	√	√			20%	Students will be assessed on their level of active participation in classroom activities.
On-line discussion forum	√	√	√	√			20%	Students will be assessed on their level of active participation in on-line forum.
Group project	√	√	√	√			30%	Students will make a 5-minute video on a key social issue in Japan or China and critically reflect on this with reference to one theme covered in the course.
Examination: ____% (duration: _____, 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. Written Assignment	Students will write one essay of 1500 words comparing and contrasting two films in the course.	Strong evidence of original thinking; good organization and capacity to analyse; superior grasp of Japanese and Chinese cultures.	Evidence of grasp of the subject matter: some evidence of critical capacity and analytic ability; reasonable understanding of Japanese and Chinese cultures.	Shown understanding of the subject matter; ability to compare and contrast Japanese and Chinese cultures.	Sufficient familiarity with the subject matter.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills.
2. Participation	Students will be assessed on their level of active participation in classroom activities.	Participate very actively in class activities at all time.	Participate actively in class activities.	Satisfactory participation in class activities.	Barely satisfactory participation in class activities.	Rarely participate in class activities.
3. On-line discussion forum	Students will be assessed on their level of active participation in on-line forum	Participate very actively in on-line discussions at all time.	Participate actively in on-line discussions.	Satisfactory participation in on-line discussions.	Barely satisfactory participation in on-line discussions.	Rarely participate in on-line discussions.
4. Group project	Students will make a 5-minute video on a key social issue in Japan or China and critically reflect on this with reference to one theme covered in the course.	Strong evidence of original thinking; ability to compare and contrast Japanese and Chinese cultures; strong organization and analytical skills; good collaboration between team members.	Evidence of original thinking; ability to compare and contrast Japanese and Chinese cultures; good organization and analytical skills; good collaboration between team members.	Shown ability to compare and contrast Japanese and Chinese cultures; satisfactory organization and analytical skills; shown evidence in collaboration between team members.	Sufficient familiarity with the subject matter; barely satisfactory organization and analytical skills; shown effort on collaboration between team members.	Little evidence of familiarity with the subject matter; weak in organization and analytical skills; little effort on collaboration between team members.

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 culture, Chinese culture, youth, inequality, urbanization, education, family, cultural representation in film, cultural studies, gender studies, film genre

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.	Befu, H. (2001). <i>Hegemony of Homogeneity: An Anthropological Analysis of Nihonjinron</i> . Melbourne, Australia: Trans-Pacific Press.
2.	Bordwell, D. (1988). <i>Ozu and the Poetics of Cinema</i> . Princeton, NJ: Princeton University Press.
3.	<i>Confucius: The Analects</i> (D. C. Lau, Trans.). (1979). London: England: Penguin classics.
4.	De Vos, A. (1998). A Japanese Legacy of Confucian Thought, In W. Slote & A. De Vos (Eds.), <i>Confucianism and the Family</i> . Albany, NY: State University of New York Press.
5.	DeVos, A. (1998). Confucian Family Socialization: The Religion, Morality, and Aesthetics of Propriety. In W. Slote & A. De Vos (Eds.), <i>Confucianism and the Family</i> . Albany, NY: State University of New York Press.
6.	Suzanne, H. V. (2012). Japanese Society under Stress. <i>Asian Survey</i> , 52(4), 687-713.
7.	Freiberg, F. (2010). The Cinema of Naruse Mikio: Women and Japanese Modernity. <i>Asian Studies Review</i> , 34(3), 384-385.

2.2 Additional Readings

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

1.	Anderson, J. & Richie, D. (1982). <i>The Japanese Film: Art and Industry</i> (Expanded ed.). Princeton, NJ: Princeton University Press.
2.	Braudy, L. & Cohen, M. (2009). <i>Film theory and Criticism: Introductory Readings</i> (7th ed.). New York, NY: Oxford University Press.
3.	Desser, D. (Ed.) (1997). <i>Ozu's Tokyo Story</i> . Cambridge, NY: Cambridge University Press.
4.	Ebrey, P. B. (2010). <i>The Cambridge Illustrated History of China</i> (2nd ed.). Cambridge, England: Cambridge University Press.

5.	Mitsuyo, W. M. (2009). Contemporary Japanese Cinema in Transition. <i>Canadian Journal of Film Studies</i> , 18(1), 2-5.
6.	Kato, T. A., Shinfuku, N., Sartorius, N., & Kanba, S. (2011). Are Japan's <i>hikikomori</i> and Depression in Young People Spreading Abroad? <i>The Lancet</i> , 378(9796), 1070-1070.
7.	Borovoy, A. (2008). Japan's Hidden Youths: Mainstreaming the Emotionally Distressed in Japan. <i>Culture, Medicine and Psychiatry</i> , 32(4), 552-76.