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:	**Japan and Cultural Globalisation**
Course Code:	**AIS3908**
Course Duration:	**One Semester**
Credit Units:	**3 Credits**
Level:	**B3**
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)*	**CTL3908 Learning Japanese Language and Society through the Media** **AIS3908 Learning Japanese Language and Society through the Media**
Exclusive Courses: *(Course Code and Title)*	**GE3102 Cultural Flows in East Asia**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to enhance students' understanding on Japanese cultural flows in the context of globalization. The course will introduce various aspects of Japanese pop cultures as presented in the mass media and its influence on East Asian countries in terms of multi-disciplinary (historical/political, societal, economic and technological) perspectives. The course introduces key theories and concepts of globalization by focusing on cultural analyses and critical cultural responses to globalization. Particular emphasis is placed on transnational cultural industries in Japan and its global cultural phenomena relevant to everyday Hong Kong experience. After finishing this course, students will be able to describe and critically discuss cultural phenomena reflected in the mass media based on contemporary culture theories and describe the impact of Japanese popular culture on Hong Kong and other 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.	30%	√	√	
2.	Discuss the impact of Japanese popular culture on Hong Kong society and other Asian countries.	30%	√	√	√
3.	Apply the key theories, concepts and perspectives in popular cultural studies.	30%	√	√	√
4.	Demonstrate their critical writing and presentation skills.	10%	√	√	
		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			
Lecture	Introduce the popular cultural studies in the globalized environment. Key articles related cultural globalization and political/historical/societal/economic/technological background and development will be introduced.	√	√	√				2 hrs
Tutorial	Individual and group discussions (in-class and out-of class), group presentations and debates will involve students in active learning through interaction and reflection. Analysis and evaluation of the texts from the media, as a means to sensitize students to process critical and creative thinking while enhancing their understanding of Japan cultural flows.		√	√	√			1 hr

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: _____%								
Individual term paper is given to assess students' comprehensive knowledge and ability in understanding the popular cultural studies using multi-level perspectives.	√	√	√				40%	
Group presentation is given to assess students' understanding on the contemporary development of Japanese cultural phenomena, and its influences on other East Asian societies.	√		√	√			35%	
Individual/small group in-class and out-of-class discussions and debates are given to evaluate students' analytical skill and demonstration of creative thinking.	√	√	√	√			25%	
Examination: _0_% (duration: N/A , 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. Individual term paper	(1) knowledge of culture theories/ key concepts on cultural globalization; (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 cultural globalization; 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 cultural globalization; 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 cultural globalization; Fair evidence of critical thinking using multi-disciplinary perspectives in the formation of cultural flows; Fair 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 cultural globalization; 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 cultural globalization; 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
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 presentation skills; Excellent structure	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	Fair knowledge of culture theories and key concepts on popular cultural studies; Fair evidence of critical thinking and creativity; Fair team cooperation and fair presentation skills; Fair structure	Limited knowledge of culture theories and key concepts on popular cultural studies; Little evidence of critical thinking and creativity; Limited evidence of team cooperation and Marginal presentation skills; Poor structure	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 poor presentation skills; Poor structure
3. 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; Fair 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

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**

   Japan; Cultural Globalization; Pop culture; Technological convergence; Media globalization; Transnationalism; Cultural Imperialism; Post-colonialism, Orientalism; Oriental Orientalism; Globalization; Modernization; Material culture and consumption; Collaboration; Indigenization; Cultural Literary; Cultural Proximity; the internet, comic, film, music, drama, variety show, 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.	Hopper, P. (2007). *Understanding Cultural Globalization*. Cambridge, UK: Polity Press.
2.	Condry, I. (2006). *Hip-Hop Japan: Rap and the Paths of Cultural Globalization*. Durham, NC: Duke University Press.
3.	Straubhaar, J. & LaRose, R. (2004). *Media Now: Understanding Media, Culture, and Technology.* (4th ed.) Belmont: Thomson Wadsworth.
4.	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.
5.	Iwabuchi, K. (2001). Use of Japanese Popular Culture: Transnationalism and Postcolonial Desire for Asia, *Emergences,* 11(2): 199-222.
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.
7.	Nakano, Y. (2002). Who initiates a global flow? Japanese popular culture in Asia. *Visual Communication,* 1(2), 229-253.
9.	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.
9.	Schmidt, W. V., Conaway, R. N., Easton, S. S., & Wardrope, W. J. (2007). *Communicating Globally: Intercultural Communication and International Business.* Thousand Oaks, CA: Sage.
10.	Pradyumna, P. K. (2005). *Japan in the 21st Century: Environment, Economy, and Society.* Lexington, Ky. : University Press of Kentucky.

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

1.	Shim, D. (2006). Hybridity and the rise of Korean popular culture in Asia. *Media, Culture & Society,* 28(1): 25-44.
2.	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)