

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A in 2018 / 19

Part I Course Overview

Course Title: Thinking about Asian Community: Culture and Heritage of East Asia

Course Code: CAH3522

Course Duration: One Semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

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) CTL3522 Culture and Heritage of East Asia

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to provide a fundamental and comprehensive introduction to major cultural aspects and heritage of East Asia, with a thematic focus either on (a) Chinese culture and cultural heritage (including that of Hong Kong and Taiwan), or (b) Korean culture and cultural heritage (including that of Ancient Korean kingdoms and North Korea whenever necessary), or (c) Japanese culture and cultural heritage, depending on the availability of instructor.

The culture and cultural heritage shall be examined and analysed in terms of historical, aesthetic, archaeological, scientific, ethnological and/or anthropological values. Tangible cultural heritage sites including those recognized as UNESCO World Heritage as well as intangible heritage such as traditions, rituals, art forms, and the relation between traditional and contemporary culture will be examined. The course incorporates the important values of cultural heritage with a cross-cultural view that allows students to identify and describe culture and heritage of East Asia, to develop analytical skills to compare similarities and differences among East Asian countries, and to understand the early cultural exchanges between the East and the West.

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 broad knowledge of culture and cultural heritage of East Asia.		√	√	√
2.	Discover and analyze the prominent values and implications of cultural heritage of East Asia.			√	√
3.	Discuss critically the major similarities and differences between East Asian cultural heritage and students' own cultures.		√	√	√
4.	Apply students' knowledge to the evaluation of heritage artefacts with an informed vocabulary and analytical view.		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.

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			
Lectures	to provide background knowledge of tangible and intangible cultural heritage of East Asia and to identify key elements of East Asian culture and heritage and traditions using multimedia.	√	√					
Field trip/guest lecture (wherever applicable)	to allow an interactive learning by meeting Korean people and relevant professionals to broaden the scope of learning.	√	√					
Discussion	teacher-facilitated in-class discussions to stimulate students' active participation and to deepen their knowledge of main concepts of cultural heritage of East Asia.	√	√	√				
Student in-class activities	to develop students' analytical skills to reflect on main features of cultural heritage and compare and contrast them within a cross-cultural aspect.	√	√	√				
Reading and Essay	to reinforce students' skills of critical analysis using further information and resources for their own research.				√			

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%								
Attendance, Participation, Attitude	√	√	√	√			20%	Participation during guest lectures will be counted too.
Write cultural heritage journal and/or paper (minimum length of paper 1,500 words)	√	√	√	√			40%	
Quiz and test	√	√	√	√			40%	
Examination: 0% (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. Write cultural heritage journal and/or paper (minimum length of paper 1,500 words)	Due on the last day of instruction (minimum length of paper 1,500 words)	<ul style="list-style-type: none"> Strong and consistent evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base. The analysis demonstrates an excellent and in-depth understanding of key concepts regarding East Asian culture. Superior writing ability that demonstrates substantial and well-grounded theoretical background supported by objective analytical tools. Consistently able 	<ul style="list-style-type: none"> Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature. The analysis demonstrates a good and relatively in-depth understanding of key concepts regarding East Asian culture. Good writing ability that demonstrates relatively substantial and well-grounded theoretical background supported by analytical tools. Able to make original, insightful, and 	<ul style="list-style-type: none"> Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material. The analysis demonstrates partial and moderate understanding of key concepts regarding East Asian culture. Some evidence of writing ability that demonstrates substantial and knowledgeable theoretical background supported by some use of analytical tools. Able to demonstrate sufficient and knowledgeable arguments related to themes. 	<ul style="list-style-type: none"> Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. The analysis demonstrates inadequate and marginal understanding of key concepts regarding East Asian culture. Little evidence of writing ability that demonstrates substantial and knowledgeable theoretical background supported by some use of analytical tools. Marginally able to demonstrate some weak arguments related to themes. 	<ul style="list-style-type: none"> Very little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature. Demonstrates highly inadequate and very poor understanding of key concepts regarding East Asian culture. Very little or no evidence of writing ability that demonstrates substantial and knowledgeable theoretical background supported by use of analytical tools. Demonstrates very weak or groundless arguments related to themes.
2. Quiz and test	Quiz and test on lectures and assigned readings					
3. Attendance, Participation, Attitude	Active involvement with discussions required					

		<p>to make original, insightful, and knowledgeable arguments related to themes.</p> <ul style="list-style-type: none"> Consistently able to reflect on diversity of cultural aspects and cogent cross-cultural approach to compare and analyse distinct and common aspects of cultural phenomena. Excellent class presentation that reflects good communication skills and a comprehensive approach to the topics given; superior grasp of the critical notions; skilful utilization of multi-media presentation tools; concise and comprehensive summary of presentation and discussion. 	<p>knowledgeable arguments related to themes.</p> <ul style="list-style-type: none"> Able to reflect on diversity of cultural aspects and respectably strong cross-cultural approach to compare and analyse distinct and common aspects of cultural phenomena. Class presentation that reflects good communication skills and a comprehensive approach to the topics given; decent grasp of the critical notions; relatively skilful utilization of multi-media presentation tools; concise summary of presentation and discussion. 	<ul style="list-style-type: none"> Able to reflect on some major issues of cultural aspects and a fair understanding of cross-cultural aspects; able to accommodate distinct and common aspects of cultural phenomena fairly. Class presentation that reflects acceptable communication skills and a respectable approach to the topics given; fair grasp of the critical notions; some skilful utilization of multi-media presentation tools; able to provide a fair summary of presentation and discussion. 	<ul style="list-style-type: none"> Marginally able to reflect on some issues of cultural aspects and inadequate understanding of cross-cultural aspects; little understanding of distinct and common aspects of cultural phenomena. Class presentation that shows poor communication skills and unorganized approach to the topics given; marginal grasp of the critical notions; poor utilization of multi-media presentation tools; to provide inadequate summary of presentation and discussion. 	<ul style="list-style-type: none"> Shows highly inadequate approaches to issues of cultural aspects and poor or misguided understanding of cross-cultural aspects; very little understanding of distinct and common aspects of cultural phenomena. Class presentation that shows highly inadequate communication skills and very poorly organized approach to the topics given; little or no grasp of the critical notions; little or no utilization of multi-media presentation tools; not able to provide an acceptable level of summary of presentation and discussion. Does not attend class regularly.
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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.)

Chinese cultural heritage:

Ming Tombs, Forbidden City, Great Wall, Summer Palace, Temple of Heaven, Mausoleums of the First Emperor of Qin, Dunhuang Caves, Potala Palace, Classical Gardens of Suzhou, Longmen Grottoes, Capital Sites and Tombs of the Ancient Koguryo Kingdom, Historic Centre of Macau, Confucianism, Zen (Chan) Buddhism and Buddhist cannons, Taoism, Chinese characters (*hanzi*), Chinese cuisine, painting and calligraphy, architecture and *siheyuan* mansion, Chinese opera, Civil Service Examination (*keju*) system

Korean cultural heritage:

Tangible/intangible cultural heritage, World Heritage of Korea, (Gyeongju Historic sites, Bulguksa Temple, Sokgulam Grotto, Koryeo Tripitapaka, Changduk Palace, Jongmyo Shrine, Hwasung Fortress, Jeju island Natural sites), National Treasures of Korea, Han'gul (Korean alphabet), Shamanistic ritual *Gut*, Architecture, *Ondol*, *Kimchi*, Traditional Korean cuisine, *Jangdok*, *Hanbok*, Art and performance (Koryeo ceradon, *Chang*, *Samulnoli*, *matang noli*, *danchung*, totem poles), Contemporary Korean Culture and Its Traditional Root

Japanese cultural heritage:

Buddhist Monuments in the Horyu-ji Area, Historic Monuments of Ancient Kyoto, Historic Monuments of Ancient Nara Shrines and Temples of Nikko Gusuku Sites and Related Properties of the Kingdom of Ryukyu, Honchisuijakusetsu (The theory in which kami are viewed as temporary manifestations of the essential Buddha, allowing each Shintō deity to be identified with a Buddhist one), Shintoism and the formation of Jinja (Shrine), Influences of Chinese Culture on the Ryukyu Kingdom, Toraijin (people from the Korean Peninsula and China) and their influences on Japanese Culture, Castle and Urbanization, Relationships between the Bakufu and Tennō (emperor), Chōnin (townsmen) Culture. Contemporary Japanese Culture

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.)

Chinese Culture Text(s):

1.	Allen, Susan M. <i>The history and cultural heritage of Chinese calligraphy, printing and library work</i> . Berlin : De Gruyter Saur, 2010. Robert L. Thorp and Richard Ellis Vinograd, <i>Chinese Art & Culture</i> . New York: Harry N. Abrams, 2001.
2.	De Bary, Therdore. Ed. <i>Sources of Chinese Tradition</i> . New York: Columbia Univ. Press 1999.
3.	Chang, Kwang-chih. <i>The Archaeology of Ancient China</i> . New Haven: Yale University Press, 1989.
4.	Fong, Wen ed.. <i>Great Bronze Age of China: Treasures from the Bronze Age of China: an Exhibition from the People's Republic of China</i> . New York: Metropolitan Museum of Art, 1980
5.	Rawson, Jessica. <i>Ancient China: Art and Archaeology</i> . London: Book Club Associates, 1980
6.	Smith, Richard Joseph. <i>China's Cultural Heritage: the Qing Dynasty, 1644-1912</i> . Boulder and London: Westview and Francis Printer, 1983.
7.	Wang Miaoyang. <i>Chinese cultural traditions and modernization</i> . Washington, DC: Council for Research in Values and Philosophy, 1997.

Japanese Culture Text(s):

1.	Coaldrake, William H. <i>Architecture and Authority in Japan</i> . London; New York: Routledge, 1996.
2.	Craig, Albert M. <i>The Heritage of Japanese Civilization</i> , Prentice Hall, 2003.
3.	Earhart, H. Byron. <i>Japanese Religion: Unity and Diversity</i> . Victoria, Australia; Belmont, Calif: Thomson/Wadsworth, 2004.
4.	Hall, John W (ed.). <i>The Cambridge History of Japan</i> , Vol. 1-6. Cambridge: Cambridge University Press, 1988.
5.	Howard, Peter. <i>Heritage: Management, Interpretation, Identity</i> . London; New York: Continuum, 2003.
6.	Ienaga, Saburo. <i>Japanese Art: A Cultural Appreciation</i> , New York, Weatherhill, 1979.
7.	Kerr, George H. <i>Okinawa: The History of an Island People</i> . Boston, Mass.: Tuttle Publishing, 2000.
8.	Pilgrim, Richard B. <i>Buddhism and the Arts of Japan</i> . Chambersburg, Pa.: Anima Books, 1993.
9.	Sadao, Tsuneko S. and Wada, Stephanie. <i>Discovering the Arts of Japan: A Historical Overview</i> . Tokyo; New York: Kodansha International, 2003.
10.	Singer, Kurt. <i>The Life of Ancient Japan: Selected Contemporary Texts Illustrating Social Life and Ideals before the Era of Seclusion</i> . Richmond, Surrey: Japan Library, 2002.
11.	Smith, Laurajane (ed.). <i>Cultural Heritage: Critical Concepts in Media and Cultural Studies</i> . London; New York, N.Y.: Routledge, 2006-2007.
12.	Takara Kurayoshi. <i>Ajia no naka no Ryūkyū Ōkoku</i> . Tōkyō: Yoshikawa Kōbunkan, 1998.
13.	Turnbull, Stephen. <i>Samurai Warfare</i> . London: Arms and Armour Press, 1996.
14.	Yashiro, Yukio. <i>The Heritage of Japanese Art</i> , Tokyo, Kokusai Bunka Shinkokai, 1960.
15.	Yusa, Michiko. <i>Japanese Religious Traditions</i> . Upper Saddle River, N.J.: Prentice Hall, 2002.
16.	Penelope Mason. <i>History of Japanese Art</i> , 2 nd edition. Upper Saddle River, 2005.

Online Resources

<http://www.unesco.jp/contents/isan/jlist.html>

http://bunka.nii.ac.jp/jp/world/h_index.html

Korean Culture Text(s):

1.	<i>Guide to Korean Cultural Heritage</i> . Hollym. 2003.
2.	<i>Korean Cultural Heritage 1: Seen through pictures and names</i> . Sigong Tech Co./Korea Visual Co. 2002.
3.	<i>Korean Cultural Heritage 2: Seen through pictures and names</i> . Sigong Tech Co./Korea Visual Co. 2002.
4.	<i>An Illustrated Guide to Korean Culture: 233 traditional key words</i> . The National Academy of the Korean Language. Hakjojae.2002.
5.	Lee, E-Wha. <i>Korea's Past times and Customs: A Social History</i> . Homa & Sekey Books, 2001.

Online resources:

<http://www.korea.net/>

<http://english.visitkorea.or.kr/enu/index.kto>

<http://whc.unesco.org/en/statesparties/kr>

http://www.emuseum.go.kr/eng/her/her_01.jsp

<http://www.heritage.go.kr/index.jsp>

2.2 Additional Readings

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

N/A