

**City University of Hong Kong  
Course Syllabus**

**offered Department of of Asian and International Studies  
with effect from Semester B 2019-20**

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**Part I Course Overview**

**Course Title:** A Portrait of Japan: Experiencing Japanese Culture

**Course Code:** AIS2918

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English / Japanese

**Medium of Assessment:** English / Japanese

**Prerequisites:** Nil  
*(Course Code and Title)*

**Precursors:** Nil  
*(Course Code and Title)*

**Equivalent Courses:** CTL2918 A Portrait of Japan: Experiencing Japanese Culture  
*(Course Code and Title)*

**Exclusive Courses:** Nil  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course aims to raise students' awareness of and appreciate cultural differences between Japan and China as well as Japan and the Western cultures. The influence of Chinese culture on traditional Japanese values and the impact of Western culture on modern Japanese culture will be introduced in lectures. It also explores the influences of Japanese culture to Hong Kong society.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify the influence of Chinese culture on traditional Japanese culture;		√	√	
2.	Describe the impact of western culture on modern Japanese culture and vice versa;		√	√	
3.	Discuss Japanese cultural influences in Hong Kong;		√	√	√
4.	Relate the cultural heritage of the Japanese people to contemporary developments of the Japanese society.			√	√
		100%			

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

<sup>#</sup> 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.)

Final details will be provided to students in their first week of attendance in this course.

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	<b>Lectures</b> will introduce the various aspects of Japanese society and culture that will enable students to have an introductory knowledge of topics covered.	√	√	√	√			
2	If schedule allows, field trips may be organized so as to deepen students' understanding of Japanese culture in Hong Kong.			√				
3	<b>Group discussion, presentations/project</b> will involve students in active learning through interactive debates and on-line forum.	√	√	√	√			

### 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: _____%								
Quiz/field trip report	√	√	√	√			30%	Students will be expected to demonstrate knowledge and understanding of cultural concepts and theories studied in the course and in the readings.
On-line discussion forum	√	√	√	√			20%	Students will be assessed on their level of active participation in on-line forum
Class participation	√	√	√	√			10%	Students will be assessed on their level of active participation in classroom discussions.
Group presentation/project	√	√	√	√			40%	Students will have to make a 20-minute presentation under the scope of cultural interflows.
Examination: _____% (duration: _____, if applicable)								

\* The weightings should add up to 100%.

100%
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## 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. Quiz	Students will be expected to demonstrate knowledge and understanding of cultural concepts and theories studied in the course and in the readings.	Strong evidence of critical thinking; and capacity to analyse; superior grasp of Japanese culture.	Evidence of grasp of the subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of Japanese culture.	Shown understanding of the subject matter.	Sufficient familiarity with the subject matter.	Little evidence of familiarity with the subject matter; weakness in critical and analytical skills.
2. 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.
3. Class participation	Students will be assessed on the level of active participation in classroom activities.	Participate very actively in class at all time.	Participate actively in classroom activities.	Satisfactory participation in classroom activities.	Barely satisfactory participation in classroom activities.	Rarely participate in classroom activities.
4. Group presentation/project	Students will make a 20-minute presentation. They will be assessed on their understanding of the cultural heritage of Japan and its influences to the world.	Strong evidence of original thinking; excellent organization and analytical skills; very good collaboration between team members.	Evidence of original thinking; good organization and analytical skills; good collaboration between team members.	Satisfactory organization and analytical skills; evidence of collaboration between team members shown.	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 aesthetics and art; appreciation of Japanese culture; Japanese film arts; the influence of Confucianism, thought and religion;; social customs and lifestyle; Japanese corporations; Japanese food; festivals; leisure activities and entertainment; Japanese popular culture in Hong Kong (e.g. *manga*, movies, TV drama and magazines).

#### 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.	Sosnoski, D. (1996) <i>Introduction to Japanese Culture</i> . Tokyo: Tuttle.
2.	Benedict, R. (1989) <i>The Chrysanthemum and the Sword: Patterns of Japanese Culture</i> . Boston: Houghton Mifflin.
3.	Kristina, I. W. and Roman, R. eds. (2015) <i>Visions of Precarity in Japanese Popular Culture and Literature</i> . New York: Routledge.
4.	Plutschow, H. E. (2003) <i>Rediscovering Rikyu and the Beginnings of the Japanese Tea Ceremony</i> . Folkestone: Global Oriental.
5.	Sparron, N. J. (1969) <i>A Guide to Japanese Flower Arrangement</i> . Tokyo: Shufunotomo Co.

##### 2.2 Additional Readings

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

1.	Asquith, J. and Kalland, A. (1997) <i>Japanese Images of Nature Cultural Perspectives</i> . Richmond: Curzon.
2.	Kumagai, F. (1996) <i>Unmasking Japan Today: the Impact of Traditional Values on Modern Japanese society</i> . Conn: Praeger.
3.	Matsumoto, D. (1996) <i>Unmasking Japan: Myths and Realities about the Emotions of the Japanese</i> . Calif.: Stanford University Press.
4.	Davies, R and Ikeno, O. (2002) <i>The Japanese Mind: Understanding Contemporary Japanese Culture</i> . Boston: Tuttle Pub.
5.	Martinez, D. (1998) <i>The Worlds of Japanese Popular Culture: Gender, Shifting Boundaries and Global Cultures</i> . UK: Cambridge University Press.