

PIA3908: JAPAN AND CULTURAL GLOBALISATION

Effective Term

Semester B 2022/23

Part I Course Overview

Course Title

Japan and Cultural Globalisation

Subject Code

PIA - Public and International Affairs

Course Number

3908

Academic Unit

Public and International Affairs (PIA)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

AIS3908 Japan and Cultural Globalisation

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe cultural phenomena reflected in the mass media.	30	x	x	
2	Discuss the impact of Japanese popular culture on Hong Kong society and other Asian countries.	30	x	x	x
3	Apply the key theories, concepts and perspectives in popular cultural studies.	30	x	x	x
4	Demonstrate their critical writing and presentation skills.	10	x	x	

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 real-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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	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.	1, 2, 3	2 hrs

2	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.	2, 3, 4	1 hr
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Individual term paper is given to assess students' comprehensive knowledge and ability in understanding the popular cultural studies using multi-level perspectives.	1, 2, 3	40	
2	Group presentation is given to assess students' understanding on the contemporary development of Japanese cultural phenomena, and its influences on other East Asian societies.	1, 3, 4	35	
3	Individual/small group in-class and out-of-class discussions and debates are given to evaluate students' analytical skill and demonstration of creative thinking.	1, 2, 3, 4	25	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Individual term paper

Criterion

- (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 (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

Assessment Task

Group presentation

Criterion

- (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 (A+, A, A-)

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 (B+, B, B-)

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 (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

Assessment Task

In-class/out-of-class individual and group participation and in-class short presentation

Criterion

- (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

Excellent (A+, A, A-)

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

Good (B+, B, B-)

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

Fair (C+, C, C-)

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

Marginal (D)

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

Failure (F)

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

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

Reading List

Compulsory Readings

Title	
1	Hopper, P. (2007). <i>Understanding Cultural Globalization</i> . Cambridge, UK: Polity Press.
2	Condry, I. (2006). <i>Hip-Hop Japan: Rap and the Paths of Cultural Globalization</i> . Durham, NC: Duke University Press.
3	Straubhaar, J. & LaRose, R. (2004). <i>Media Now: Understanding Media, Culture, and Technology</i> . (4th ed.) Belmont: Thomson Wadsworth.
4	Dahl, S. (2001). <i>Communications and Culture Transformation Cultural Diversity, Globalization and Cultural Convergence</i> , 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, <i>Emergences</i> , 11(2): 199-222.
6	Tomlinson, J. (2002). The discourse of cultural imperialism. In D. McQuail (Ed.), <i>Mcquail's Reader in Mass Communication Theory</i> (pp. 223-237). London: Sage Publications.
7	Nakano, Y. (2002). Who initiates a global flow? Japanese popular culture in Asia. <i>Visual Communication</i> , 1(2), 229-253.
8	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). <i>Communicating Globally: Intercultural Communication and International Business</i> . Thousand Oaks, CA: Sage.
10	Pradyumna, P. K. (2005). <i>Japan in the 21st Century: Environment, Economy, and Society</i> . Lexington, Ky. : University Press of Kentucky.

Additional Readings

Title	
1	Shim, D. (2006). Hybridity and the rise of Korean popular culture in Asia. <i>Media, Culture & Society</i> , 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). <i>East Asian Pop Culture: Analysing the Korean Wave</i> . HK: HKU Press. (pp. 15-31)