

# PIA2073: UNDERSTANDING CULTURE IN JAPAN AND CHINA THROUGH FILM

---

## Effective Term

Semester B 2022/23

## Part I Course Overview

### Course Title

Understanding Culture in Japan and China through Film

### Subject Code

PIA - Public and International Affairs

### Course Number

2073

### 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

AIS2073 Understanding Culture in Japan and China through Film

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Demonstrate an awareness of key social and cultural features of Japanese and Chinese societies.		x	x	
2	Identify and analyse prospective challenges and social issues in Japan and China.		x	x	
3	Compare and contrast key concepts, ideas and norms within Japanese and Chinese culture.			x	x
4	Develop an interdisciplinary approach to examine further other socio-cultural features of the two societies.			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	Mini-lectures	Key concepts and context for each theme and film will be presented across five lectures (one for each module).	1, 2, 3, 4

2	Film screening and semi-structured after-screening discussion sessions	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.	1, 2, 3, 4	
3	Visits and guest lectures	Visits to film festivals, seminars or exhibitions will be arranged when possible. Guest speakers may also be invited to give lectures when suitable.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Presentation	1, 2, 3, 4	20	Students will be required to make a presentation on an assigned reading and/or a social issue.
2	Quiz	1, 2, 3, 4	30	Students are expected to demonstrate good understanding of films, lectures, and related readings.
3	Class Participation	1, 2, 3, 4	10	Students will be assessed on their level of active participation in classroom activities.
4	On-line discussion forum	1, 2, 3, 4	10	Students will be assessed on their level of active participation in on-line forum.
5	Group project	1, 2, 3, 4	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.

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)**

### **Assessment Task**

#### 1. Presentation

##### **Criterion**

Students will be required to make a presentation on an assigned reading and/or a social issue.

##### **Excellent (A+, A, A-)**

Strong evidence of original thinking; good organization and capacity to analyse.

##### **Good (B+, B, B-)**

Evidence of grasp of the subject matter: some evidence of critical capacity and analytic ability.

##### **Fair (C+, C, C-)**

Shown understanding of the subject matter.

##### **Marginal (D)**

Barely mastery of the subject matter.

##### **Failure (F)**

Little evidence of familiarity with the subject matter.

---

### **Assessment Task**

#### 2. Quiz

##### **Criterion**

Students will be expected to demonstrate good understanding of films, lectures, and related readings.

##### **Excellent (A+, A, A-)**

Critical capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.

##### **Good (B+, B, B-)**

Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature/ Film.

##### **Fair (C+, C, C-)**

Understanding of the subject; ability to develop solutions to simple problems in the material.

##### **Marginal (D)**

Basic familiarity with the subject matter to enable the student to progress without repeating the course.

##### **Failure (F)**

Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature/ film.

---

### **Assessment Task**

#### 3. Class Participation

##### **Criterion**

Students will be assessed on their level of active participation in classroom activities.

##### **Excellent (A+, A, A-)**

Participate very actively in class activities at all time.

**Good (B+, B, B-)**

Participate actively in class activities.

**Fair (C+, C, C-)**

Satisfactory participation in class activities.

**Marginal (D)**

Barely satisfactory participation in class activities.

**Failure (F)**

Rarely participate in class activities.

---

**Assessment Task**

4. On-line discussion forum

**Criterion**

Students will be assessed on their level of active participation in on-line forum

**Excellent (A+, A, A-)**

Participate very actively in on-line discussions at all time.

**Good (B+, B, B-)**

Participate actively in on-line discussions.

**Fair (C+, C, C-)**

Satisfactory participation in on-line discussions.

**Marginal (D)**

Barely satisfactory participation in on-line discussions.

**Failure (F)**

Rarely participate in on-line discussions.

---

**Assessment Task**

5. Group project

**Criterion**

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.

**Excellent (A+, A, A-)**

Strong evidence of original thinking; ability to compare and contrast Japanese and Chinese cultures; strong organization and analytical skills; good collaboration between team members.

**Good (B+, B, B-)**

Evidence of original thinking; ability to compare and contrast Japanese and Chinese cultures; good organization and analytical skills; good collaboration between team members.

**Fair (C+, C, C-)**

Shown ability to compare and contrast Japanese and Chinese cultures; satisfactory organization and analytical skills; shown evidence in collaboration between team members.

**Marginal (D)**

Barely mastery of the subject matter; barely satisfactory organization and analytical skills; shown effort on collaboration between team members.

**Failure (F)**

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****Keyword Syllabus**

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

**Reading List****Compulsory Readings**

	Title
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	Confucius: <i>The Analects</i> (D. C. Lau, Trans.). (1979). London: England: Penguin classics.
4	De Vos, A. (1998). <i>A Japanese Legacy of Confucian Thought</i> , 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). <i>Confucian Family Socialization: The Religion, Morality, and Aesthetics of Propriety</i> . 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). <i>Japanese Society under Stress</i> . <i>Asian Survey</i> , 52(4), 687-713.
7	Freiberg, F. (2010). <i>The Cinema of Naruse Miko: Women and Japanese Modernity</i> . <i>Asian Studies Review</i> , 34(3), 384-385.

**Additional Readings**

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