

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

1. **COURSE TITLE**

East Asia Media Culture in the Global Age

2. **COURSE CODE**

HUMN3075

3. **No. OF UNITS**

3 Units

4. **OFFERING DEPARTMENT**

Department of Humanities and Creative Writing

5. **PREREQUISITES**

N.A.

**COREQUISITES**

N.A.

6. **MEDIUM OF INSTRUCTION**

English

7. **AIMS & OBJECTIVES**

This course aims to introduce the complex issues and theories in understanding and explaining East Asia media cultures. It combines both historical and theoretical approach to illustrate the rise of East Asia media cultures. Specifically, it analyzes the production of various key media genres in Japan, Hong Kong, Korea, China and other East Asia countries; examines the textual characteristics of these media genres; and interrogates the complicated flows, reception and influences of East Asia media cultures across the world. It explores various enduring issues such as soft power, colonial hybridity, power dynamics of regional flows, cross-cultural reception, co-production of Asianess and Chineseness, and 'Asia as method'. Through the above multi-dimensional and cross-cultural analysis, the course aims to address if and how power struggles within and among various East Asia countries have facilitated more symmetrical transnational cultural-flows and served public interests at local, domestic level.

8. **COURSE CONTENT**

WEEK INDICATIVE CONTENT

1 Why East Asia media cultures?: themes, issues and concerns e.g.

- Cultural imperialism of the West
- Counter-flow from and within East Asia

- State and soft power
- Globalization and regional cultural production
- Cross-national dialogues and domestic public interests

2-4 Globalizing Japan in Asia and the West e.g.

- Global reception of Japanese anime and manga

- Cuteness around the world
- Otaku and postmodern capitalism

5-7 The rise and 'decline' of Hong Kong as a media capital in East Asia e.g.

- History of Hong Kong media cultures and Chinese diasporas
- Consuming Hong Kong culture in China
- Hong Kong film cultures around the world

8-10 Korea Waves e.g.

- Soft power and the Korean state
- Gender, 'Asian modernity', and Korean TV dramas and K-pop
- Korean film cultures against Hollywood domination
- The issue of declining 'Koreaness' in the Korean Wave

11-12 Co-Producing 'Asia' and 'Chinese' in East Asia media cultures e.g.

- 'Asianess' and 'Chineseness' and resisting Western domination
- Co-production agents: Korea, Japan, China, Hong Kong, Taiwan and Thailand

13 Evaluation of East Asia media cultures e.g.

- Serving domestic public interests
- Promoting transnational dialogues
- Global new cultural order

## 9. **COURSE INTENDED LEARNING OUTCOMES (CILOs)**

CILO	By the end of the course, students should be able to:
CILO 1	Explain the history of complex production of various East Asia media cultures
CILO 2	Identify the diverse characteristics and themes of East Asia media genres in different historical periods
CILO 3	Critically evaluate with examples the influences of East Asia media in Asia and the West
CILO 4	Describe the strengths and weaknesses of different approaches to studying East Asia media cultures
CILO 5	Carry out independent research on different aspects of East Asia media

## 10. **TEACHING & LEARNING ACTIVITIES (TLAs)**

CILO alignment	Type of TLA
CILOs 1-4	CILOs 1-4 Every week the teacher will introduce particular theoretical debates in the field of East Asia media studies and review important research case studies. In the weekly tutorials, each student is required to apply the theories taught in the previous teaching week to some assigned research cases and reflect upon how these theories can or cannot help understand those cases. Through these teaching and self-learning activities, the students are required to learn the relevant theories needed to achieve CILOs 1-3 and actively engage in critical reflection on the

	<p>taught theories through doing the assigned case studies (achieving CILO 5).</p> <p>The teacher will give constant feedback to the students' presentations to further help them to refine their views. Each student is also required to give feedback to other students' presentations. Attendance of lectures and tutorials is therefore essential so that these feedback activities make sure that the students will not only develop better understanding of their own presentation topics but of all the topics covered in the courses.</p>
4-5	<p>Students have to develop an individual research project on their own; they need to identify a relevant and manageable research topic, conduct relevant literature review, gather research data, and finally write an essay on the research result to evaluate the strengths and weaknesses of some key theoretical approaches to explaining their research result. Teachers' guidance will be provided throughout this process.</p>

#### 11. **ASSESSMENT METHODS (AMs)**

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Tutorial presentation and discussion	30%	1-4	<p>Assessment of CILOs 1-4 during the tutorials is composed of three parts.</p> <p>Presentation (10%): Students have to make an oral presentation based on an assigned research topic (10%). Each presenting student need to present their own views on issues to demonstrate their achievement of CILO 1, 2 or 3.</p> <p>Students' feedback (10%): All students will also be assessed by their feedback to other students' presentation. This will assess their achievement of CILOs 1-4.</p> <p>Participation (10%): This is essential for carrying out the above two assessment tasks.</p>
Term paper	30%	4-5	<p>Students submit a term paper (30%) based on a self-chosen research topic. Assessment of CILO 4-5 will be based on how well the students (i) can identify a relevant and manageable research topic; (ii) critically use appropriate theories to analyze the research topic; (iii) collect data to support the essay's arguments; (iv) present the arguments in a systematic manner.</p>
Final Examination	40%	1-4	<p>Essay type questions will be set to test how far the students have achieved the CILOs 1-4. The questions will cover all the topics introduced in the course. To do well in the exam, the students need to have a comprehensive and in-depth understanding of these topics.</p>

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