

## Modern Japanese Architecture Syllabus (Jan. 28, 2019 ver.)

### Learning set

Tokyo Tech's **Modern Japanese Architecture** MOOC on edX was originally designed for participation by architects and architectural students, as well as all those specialized in (or merely intrigued by) the uniqueness of 21st-century Japanese culture.

This **MJA-HKUST** version has been restructured for flipped-classroom use at the 2019 AEARU Summer Institute hosted by the Hong Kong University of Science and Technology (HKUST).

The original **six-week MOOC** was divided into three differently purposed sections yet these parts are intended to form a coherent whole, with special emphasis in Weeks 5 and 6 on the architectural culture of Tokyo Institute of Technology (Tokyo Tech):

1. **Weeks 1-4** trace historical development of Western-style building in Japan, including the impact of tradition centered on **Week 2**.
2. **Week 5** is devoted to Kazuo Shinohara increasingly regarded as one of the most significant architects of the 20th century via his transition from Japanese tradition, to Western modernism, and then toward a further distinctive international culture of "postmodernist" building.
3. The final **Week 6** consists of interviews by our MOOC teaching assistants (TAs) with four Tokyo Tech faculty architects, including one expert in anti-seismic structural retrofit, whose research and buildings have together largely contributed to the creation of the university's new 21st-century campus.

The newly revised online course set forth here comprises:

- **(A)** your two-month competitive preparatory exercise (**Feb.-March**) that consists of **Weeks 1-3** of the original course layout,
- **(B)** a timed **exam** to be taken between March 25-29 to determine what you have learned from the online materials and used in part to select participants to attend the 2019 AEARU Summer Institute, and finally
- **(C)** the actual **Summer Session** itself to be held in **Hong Kong July 15-19**, which will explore **Weeks 4 and 5** of the original MOOC as outlined above.

#### NOTE:

**Weeks 4, 5, and Week 6 content will not be visible to students studying the online materials in Feb. and March 2019.**

### Performance expectations

The course is designed to offer a context of historical events, although the Instructor is a cultural and not a political historian. This concentrates somewhere midway between what is today assumed (sometimes wrongly) in the West about Japan and what in Japan was long believed true regarding Western architecture.

We don't expect any individual participant to obtain a complete grasp of Japanese building history in all its detail from 1868 to the present. The course goal is to view the buildings— a few of which will be already familiar and others not at all— in the light of past and current events insofar as possible.

The total time commitment to complete this online course is about 10 hours plus 90 min for the online timed exam.

- Upon completing **Week 1** you will understand Japan's sudden and rapid transition from a pre-modern to an early modern society. You will be able to distinguish a building built by a "foreign" architect, or surveyor, from one in the pseudo-Western (*giyōfū*) style mode produced by a Japanese master carpenter. You will also learn about the earliest beginnings of Western-style architectural education in Japan.
- Upon finishing **Week 2** you will have been exposed to five areas in which Japan's building culture is radically different from that of other countries.
- When you've completed **Week 3** you will have learned about the clash between tradition and modernism in the age of Taisho Democracy and the two decades before the onset of World War II.

#### **For summer school students only**

- By completing **Week 4** you will learn (at **HKUST**) about the fascination in Japan with the famous Franco-Swiss architect Le Corbusier, the postwar works of Japan's foremost architect of the period, Kenzo Tange, and the reaction on the part of Tange's best known disciple Arata Isozaki.
- In **Week 5**, you will (at **HKUST**) be provided with a thorough introduction to Tokyo Tech's Kazuo Shinohara, who took a radical and separate path in accommodating Japanese tradition to a style he called the Modern NEXT.
- **OPTIONAL:** After watching the filmed interviews by our TAs with their own professors in **Week 6**, you will get to know the latest C21 works situated at Tokyo Tech's main campus. The aim is more fully to understand how actual working architectural professionals in Japan conceive their stated mission to design and improve the built environment.

After completing the **Modern Japanese Architecture** course with its weekly quiz material, it is our hope that the course taker will come away with a more balanced view of the modern and postmodern movements in Japanese architecture. We hope you will be able effectively to situate modern practice and to assign a more nuanced significance to contemporary works of Japanese architecture in the 21st-century.

#### **Related knowledge (Prerequisites)**

**No special prerequisites are required.**

The course experience will be enriched by any prior knowledge of architectural terms and practice. But this is not considered essential— and, even for building professionals, the proximity of your handheld digital device may be useful, since our course covers nearly 150 years of practice.

## Learner guidance

We hope, indeed, that the course provides a richly interwoven “knowledge structure”—one that will enable participants to proceed at their own pace with further exploration and research into topics of present-day Japanese building and design practices.

## Learner feedback

A Discussion Board with input from the course Instructor is provided and will be monitored weekly. We recommend each of you participate periodically in the **Discussion Board** so that you can learn together.

If you find any typos or errors, please report in the General category using the subject “**Typo & Error**” in the Discussion Board.

Please **DO NOT offer any answers** (not even hints) for **quizzes in the discussion board** or share via social media.

## Assessing performance

In characteristic online learning course style, digital quiz material is intended to provide the learner with what is needed to conceptualize verbal and visual course components before moving on to assimilate the succeeding week’s lecture content. An examination will be held as part of the online course to determine learning comprehension for selecting participants in the AEARU Summer Institute at HKUST, as stated above.

## Course Schedule for 2019 @ HKUST/AEARU International Summer Session: July 15-19, 2019

## Honor Code

Students who enroll in this course will be subject to the HKUST Honor Code stated below,

- Honesty and integrity are central to the academic work of HKUST. Students of the University must observe and uphold the highest standards of academic integrity and honesty in all the work they do throughout their program of study.
- As members of the University community, you have the responsibility to help maintain the academic reputation of HKUST in its academic endeavors.
- Sanctions will be imposed if you are found to have violated the regulations governing academic integrity and honesty.

# HUMA4000N

## Social Inequality in China, 1700-2000, in Comparative Perspective

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<b>Course Offered</b>	<b>Summer 2019</b>
<b>Credit</b>	1
<b>Course Schedule</b>	tbc
<b>Course Venue</b>	tbc
<b>Instructional Team</b>	<b>Professor James Z. LEE</b> Dr. Lian BAI ( <a href="mailto:shbai@ust.hk">shbai@ust.hk</a> ) Guan DING ( <a href="mailto:dingguan@ust.hk">dingguan@ust.hk</a> )
<b>Canvas</b>	Please regularly check Canvas course site for update information. All assignments must be submitted on Canvas.

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### Course Description

This course summarizes some of the new directions in Chinese history and social science produced by the creation and analysis of big historical datasets based on newly opened Chinese archival holdings, and organizes this knowledge in a framework that sheds new light on social inequality in China, 1700-2000, in comparative perspective.

The course will be delivered as extended flipped classroom. Students will conduct online self-paced learning in spring semester with assessment, and have face-to-face session in summer at HKUST to including class presentation, discussion, and active learning.

### The ‘Extended Flipped Classroom’ and Intended Learning Outcomes

Our course takes advantage of an extended flipped classroom course approach to train students to improve their oral and written communication skills as well as their thinking. By so doing, we emphasize working styles – creativity, and leadership - as well as working skills.

For the online learning session, students are required to preview course video on HKMOOC at their own pace. Students who complete the online quiz with good performance will be selected for face-to-face learning session.

Students are required to watch class lectures outside the classroom before class meetings and to use in-class time instead for active learning through individual oral presentation of project report and class discussions. We hope, in other words, to build on connectivity to the thousands of earlier on-line students to foster greater engagement with the class materials and to form a common learning community.

Our class focuses on developing three sets of soft skills which are necessary for virtually all professional achievement:

- Oral argumentation – timed presentation, peer commenting, and responses
- Written narratives – from descriptive, to analytic, to persuasive prose

We also, so far as we can in such a short course, provide some exposure to current academic research and research methods, and research philosophy.

## Class Schedule

NO.	DATE	THEME
L1		Who Are We; Who Survives, Who Reproduces, Who Marries, and Who Cares
L2		Education and Social Mobility in the Qing, the Republican China, and the People's Republic of China
L3		Comparative Inequality and Opportunity Past and Present

## Project Assignments

Students are required to produce individual project based on online course content to respond to a specific question in the question bank. Each student will either make a PPT Slide or write a piece of critical review as the project report, and give a 15-minute presentation to the class. Content directions are as follows,

- Give further illustration to the video course content
- Make a comparison between East and West
- Describe the situation in his/her own country

The presentation performance will be evaluated in terms of *Textual and Graphic Narrative, Oral Delivery, Evidence and Persuasiveness*.

## Academic Integrity

The assignments students submit must be their own. Unattributed use of the work of others is plagiarism, and is not acceptable. We inquire students to quote correctly and include a proper citation if using text from another source. Any cheating or plagiarism behavior will be penalized.

The Office of the Provost offers resources to help you avoid plagiarism and copying. Please read all of the materials here: <http://www.ust.hk/provost/integrity/student-1.html>

## Grading

1. **Project report**—30 percent of course grade.
2. **Presentation**—30 percent of course grade.
3. **Discussion**—20 percent of course grade.
4. **General discussion**—20 percent of course grade.

## Course Videos and Reading Schedule

### *Introduction and Conceptual Discussion*

- Videos:

Lecture 1.1 Who Are We? An Introduction

Lecture 1.2 Big Data and the Scholarship of Discovery

- Readings:

*Required:*

Brooks, David. 2013. Electronic document:

[http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html?\\_r=0&gwh=C6CF1A0F24679B77E295A913BBEBDEFF&gwt=pay&assetType=opinion](http://www.nytimes.com/2013/04/05/opinion/Brooks-The-Practical-University.html?_r=0&gwh=C6CF1A0F24679B77E295A913BBEBDEFF&gwt=pay&assetType=opinion)

Duhigg, Charles. 2016. Electronic document:

[http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?\\_r=0](http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=0)

Zuo, Mandy. 2018. Electronic document:

<https://www.scmp.com/news/china/society/article/2158211/why-do-indians-outperform-chinese-us-jobs-market-better-people>

Ding, H. T., Suet, F. L., Tanusina, S. P., Low, C. G., & Ker, G. C. (2011). Dependency on smartphone and the impact on purchase behaviour. *Young Consumers*, 12(3), 193-203.

梁晨、董浩、李中清，2018，《从绘一幅画到做一幕戏——互联网时代历史教研新动向探微》，《文史哲》第六期

*Optional:*

梁晨、董浩和李中清. 2015. “量化数据库与历史研究” 《历史研究》第2期, 113-128页

## ***Part One: Who Are (or were) We***

### ***I. Who Are We***

- Videos:

Lecture 2.1 Big Data, New Facts and Classic Social Theory

Lecture 2.2 New Data and Eurasian Comparisons

Lecture 3.1 Who Survives: Life Under Pressure

Lecture 3.2 Mortality: Geographic and Socioeconomic Comparisons

Lecture 3.3 Mortality and Who We Are

- Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 1-62

Bengtsson, Campbell, and Lee. 2004. *Life under Pressure: Mortality and Living Standards in Europe and Asia, 1700-1900*. MIT Press: 3-24, 431-440

### ***II. Who Reproduces***

- Videos:

Lecture 4.1 Who Reproduces: Prudence and Pressure

Lecture 4.2 Reproduction and Conscious Choice

Lecture 4.3 Reproduction and Adoption

Lecture 4.4 Reproduction: Geographic and Socioeconomic Comparisons

- Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 83-100, 123-136

Tsuya, Wang, Alter, and Lee et al. 2010. *Prudence and Pressure: Reproduction and Human Agency in Europe and Asia, 1700-1900*. MIT Press: 319-328

### **III. Who Marries**

- Videos:

Lecture 5.1 Who Marries: Similarity in Difference

Lecture 5.2 Universal Female and Restricted Male Marriage

Lecture 5.3 Alternative Marriage Forms

Lecture 5.4 Marriage and Socioeconomic Comparisons

- Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 63-82

Lundh and Kurosu. 2014. *Similarity in Difference: Marriage in Europe and Asia, 1700-1900*. MIT Press: 439-460

### **IV. Who Cares**

- Videos:

Lecture 6.1 Who Cares: Family and Kinship

Lecture 6.2 Family Organization in Comparative Perspective

Lecture 6.3 East Asian Family Systems

Lecture 6.4 Comparing Family Influence in East Asia

Lecture 6.5 State and Kinship in China

- Readings:

*Required:*

Lee and Wang. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Harvard University Press: 137-148



Hao Dong, Matteo Manfredini, Satomi Kurosu, Wen-shan Yang, and James Z. Lee. 2017. "Kin and birth order effects on male child mortality: Three East Asian populations, 1716-1945." *Evolution and Human Behavior* 38 (2017): 208-216

## ***Part Two: Who Gets Education***

### ***I. Education and Social Mobility in the Qing***

- Videos:

Lecture 7.1 Introduction to Part Two: Comparative Inequality and Opportunity

Lecture 7.2 Big Data and New Scholarship of Who Gets Education

Lecture 7.3 Social Stratification and Social Mobility

Lecture 7.4 Social Mobility and the Examination System in Late Imperial China

Lecture 7.5 Conceptualizing *Keju*: Data Collection of *Juren*

Lecture 7.6 Cultural Reproduction and Education in Late Imperial and Contemporary China

Lecture 7.7 Salient Aspects of Examination System in China and West

- Readings:

*Required:*

HO, Ping-ti. 1964. *The Ladder of Success in Imperial China; Aspects of Social Mobility, 1368-1911*. Columbia University Press: 1-52, 92-167.

*Optional:*

RUBENSTEIN, William D. 2009. "The social origins and career patterns of Oxford and Cambridge matriculants, 1840–1900." *Historical Research*, vol. 82, no. 218 (November 2009): 715-730.

SMITH, Robert J. 1982. *The école normale supérieure and the Third Republic*. Suny Press, Table 4, p.34.

WEBER, Max. 1946. 'The Chinese Literati.' In *From Max Weber: Essays in Sociology*. Oxford University Press: 416-444, 462-467.

### ***II. Education and Social Mobility in the Republican China***

- Videos:

Lecture 8.1 Republican Examination Elites, 1905-1952

Lecture 8.2 Republican Universities and the China University Student Dataset (CUSD-ROC)

Lecture 8.3 Female Tertiary Education and Women's Entry in the Public Sphere

Lecture 8.4 Social and Spatial Origins of Republican Students

- Reading:

*Required:*

XU, Xiaoqun, 2000. *Chinese Professionals and the Republican State: The Rise of Professional Associations in Shanghai, 1912–1937*. Cambridge University Press: 1-19.

YEH, Wen-hsin. 2000. *The Alienated Academy: Culture and Politics in Republican China, 1919-1937*. Harvard University Asia Center: 7-48.

*Optional:*

ESHERICK, Joseph W. 2011. *Ancestral Leaves: A Family Journey through Chinese History*. University of California Press: 148-181.

### **III. Education and Social Mobility in the People's Republic of China**

- Videos:

Lecture 9.1 Comparing Inequality in Education and Income between China and the West

Lecture 9.2 Student Diversity at Peking University 1950-1999 and Suzhou University 1950-2003

Lecture 9.3 Categorical Analytics of Student Diversity: PKU and SZU

Lecture 9.4 China's Silent Revolution's Ladder of Success

- Reading:

*Required:*

梁晨, 张浩, 李兰, 阮丹青, 康文林, 李中清. 2013. 《无声的革命: 北京大学, 苏州大学学生社会来源研究, 1949-2002》. 北京三联出版社. (Note: The key chapters of Silent Revolution are provided in English)

BOURDIEU, Pierre. 1996. *The State Nobility: Elite Schools in the Field of Power*. Polity Press: 9-29, 263-299.

KARABEL, Jerome. 2005. *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. Houghton Mifflin: 1-10

#### ***IV. Comparative Inequality and Opportunity Past and Present***

- Videos:

Lecture 10.1 Changes in the Social and Regional Origins of China's Educated Elite 1865-2014

Lecture 10.2 China's Silent Revolution, 1949-2002

Lecture 10.3 Educational Expansion and Educational Inequality in China, 1865-2014

Lecture 10.4 Changing Regional Origins of Educated Elites: Before 1949

Lecture 10.5 Changing Regional Origins of Educated Elites: After 1949

- Reading:

*Required:*

梁晨、董浩、任韵竹、李中清，2017，《江山代有才人出，各领风骚数十年：中国精英教育四段论，1865-2014》，《社会学研究》第3期。(Note: English version refers to the PPT Slides of 'Changes in the Social and Regional Origins of China's Educated Elite, 1865-2014'.)

*Optional:*

梁晨、任韵竹、王雨前、李中清，2017，《民国上海大学生社会来源量化研究，1913-1949》，《历史研究》第3期。

# Appendix

## Project and Presentation Assessment Rubrics

**Textual and Graphic Narratives** –Your ability to conceptualize key takeaways in your slides and use graphics where appropriate to make your presentation more compelling

- Below standard (P-):  
Textual: texts are barely comprehensible, and slides lack consistent message, sentence clarity;  
Graphics: confusing slide design, lacking theme-appropriate illustrations, graphics, tables and charts.
- Meets standard (P):  
Textual: texts are overall comprehensible, but slides contain repetitive or irrelevant texts;  
Graphics: proper slide design, theme-appropriate illustrations and graphics are used in the slides to enhance the comprehensiveness of the presentation.
- Above standard (P+):  
Textual: texts are readily comprehensible and virtually error-free, the narratives are expressed clearly and fluently, slides are highly relevant and consistent;  
Graphics: thoughtful slide design, strongly theme-appropriate illustrations with value-added graphics, tables and charts.

**Oral Delivery** – your ability to orally convey the information and arguments

- Below standard (P-): oral presentation does not convey facts and ideas clearly. The presenter keeps looking at the screen without facing with audience, reads the words on the slides, stands back behind the podium, lacks proper body language to emphasize key messages
- Meets standard (P): oral presentation conveys most facts and ideas clearly. The presenter uses appropriate body language and make necessary eye contact with audience to help convey special meaning and ideas.
- Above standard (P+): oral delivery greatly enhances the presentation of ideas and fact. The presenter delivers the presentation through efficient interaction between oral delivery and written contents on the slides, and uses appropriate body language and eye contact to keep audience focused.

**Evidence** – your ability to provide sufficient evidence to support your analytic thesis

- Below standard (P-): simply asserts personal opinion, or attempts to use evidence to support ideas but it is irrelevant, partial, ineffective, and/or not convincing.
- Meets standard (P): generally integrated when using sources, facts, and details, be able to demonstrate meaningful connections between your evidence and your analytic thesis, but is not so effective or convincing.

- Above standard (P+): uses relevant evidence to convincingly support your analytic thesis and effectively develop your ideas.

**Persuasiveness** – your ability to present a convincing narrative expressing your own personal voice

- Below standard (P-): simply repeats a collection of available ideas with insufficient evidence and weak logic.
- Meets standard (P): expresses convincing voice and attempts to create unique ideas, but still lacks persuasiveness and depth.
- Above standard (P+): creates strongly convincing and innovative ideas, and extends their implications to broader topics.

**COMP 1029J**  
**Java Programming Bridging Course**  
**1 Credit(s)**

**Prerequisite(s)**

*COMP 1021 OR COMP 1022Q OR ISOM 3230*

**Exclusion(s)**

*COMP 1022P, COMP 3021, ISOM 3320*

**Description**

This course introduces the Java programming language. It is intended for students who already have some experience in computer programming but wish to learn how to apply those programming skills to the Java language. The course covers basic programming topics such as variables, control statements, loops, functions, and object-oriented programming concepts. Students explore these by self-learning of course materials together with guided programming exercises. Students without the prerequisites but possess relevant programming knowledge may seek instructor's approval for enrolling in the course. Graded P or F.