



**UNSW**  
SYDNEY

Australia's  
Global  
University



# ARTS3640

Japan and Korea: Cultures in Conflict

Semester One // 2018

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Gregory Evon	<a href="mailto:g.evon@unsw.edu.au">g.evon@unsw.edu.au</a>	Tuesdays 10:00-11:00	Morven Brown 233	9385 2492

#### Tutors

Name	Email	Availability	Location	Phone
Luke Sharp	<a href="mailto:l.sharp@unsw.edu.au">l.sharp@unsw.edu.au</a>	TBC	TBC	N/A

### School Contact Information

School of Humanities and Languages

Location: School Office, Morven Brown Building, Level 2, 258

Opening Hours: Monday - Friday, 9am - 4:45pm

Phone: +61 2 9385 1681

Fax: +61 2 9385 8705

Email: [hal@unsw.edu.au](mailto:hal@unsw.edu.au)

### Attendance Requirements

A student is expected to attend all class contact hours for a face-to-face (F2F) or blended course and complete all activities for a blended or fully online course.

A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, their request should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance. A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course's learning outcomes and/or volume of learning. A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

For more information about the attendance protocols in the Faculty of Arts and Social Sciences: <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Academic Information**

For essential student information relating to: requests for extension; review of marks; occupational health and safety; examination procedures; special consideration in the event of illness or misadventure; student equity and disability; and other essential academic information, see <https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Japanese Studies*

This course can also be studied in the following specialisation: *Korean Studies & Asian Studies*

Focuses on the relations between Japan and Korea from the late 19th century and the role of Japanese colonialism in the development of Korean cultural nationalism. Examines the context of Japan's "opening" of Korea in 1876, including the intellectual frameworks by which Korean and Japanese thinkers defined cultural unity; debates among Korea's cultural conservatives and those who advocated taking Japan as a model for social and cultural change; Japanese readings of Korean culture's "defects" and early support for Korean self-strengthening movements; the relationship between Japanese colonial policies and Koreans' responses after annexation in 1910; the interrelationship between the Japanese policy of "cultural rule" and the Korean response of "cultural [nationalist] movements" after 1919; and the development of Korean cultural nationalism through the colonial period (1910-1945). Concludes with a critical examination of the continuing impact of Japanese colonialism on the construction of cultural memory in contemporary Korea. This course is taught in English and with readings in English.

### At the conclusion of this course the student will be able to

1. Analyse the experiences of modernity in Japan and Korea.
2. Explain the role of culture in historical development.
3. Articulate attitudes towards civilisation, tradition and the individual.

### Teaching Strategies

The content and approach to learning/teaching in this course enables students to develop an ability to analyse key historical/cultural interactions that shaped Japan and Korea at the start of the twentieth century and which affect their relations to this day. It is the instructor's view that knowledge of these historical/cultural connections and facility in communicating them will enhance students' development in their individual disciplines and programs. The assessment strategies used in the course are therefore complementary. The exams emphasize core knowledge while the Critical Review and Tutorial Leadership emphasize the development of essential research skills (i.e., scholarly enquiry, analytical/critical thinking, independent learning, and effective communication). Each week selected students will undertake Tutorial Leadership on the week's readings, with feedback from peers and instructor used to demonstrate how to frame scholarly analysis/response in preparation for the Critical Review. This course uses a blended approach of Lectures and Tutorials, organized around key readings. Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings for purposes of peer review.

## Assessment

### ADDITIONAL POINTS RE: Exams, Critical Review, & Tutorial Leadership

(1) Conduct of Exams: In class exams will be multiple choice done during Lectures. Students must be on time, bring 2B/soft lead pencils and erasers, and have their Student IDs on their desks, facing forward, for the Lecturer to see. ALL other materials must be put away, in a bag, and placed under their desks. The numerical results—not the exam questions—will be posted on Moodle, and the feedback is the number (i.e., an individual student's result) plus additional information that will be discussed in class (i.e., an overall breakdown of information only the Lecturer can see as well as more general comparisons of performance). The purpose of the exams is to assess critical reading and analytical skills, and to do so as fairly and equitably as possible. Apart from reading—that is, coming to Lectures and Tutorials prepared—a major part of the preparation for exams is participation in Lectures and Tutorials.

(2) Critical Review: Students will receive an essay question relating to central themes covered in the course up to that point. Students will work from the readings, and the question itself will require that the student has done the readings and is able to demonstrate his/her understanding of the various topics addressed in the course. The structure of this assessment will provide students an opportunity to demonstrate core skills in critical thinking and analysis.

Additional points of guidance regarding the Critical Review will be discussed at greater length in the first weeks of the course.

(3) In addition to the three formal assessments, all students will be required to work in teams and lead tutorials once during the semester. In order to keep this a low tension and meaningful exercise to enhance learning (and remember you will be assessed as outlined above), Tutorial Leadership is marked pass/fail.

**The Structure of Tutorial Leadership:** At least once during the semester, each student will be responsible for taking a role as “tutorial leader,” coming to class with a question or questions based on the readings and ready to work in a Leadership group. If class size and or scheduling makes it necessary, some students might have to do their Leadership in relation to their Critical Reviews. This will be discussed in further detail in the first week of class.

The Course Tutor will provide examples by acting as the Tutorial Leader in the first tutorial meetings in Week 2.

In short, you should use Tutorials to have some joy in learning.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Exam 1	20%	21/03/2018 12:00 PM	1,2
Critical Review	40%	16/05/2018 05:00 PM	2,3
Exam 2	40%	23/05/2018 01:00 PM	1,2

## **Assessment Details**

### **Assessment 1: Exam 1**

**Start date:** 21/03/2018 11:00 AM

**Length:** 10 Multiple Choice questions

**Details:** In-class test (1 hour) given so students have idea of how they are doing, what is required, and how to prepare for second exam. Feedback via individual results and in-class discussion.

#### **Additional details:**

This test/quiz will be comprised of 10 multiple choice questions on the course readings from the first few weeks of class.

Students will need to be on time with their students ID's on their desks and all else cleared away.

**Turnitin setting:** This is not a Turnitin assignment

### **Assessment 2: Critical Review**

**Start date:** Not Applicable

**Length:** Roughly 1200 words

**Details:** Students critically and cohesively respond to a broad set of questions covering the course (roughly 1,200 words). Feedback via individual comments and rubric.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Assessment 3: Exam 2**

**Start date:** 23/05/2018 11:00 AM

**Length:** 20 Multiple Choice questions

**Details:** Test (2 hours) covering material after exam #1. Feedback via individual results and in-class discussion. This is the final assessment for attendance purposes.

**Turnitin setting:** This is not a Turnitin assignment

## Submission of Assessment Tasks

Students are expected to put their names and student numbers on every page of their assignments.

## Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au). Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

## Late Assessment Penalties

An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

The late penalty is the loss of 5% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays. This does not apply to a task that is assessed but no mark is awarded.

Work submitted fourteen (14) days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

Work submitted twenty-one (21) days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

## Special Consideration Applications

You can apply for special consideration when illness or other circumstances interfere with your assessment performance.

Sickness, misadventure or other circumstances beyond your control may:

- \* Prevent you from completing a course requirement,
- \* Keep you from attending an assessable activity,
- \* Stop you submitting assessable work for a course,

\* Significantly affect your performance in assessable work, be it a formal end-of-semester examination, a class test, a laboratory test, a seminar presentation or any other form of assessment.

For further details in relation to Special Consideration including "When to Apply", "How to Apply" and "Supporting Documentation" please refer to the Special Consideration website:

<https://student.unsw.edu.au/special-consideration>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose

- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

(<http://subjectguides.library.unsw.edu.au/elise/aboutelise>)

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 26 February - 4 March	Topic	#1: Introduction / Breaking With the Past
	Lecture	General Background of Late 19th Century Japan and Korea, Their Engagement With the Out-side World and With Each Other
Week 2: 5 March - 11 March	Topic	#2:Cultural/ Religious Responses to Threats from the Outside
	Lecture	“Eastern Learning” in Korea and the Buddhist Retreat and Advance in Japan
	Tutorial	Tutor will lead the Tutorial, showing the students what/how to do the Tutorial Leadership; hereafter, the Tutorials will be student-led.
Week 3: 12 March - 18 March	Topic	#3: Incipient Cultural Cooperation & Hopes for the Future (or the Precondition for Collaboration?)
	Lecture	The Failure of Kim Okkyun (1851-1894) and the Influence of Fukuzawa Yukichi (1835-1901)
	Tutorial	Student-led Tutorials
Week 4: 19 March - 25 March	Topic	#4: Clashes and Backlashes; Also, In-class Exam #1 (Covers Weeks 1-3)
	Lecture	The Japanese Case for Control of Korea and Korea’s Attempt to Meet the Challenges of Japanese Colonialism; Also, In-class Exam #1 (Covers Weeks 1-3).
	Tutorial	Student-led Tutorials.
Week 5: 26 March - 1 April	Topic	#5: A Case Study of Cultural Conflict: The Uses of Religion for Political Ends
	Lecture	The Messy Problem of Buddhism
Break: 2 April - 8 April		
Week 6: 9 April - 15 April	Topic	#6: Korean Nationalism in Action
	Lecture	The March First Movement of 1919, the Japanese Policy of Cultural Rule (bunka-seiji), and Korean Cultural Nationalism
	Tutorial	Student-led Tutorials.
Week 7: 16 April - 22 April	Topic	#7: Ideas As Pre-Conditions, Causes, or Both?
	Lecture	Japanese Nationalism in Critical Review
	Tutorial	Student-led Tutorials
Week 8: 23 April - 29 April	Topic	NO CLASS THIS WEEK DUE TO PUBLIC HOLIDAY
Week 9: 30 April - 6 May	Topic	#8: Cultural Artefacts and the Expression of Nationhood
	Lecture	Han’gŭl as a Critical Example of Korean Cultural

		Self-Identification: The Context of Its Creation and Its Uses Under Colonialism
	Tutorial	Student-led Tutorials
Week 10: 7 May - 13 May	Topic	#9: Intellectual Antecedents: Revisiting the Past
	Lecture	The Questioning of Cultural Unity, Change and Progress in Korea and Japan as Exemplified in Chŏng Yagyong [Tasan] (1762-1836) and Motoori Norinaga (1730-1801), [with reference to Itō Jinsai (1627-1705)]
	Tutorial	Student-led Tutorials
Week 11: 14 May - 20 May	Topic	#10: Constructing History
	Lecture	Creating the Past: The Cultural Legacy of Japanese Colonialism
	Tutorial	Student-led Tutorials
Week 12: 21 May - 27 May	Topic	#11: In-class Exam #2; covers material after Exam #1
	Lecture	In-class Exam #2; covers material after Exam #1
	Tutorial	Student-led Tutorials
Week 13: 28 May - 3 June	Topic	#12: Roundtable Discussion: Summation of the Course
	Tutorial	Roundtable Discussion: Summation of the Course

## **Resources**

### **Prescribed Resources**

Study Kit/Course Reader; Available through UNSW Bookshop

### **Recommended Resources**

- Website – Cambridge History of Japan; Available through UNSW Library

### **Course Evaluation and Development**

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered from students using myExperience. It is encouraged students complete their surveys by accessing the personalised web link via the Moodle course site.

### **Image Credit**

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### **CRICOS**

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