ARTS3640

Japan and Korea: Cultures in Conflict

Term One // 2021

Course Overview

Staff Contact Details

Convenors

Name	Email	Availability	Location	Phone
Gregory Evon	g.evon@unsw.edu.au	By appointment	Morven Brown 233	9065 9483

School Contact Information

School of Humanities and Languages

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Course Details

Credit Points 6

Summary of the Course

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.

Course Learning Outcomes

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

Tutorials

Direction of Tutorial: **Tutorials will follow the previous week's readings (i.e., in Week 2, the Tutorial will focus on the Readings for Week 1, etc.)**. At least once during the term, each student is required to work in a group and lead a tutorial, coming to class with a questions based on the readings and ready to work in a Leadership group. The Course Tutor will provide examples by acting as the Tutorial Leader in the first Tutorial meeting. This will be discussed in further detail in the first week of class. The purpose of this exercise is to provide students with a venue to formulate questions, which is a key component in the skills of critical analysis.

Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Tutorial Leadership	10%	Ongoing/Not Applicable	1, 2
Tutorial Responses	20%	26/04/2021 11:00 PM	1, 2
Critical Review	70%	19/04/2021 11:00 PM	2, 3

Assessment Details

Assessment 1: Tutorial Leadership

Details: Students will be divided into groups and will be responsible for leading Tutorials starting from Week 2. This will discussed in further detail in Week 1.

Additional details:

Assessment 2: Tutorial Responses

Details: The Tutorial Groups will also submit Tutorial Responses on the questions offered on a weekly basis by other teams in their Tutorial time-slots. This will be discussed in further detail in Week 1.

Additional details:

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

Assessment 3: Critical Review

Length: roughly 1200 words; total maximum 1500 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.

Additional details:

(1) Additional details on the Assessment will be posted on Moodle.

(2) In the early weeks of the course, I will integrate into the Lectures some discussions of the types of things students should think about when formulating and presenting ideas, asking questions, and responding to questions (i.e., critical reading, critical thinking, structure, etc.). I started doing this 2 years ago, and it has made a big difference.

KEY GENERAL POINTS

- The Critical Review will be **between 1200 and 1500 words in total. 1500 words is the total maximum.**
- The Critical Review must follow the directions posted on Moodle. The directions will help you to learn how to structure things coherently and to think analytically/critically. Those that do not follow the directions will be marked with a single comment, NFD (Not Follow Directions), and failed. This is not complex, but rather basic stuff along the lines of things that one needs to be able to do to get a job, for instance. As a general guide: in 2020 (terms 1 and 2), I had roughly 230 students, and among them, 5 got an NFD. In sum, follow the directions, and things will be OK. **THE DIRECTIONS ARE THERE TO HELP YOU LEARN.**
- Students are encouraged to keep up with the Readings and to read critically week to week (e.g., how do the topics/readings from week ? inform our understanding of the topics/readings from week ?).

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

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

Course Schedule

View class timetable

Timetable

Date	Type	Content
Week 1: 15 February - 19 February	Lecture	Introduction: Breaking with the Past & Responses to Threats from the Outside
	Tutorial	Introductory Tutorial Led by Teacher/Illustration
Week 2: 22 February - 26 February	Lecture	Nationalism & Colonialism (Includes Presentation on Critical Thinking: Where to Begin?)
	Tutorial	Student-Led
Week 3: 1 March - 5 March	Lecture	Assimilation: The Japanese Case for Control of Korea
	Tutorial	Student-Led
Week 4: 8 March - 12 March	Lecture	The Uses of Religion for Political Ends and The Messy Problem of Buddhism (Includes Presentation on Critical Reading: Asking What Makes Sense, What Doesn't, and Why?)
	Tutorial	Student-Led
Week 5: 15 March - 19 March	Lecture	Korean Nationalism in Action: The March First Movement of 1919, the Japanese Policy of Cultural Rule (bunka-seiji), and Korean Cultural Nationalism (Includes Presentation on Critical Analysis & Presentation)
	Tutorial	Student-Led
Week 6: 22 March - 26 March	Lecture	No Lecture: Flexibility Week
	Tutorial	No Tutorial: Flexibility Week
Week 7: 29 March - 2 April	Lecture	Ideas as Preconditions, Causes, or Both? Thinking through the Nation-State
	Tutorial	Student-Led
Week 8: 5 April - 9 April	Lecture	Cultural Artifacts and the Expression of Nationhood: Han'gŭl as a Critical Example of Korean Cultural Self-Identification
	Tutorial	Student-Led
Week 9: 12 April - 16 April	Lecture	Intellectual Antecedents: Korean and Japanese Contrasts
	Tutorial	Student-Led
Week 10: 19 April - 23 April	Lecture	The Construction of History
	Tutorial	Student-Led

Resources

Prescribed Resources

Reading List: A list of Readings, to be compiled by students, will be posted on Moodle. All of the Readings are available through UNSW Library after you log-in. (1) Book chapters are available through "Library collections", as ebooks; (2) journal articles are available through database/journal searches.

Recommended Resources

- *Cambridge History of Japan*; available at UNSW Library
- *East Asia: A Cultural, Social, and Political History*; available at 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. Students are encouraged to complete their surveys by accessing the personalised web link via the Moodle course site.

Submission of Assessment Tasks

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 . 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.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

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/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

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

Academic Information

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- 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/

Image Credit

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Acknowledgement of Country

We acknowledge the Bedegal people who are the traditional custodians of the lands on which UNSW Kensington campus is located.