School of Humanities and Languages

ARTS2211, East Asia
Semester 1, 2016

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1. Course Staff and Contact Details

Course Convenor
Name: Dr. Gregory N. EVON
Room: MB247
Phone: 9385 2492
Email: g.evon@unsw.edu.au
Consultation Time: Tuesdays 10.30-11.30

Lecturer
Name: Dr. Gregory N. EVON
Room: MB247
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Tutors
Name: Dr. Luke Sharp
Room: TBC
Phone: TBC
Email: l.sharp@unsw.edu.au

2. Course Details

Units of Credit (UoC): 6

Course Description: Focuses on interactions among China, Korea, and Japan; their relations with the West; and the issue of culture and civilization in the post-nation-state era. The course is organized thematically. It starts by framing East Asia in terms of its history of globalization through cultural and religious interaction. The course then turns to fundamental cultural commonalities centring on statecraft, institutions, education and notions of civilization that united and divided the region. Cross cultural comparisons among China, Japan, and Korea highlight the global and regional dimensions of cultural change in East Asia. These frame cultural similarities and differences that influenced the varying approaches to modernity taken by Chinese, Japanese and Korean activists when East Asia came under increasing pressure from the West. The formation of nation-state ideologies along Western lines led to evolving conceptions of their place in the world, the meaning of culture, the role of commerce, and the relationship of the individual to the state. But in the era of globalization, these issues are situated in a post-nation-state framework. The course thus concludes with East Asia’s contributions to globalization.

Course Aims
1. To examine the interactions among China, Japan and Korea and in turn, their varying reactions to the West.
2. To investigate the relationships among globalization, tradition and modernity in East Asia.

Student Learning Outcomes
1. Analyse the history of early globalization in the intellectual and cultural trends that have distinguished China, Korea, and Japan.
2. Articulate key similarities and differences among China, Korea and Japan.
3. Compare the varying responses to the West throughout East Asia that led to the formation of competing nation-state ideologies.
4. Assess globalization from an East Asian perspective.

Graduate Attributes
1. The skills involved in scholarly enquiry.
2. The capacity for analytical and critical thinking.
3. The ability to engage in independent and reflective
3. Learning and Teaching Rationale

The content and approach to learning/teaching in this course enable students to develop an ability to analyse key historical/cultural interactions that have shaped East Asia from the past to the present. It is the instructors’ view that knowledge of these historical (i.e., “pre-globalization”) connections and facility in communicating them will enhance students’ development in their individual disciplines and programs. As a consequence, the assessment strategies used in the course are complementary. The exams emphasize core knowledge, which is a key component in the identified Learning Outcomes and Graduate Attributes, while the Critical Bibliography and Tutorial Leadership emphasize the development of essential research skills (i.e., scholarly enquiry, analytical/critical thinking, independent learning, and effective communication).

4. Teaching Strategies

This course uses a blended approach of Lectures and Tutorials, organized around key readings as contained in the Course Reader and the supplementary textbook. Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings.

The readings in the Course Reader will provide the backbone or central structure of the lectures, while the textbook readings provide larger historical context and points of comparison. The two sets of readings are joined thematically, but not always sequentially, thus allowing students to see events and trends in a broader comparative point of view. The way to approach these readings will be discussed in class at the start of the semester.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Exam #1 (Covers Weeks 1-3)</td>
<td>18 questions</td>
<td>18%</td>
<td>1, 3, 4</td>
<td>1-2</td>
<td>Week 4 [21 March]</td>
</tr>
<tr>
<td>In-Class Exam #2 (Covers Weeks 4-10)</td>
<td>42 questions</td>
<td>42%</td>
<td>1, 3, 4</td>
<td>1-2</td>
<td>Week 11 [16 May]</td>
</tr>
<tr>
<td>Research Project/ Critical Bibliography</td>
<td>Approximately 1200 words</td>
<td>40%</td>
<td>1-4</td>
<td>1-4</td>
<td>Week 10 [9 May]</td>
</tr>
<tr>
<td>Tutorial Leadership</td>
<td>1 X per student; done in teams</td>
<td>0% to -15% (i.e., negative 15%)</td>
<td>1-4</td>
<td>1-4</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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**ADDITIONAL POINTS RE:**

**Exams, Research Project & Tutorial Leadership**

1. In class exams will be done during Lectures. Students must be on time. On those days, tutorials will meet as noted on the schedule below.

2. The Research Project/ Critical Bibliography will be for electronic submission through Moodle by 4.00 p.m., Monday, Week 10 [i.e., 9 May].

The Research Project/ Critical Bibliography will function as a “bibliographical survey.” The total length will be approximately 1200 words. It will consist of the following:

- First, a “Title/Topic”
- Second, a “Summary Statement of the Purpose of the Project and its Relationship to the Course”. This section should be well written and highlight the research question.
- Third, analytical summaries of readings/sources relevant to the topic. Full bibliographic details should be given before the summary itself. (See below for the required format). The purpose here is two-fold: first, to demonstrate a broad research basis that connects individual sources to the Project; second, to demonstrate students’ abilities in analysing sources and their arguments, stating why those sources are relevant, how they contrast and/or complement each other, and summarising the authors’ arguments. As a general rule, there should be 5-6 sources. As with the “Summary Statement”, these analytical summaries should be well written. Poor writing will result in lower marks.

In addition, all projects must adhere to the following Research Project Guidelines:

- First, the Research must be based on published sources, that is, books in UNSW Library or Journal articles available electronically through the UNSW Library (i.e. through JSTOR, SIRIUS, etc).
- Second, all sources must be accurately cited/referenced so that the Lecturer can easily locate the source/reference in question.
- Third, each summary begins with a citation of the source in question, according to the following formats. For Books: “Surname, First Name (Date of publication). Title of Book. Place of Publication: Name of Publisher.” For Journal Articles: “Surname, First Name (Date of publication). "Title of Article." Title of Journal, vol. and no. (where relevant): pp.?-?.” In the summary thereafter you can refer to the pages in question in parentheses (i.e., “p.XX”). Also, if you cross reference, you can cite by surname and page numbers “(i.e., Author’s Surname Date, p.? (page) or pp.?-? (pages).”
- Fourth, the summary statement and analytical reviews (i.e., of sources) must be written in the student’s own words. Direct quotations from a source can be no longer than 25 words per source and these direct quotations must be put in quotation marks. Anything else constitutes
Additional points of guidance regarding the Research Project/Critical Bibliography will be discussed at greater length in the first two weeks of the course.

(3) Tutorial Leadership: Students’ roles as “tutorial leaders” will have two components. First, 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. Second, students will be responsible for making a short presentation on their Research Projects/Critical Bibliographies. This will be discussed in further detail in the first week of class and a sign-up sheets will be distributed.

Marks of 0 to negative 15% typically will be used for Tutorial Leadership.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There is ONE “Learning Activities” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project/Critical Bibliography</td>
<td>Week 10 [i.e., 9 May 2016]</td>
</tr>
</tbody>
</table>

** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.
I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in soft copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@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 telephone 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 its system status on Twitter.

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

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- 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 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 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 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 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.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.
6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- 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, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- 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.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- **A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).**

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.**

8. **Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. **Academic Honesty and Plagiarism**

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.
The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: [https://student.unsw.edu.au/plagiarism/](https://student.unsw.edu.au/plagiarism/). They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: [http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf](http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf)

### 10. Course Schedule

To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 February</td>
<td>#1: Globalization in East Asia in the Pre-Modern Era: Religion, Philosophy and Education</td>
<td>Globalization as an Elite Phe-nomenon: Written Language and Intellectual Discourse</td>
<td>No Tutorial This Week</td>
<td>Study Kit [SK], pp. 1-45 &amp; Holcombe, pp. 1-10</td>
</tr>
<tr>
<td>21 March</td>
<td>#4: The End of the Old Order: Imperial Conflict among the West, China</td>
<td>China and Japan Look West: Globalization, Cultural</td>
<td>Student-Led Tutorial Example Question/Discussion:</td>
<td>SK, pp. 91-102 &amp; Holcombe, pp. 58-90</td>
</tr>
<tr>
<td>Date</td>
<td>Activities</td>
<td>Readings and Materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 April</td>
<td>*Readings due today for Tutorials; Lecture Materials to be put Online</td>
<td>student-led tutorial example question/discussion: “What Time is East Asia?” SK, pp. 103-130 &amp; Holcombe, pp. 91-125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 April</td>
<td>#6: East Asia and its continental economy, part 1</td>
<td>student-led tutorial</td>
<td>SK, pp. 131-145 &amp; Holcombe, pp. 126-159</td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td>#7: East Asia and its continental economy, part 2</td>
<td>student-led tutorial</td>
<td>SK, pp. 146-187 &amp; Holcombe, pp. 160-189</td>
<td></td>
</tr>
<tr>
<td>25 April</td>
<td>*ANZAC DAY: NO Lecture or Tutorials: These Readings/Lecture to be merged with the following week</td>
<td>*ANZAC DAY: NO Lecture or Tutorials:</td>
<td>SK, pp. 188-202 &amp; Holcombe, pp. 190-227</td>
<td></td>
</tr>
<tr>
<td>2 May</td>
<td>#9: East Asia’s Modernisation</td>
<td>student-led tutorial</td>
<td>SK, pp. 203-230 &amp; Holcombe, pp. 230-254</td>
<td></td>
</tr>
<tr>
<td>9 May</td>
<td>#10: East Asia and Globalisation</td>
<td>student-led tutorial AND Roundtable on Research Projects (roughly 5 mins. each)</td>
<td>SK, pp. 231-305 &amp; *Suggested Additional Reading: Holcombe, pp. 255-283</td>
<td></td>
</tr>
</tbody>
</table>
### 11. Course Resources

**Textbook Details**

(1) **Study Kit**, available through UNSW Bookshop.

In case the *Course Reader* is not available in the first week, required readings for weeks 1 and 2 can be downloaded through JSTOR. UNSW students have electronic access to JSTOR via UNSW Library, which includes most major Journals.


**Journals**
As noted above.

**Additional Readings**

As noted above. Also:

**General Resources:**

1. *Cambridge History of China*, available online through UNSW Library
2. *Cambridge History of Japan*, available online through UNSW Library
3. *East Asia: A Cultural, Social, and Political History*, available at UNSW Library

**Specific Readings of Interest:**

3. Donald N. Clark, “Sino-Korean Tributary Relations under the Ming,” in *Cambridge History of China*, vol. 8, part 2, *Chapter 5*; available online through UNSW Library.

**Websites**

As noted above.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and languages. Further
information about UNSW grievance procedures is available at: https://my.unsw.edu.au/student/atoz/Complaints.html

## 15. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

- [https://my.unsw.edu.au](https://my.unsw.edu.au)
- [https://my.unsw.edu.au/student/atoz/ABC.html](https://my.unsw.edu.au/student/atoz/ABC.html)

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see [http://www.ohs.unsw.edu.au/](http://www.ohs.unsw.edu.au/)

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: [https://my.unsw.edu.au/student/atoz/SpecialConsideration.html](https://my.unsw.edu.au/student/atoz/SpecialConsideration.html)

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.