School of Social Sciences

ARTS 3219: Japanese Society in Anthropological Perspective

Photograph by Katrina Moore

Semester 2, 2013
Wednesday 2 pm – 5 pm
Mathews 104

Convenor: Dr. Katrina Moore
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Teaching Staff

The course convenor for the course is:

Dr. Katrina Moore  
Room 167, Morven Brown Bldg  
Phone: 9385-2833  
Email: katrina.moore@unsw.edu.au

Consultation hours: Tuesdays 12-1 pm or by appointment. Students must email the course convenor to arrange a meeting.

When you contact me using the above email address, note that you need to sign your emails with your full name and student number. You are also asked to write in the email’s ‘subject’: the name of the course.

Seminar Time and Location  
Wednesday 2 pm – 5 pm  
Mathews 104

Course Overview

In this course, we will explore themes of youth, adulthood, and ageing in contemporary Japan. Special focus will be given to exploring subjective experiences of adulthood, and narratives of journeying through the life-course. Our goal will be to hone our ability to critically examine assumptions about adulthood and maturity in Japan. How do individuals experience the process of growing older? How do women and men experience adulthood in different ways? This course will consider these questions in order to elucidate how normative ideas about adulthood function as a powerful classificatory scheme and inform social experience.

This course also familiarises students with the research practice of ethnography. In social anthropology, ethnography is both a methodology for researching human communities and a way of writing about these communities. Ethnographic fieldwork raises issues of power, participation, and perspective; it raises questions about the ethics of social engagement, and of representation and textual authority. How does the ethnographer write about her experience in the field? How are the voices and viewpoints of interlocutors included in the ethnography? We will explore these and related questions through close reading and intensive discussion of the weekly texts.
Aims

The aims of the course are to:

- Introduce students to key debates within the anthropological and sociological study of Japanese society
- Build skills in reading ethnographic texts on Japanese society and culture
- Explore social trends and debates unfolding in Japan

Learning Outcomes

By the end of the course, students should demonstrate:

- an ability to explain debates relevant to the anthropological and sociological study of Japanese society and culture
- a strong capacity for independent research, analysis, and writing
- an ability to work collaboratively and respectfully with fellow students

Credit Points

ARTS 3219 is a third year course that is worth 6 credit points in the BA degree program and in the Sociology and Anthropology plan at UNSW. It also counts toward the Asian studies major at UNSW.

Graduate Attributes

<table>
<thead>
<tr>
<th>Graduate attribute</th>
<th>Activities and assessment tasks</th>
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</thead>
<tbody>
<tr>
<td>Understanding the knowledge base of Sociology and/or Anthropology</td>
<td>Essay, workbook</td>
</tr>
<tr>
<td>An informed understanding of human experience, culture and society in the Asian region</td>
<td>Essay, discussion facilitation</td>
</tr>
<tr>
<td>The capacity for critical analysis of scholarship, writing and sources on and about Asia</td>
<td>Essay, discussion facilitation, workbook</td>
</tr>
<tr>
<td>An appreciation of, and respect for, diversity</td>
<td>Workbook, discussion facilitation</td>
</tr>
<tr>
<td>Skills in creative and critical analysis of knowledge claims</td>
<td>Essay, workbook</td>
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<tr>
<td>Teamwork skills</td>
<td>Discussion facilitation</td>
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<tr>
<td>An ability to develop critical arguments based upon appropriate sources</td>
<td>Essay</td>
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<tr>
<td>An ability to write a sustained analysis, using a variety of textual and other sources</td>
<td>Essay</td>
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Rationale for Content and Teaching Approach

ARTS3219 is based on the following pedagogic principles:

- Participate in open discussions of the issues arising from the study of Japanese society and culture
- Analyse texts and work with concepts formulated in relation to the weekly topics
- Build a learning community among students

Teaching and Learning Strategies

Seminar topics are used to address major themes and ideas about the anthropological study of Japanese society, building up the theoretical context for exploration of the implications of the main issues. The teaching style in the 3-hour seminar is interactive. This interactive model focuses on developing your understanding of the subject matter with the goal of helping you develop your own views. The interactive seminar format relies on students being prepared, having read and prepared their reflections and questions on the weekly readings before seminars. The success of this course depends, in large measure, on dialogue in class, and careful preparation before the seminars will facilitate this.

Resources for Students

All students are required to obtain a copy of the following books.


These books have been placed on order at the UNSW Bookshop.

Additional readings for the course will be posted on Moodle. You should regularly check the course website for updates.

Occasionally, you will be asked to view a youtube clip, read a newspaper article, or read an academic article in addition to the weekly readings. These materials will be posted on the course website. You will be asked to contribute your comments on these materials in class.


URL for UNSW Library website: http://info.library.unsw.edu.au/web/services/services.html

## Course Timetable

<table>
<thead>
<tr>
<th>Week One</th>
<th>Seminar Timetable</th>
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<tbody>
<tr>
<td>Wednesday July 31</td>
<td>Introductory Seminar</td>
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<tr>
<th>Week Two</th>
<th>Seminar</th>
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<tr>
<td>Wednesday August 7</td>
<td>Seminar</td>
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<table>
<thead>
<tr>
<th>Week Three</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday August 14</td>
<td>Seminar</td>
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<table>
<thead>
<tr>
<th>Week Four</th>
<th>Seminar</th>
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<tr>
<td>Wednesday August 21</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Five</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday August 28</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Six</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday September 4</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Seven</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday September 11</td>
<td>Seminar</td>
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<table>
<thead>
<tr>
<th>Week Eight</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday September 18</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Nine</th>
<th>Seminar</th>
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<tbody>
<tr>
<td>Wednesday September 25</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Ten</th>
<th>Mid-Semester Break</th>
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<tbody>
<tr>
<td>Wednesday October 9</td>
<td>Seminar</td>
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<table>
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<tr>
<th>Week Eleven</th>
<th>Seminar</th>
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</thead>
<tbody>
<tr>
<td>Wednesday October 16</td>
<td>Seminar</td>
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</table>

<table>
<thead>
<tr>
<th>Week Twelve</th>
<th>Research Workshop</th>
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</thead>
<tbody>
<tr>
<td>Wednesday October 23</td>
<td>Research Workshop</td>
</tr>
</tbody>
</table>
Weekly Readings and Films

Week One
Introduction

Week Two


Week Three

Week Four

Week Five


Week Six

Week Seven

Week Eight

Week Nine

Mid-Semester Break

Week Ten


Week Eleven


Week Twelve
Research Essay Workshop
Assessments and Course Requirements

Students are required to submit all the assignments in order to pass, irrespective of marks for each of the pieces they have submitted. The student’s final mark in the course will be calculated on results achieved in all assessment tasks.

<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>Workbook</td>
<td>See pages below</td>
<td>40%</td>
<td>• Solid grasp of key texts relevant to the study of Japanese society and culture</td>
<td>• Skills in creative and critical analysis of knowledge claims</td>
<td>August 28 in class and October 30</td>
</tr>
<tr>
<td>Discussion Facilitation</td>
<td>30 minutes</td>
<td>10%</td>
<td>• Good oral communication skills</td>
<td>• Teamwork skills</td>
<td>Variable</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ability to work collaboratively and respectfully through participation in class discussions and small group exercises</td>
<td>• Understanding the knowledge base of Sociology and/or Anthropology</td>
<td></td>
</tr>
<tr>
<td>Research Essay</td>
<td></td>
<td>50%</td>
<td>• Good oral communication skills</td>
<td>• Skills in oral communication</td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>5 - 10 minutes</td>
<td>10%</td>
<td>• Good oral communication skills</td>
<td>• An informed understanding of human experience, culture and society in the Asian region</td>
<td>October 23</td>
</tr>
<tr>
<td>Essay</td>
<td>2500 words</td>
<td>40%</td>
<td>• Strong capacity for independent research, analysis, and writing</td>
<td>• Demonstrated ability to develop critical arguments based upon appropriate sources</td>
<td>October 30</td>
</tr>
</tbody>
</table>
Workbook

The workbook is an integral aspect of this course. Workbook entries are designed to encourage careful reading and reflection on the week’s readings. They are opportunities for you to formulate intellectual viewpoints on the course material and grapple with ideas that emerge in the readings. They are not meant to simply be summaries of the texts.

When preparing workbook entries, first read the assigned texts carefully, noting any points that you consider interesting. Pay particular attention to the author’s conceptual paradigm, methodological approach, and interpretations. Then write a workbook entry. Each workbook entry should be a coherent analysis that follows one of these two formats:

Close reading (Title your entry "Close reading"): Identify a passage from the reading that appeals to you: the passage may appeal to you for various reasons: for its clarity, insight, or provocative nature. Explain how or why it does so. Pose an open-ended question that might help move our discussion forward.

Crosstalk (Title your entry "Crosstalk"): Situate the session's reading within the context of the course as a whole. What new elements does it bring to our ethnographic exploration of Japanese society? Which previous readings or lecture discussions does it build upon? How do the reading speak to themes emerging in class discussion?

You can enter into a dialogue with a certain idea by applying perspectives learned in the course. Workbook entries must be approximately 300 words in length.

In addition, you are required to write at least half a page of reflections on the seminar discussion after class each week.

The workbook thus consists of the following:
1. Reflections on the Week’s Readings
2. Reflections after Seminar

Workbooks must be submitted for initial assessment in Week 5, August 28, in class. Submit Week 3 and 4 entries.

Workbooks must be handed in for final assessment in Week 13, October 30, to the School of Social Sciences Office. There are no extensions.

Marking criteria: critical engagement with the week’s texts, dedication to the reading material, evidence of close reading, good writing skills, logical argument
Discussion Facilitation

In most weeks there will be a student-led facilitation on the themes and arguments that emerge in the week’s readings. Each group will conduct a 30 minute facilitation. Small groups will be formed in the seminars in Week 1. The groups will range in size from 4 – 5 people.

Facilitating discussion entails working in groups and involves the following:

• Reading the course texts (or viewing the film) ahead of time
• Preparing and distributing discussion questions/topics to the rest of the seminar 1 week ahead of time
• Gathering and presenting additional materials in order to contextualize the work at the beginning of the class session. The materials can be items of popular culture, news media, or material artefacts, that highlight important points about the week’s topic.

Facilitators will work in teams and meet outside of class to prepare the facilitation. Every group member must contribute to both these meetings and the class facilitation. All group members receive the same mark, if they have attended and contributed to all group activities and facilitations.

Facilitators will prepare discussions questions and use these questions to stimulate discussion. If we are reading two articles or book chapters in a particular week, each group will submit at least three questions per reading. These discussion questions are intended to generate creative thinking and active discussion in the classroom.

The aim of the facilitation is not simply to display your own knowledge but also to help the whole class develop an informed appreciation of the issues arising from that week’s discussion. Rehearse your discussion facilitation plans, to get a sense of how well they will work for your audience: check that your questions are both answerable and stimulating. The facilitation will be evaluated in terms of how interesting and engaging it is, and how helpful it is to the learning of other students. It is important to give your audience the opportunity to make their contribution.

Marking criteria: clarity of presentation, depth of engagement with concepts in the week’s readings, independent research of outside materials, teamwork skills, skilful discussion facilitation, discussion questions that stimulate dialogue and reflection

Research Essay

An essay is an extended intellectual engagement with a particular question or task. It must demonstrate not only an ability to write to an acceptable standard but, just as importantly, an ability to research the issues relating to the question. The essay is your opportunity to undertake in-depth research on a specific topic developing issues raised in the seminars and readings. You will be required to read beyond the course to complete

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1 Note: I would like to acknowledge Professor Mary Steedly and Dr. Smita Lahiri at Harvard University for developing the format of this discussion facilitation.
this assignment. You are asked to query and evaluate all that you read and, through a
critical engagement with it, develop your own opinions and ideas. These ideas must be
argued and substantiated by rational means, and in a logical order.
The essay assessment is comprised of two tasks: an oral presentation of your essay
project and a formal written assessment.

Further information about essays will be distributed in class.

Note: Your essay topic must be different from your discussion facilitation topic.

Marking criteria:

1 Evidence of putting ideas to work in a creative way.

2 Rigour: attention to detail, pushing points as far as possible, drawing out implications.

3 Independent research: Drawing on ideas from beyond the course reader.

4 Development of clear arguments with a strong sense of structure.

Submission of Written Assignments

Assignments are to be submitted to the appropriate assignment box located on the First
Floor of the Morven Brown Building unless the course convenor specifies electronic
submission ONLY. There will be a separate box for late submissions. Only late
submissions will be stamped by the School Office with the receipt date.

A penalty will be applied to assignments that are submitted to the wrong box.

Students are also required to submit an electronic copy of the assignment through
TurnItIn on Moodle.

BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT
MUST BE SUBMITTED BY 4PM ON THE DUE DATE TO AVOID A LATE
PENALTY.

It is the student's responsibility to keep a copy of their work in case of loss of an
assignment.

All assignments (hard copy) must be submitted with an Assignment Declaration form
signed by the student (required for all assignments). These are available from outside
the School Office, above the assignment submission boxes.

Collection of Written Assignments

Assignments are normally returned in class. For assignments with due dates from Week
10 onwards, students may request for the marked assignment to be returned to them by
attaching a self-addressed postage-paid envelope to their assignment (if the postage is
insufficient to cover the delivery of the assignment, it will not be posted). Assignments
without a return envelope will be kept by the course coordinator until the second week
of the next semester. The School will hold Assignment Collection Day in Week 2 of
each semester, where students can collect all SoSS assignments from a single location unless other arrangements have been made. Assignments not collected by this date will be destroyed.

Use of Laptops and Mobile Phones

Despite being a firm believer and user of technology, I have a strict policy against use of laptops and mobile phones during our lectures and tutorials. Students are not permitted to use laptops to take lecture notes. I believe we learn better with fewer distractions and, unfortunately, laptops can be a huge distraction. If you have a special circumstance that makes your laptop necessary for learning, please come and discuss this with me.

Course Evaluation and Development

Student evaluative feedback is gathered periodically using, among other means, UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important. Student feedback is taken seriously, and improvements will be made to the course based in part on such feedback.

Student Conduct and Integrity

UNSW has a Student Conduct Policy that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read and adhere to this policy, which can be found at:


A related document is the UNSW Student Misconduct Procedures (2013):


Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help with this process:

• The Student Conduct Policy and the Student Misconduct Procedures.
• The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (http://www.lc.unsw.edu.au/plagiarism/).
• The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW.
• Information provided in class.
Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document became effective from 20 February 2012 titled Student Academic Integrity & Managing Plagiarism. This can be viewed at the following link:


This document provides an overview of the UNSW plagiarism framework and guidelines for staff in dealing with plagiarism. It also outlines the process for investigation and reporting plagiarism.

Class Attendance

UNSW policy on Attendance and Absence can be found at

https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html

It states that ‘Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled.’ The School of Social Sciences therefore expects that students will attend 100% of learning and teaching activities (lectures, tutorials, seminars, labs, online events and so on).

UNSW policy states that ‘All applications for exemption from attendance at classes of any kind must be made in writing to the Course Authority. Explanations of absences from classes, or requests for permission to be absent from forthcoming classes, should be addressed to the Course Authority and, where possible, should be accompanied by a medical certificate’.

In order to pass a course in the School of Social Sciences a student must achieve satisfactory attendance by attending least 80% of classes at which a roll or register is taken (with or without medical certificates).

This is in keeping with the UNSW policy that states: ‘If students attend less than eighty per cent of their possible classes they may be refused final assessment. An exception may be provided in the case of student reservists who require absences of more than 2 weeks due to full-time service (e.g. as part of a peacekeeping or humanitarian aid operation). In an event such as this the student may be permitted to discontinue enrolment without academic or financial penalty.’

Communication

Email and relevant Moodle functionalities are considered official means of communication between staff and students, as outlined in the UNSW Email policy. This policy can be viewed at:

As outlined in the UNSW Student Email Rules: All students are expected to read their official UNSW email. All students have a central email address of the form z1234567 where “1234567” is the student number. It is a requirement that all students read email that is sent to this address, as it may contain vital administrative or teaching material not provided any other way. If a student uses an email account other than the centrally provided email account, the student must arrange to forward UNSW email to an account that they do use.

The full Student Email Rules can be found at:

https://my.unsw.edu.au/student/resources/StudentEmailRules.html

Staff not normally respond to email sent from non-UNSW email addresses. It is reasonable to expect staff to respond to your email within 5 business days. Please do not expect that you will receive a response in the same business day.

Extension for Submission of Written Work

The School of Social Sciences requires that all assignments must be submitted by the due date unless an extension of time has been granted by the Course Authority. The penalty for late submission without permission is 3% (of the perfect mark, so 3 marks if the assignment is graded out of 100) per day late. This means if an assignment is graded at 70%, and is 1 day late, the final mark awarded will be 67%. Late work will not normally be accepted once the marked assignments have been returned or after two weeks past the due date.

Special Consideration

The University's policy on Special Consideration (Illness and Misadventure) can be found at:


The Policy explains that:

The purpose of Special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.

Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.

Sickness, misadventure, or other circumstance beyond a student’s control may prevent them from completing a course requirement or attending or submitting assessable work for a course, or may significantly affect performance in assessable work, e.g. formal end of session examination, class test, laboratory test, or seminar presentation. Students can apply for consideration for the affected assessments.

Depending on the circumstances, the University may take action to allow a student to overcome the disadvantage, e.g. give them an additional assessment or extend a
Merely submitting a request for Special Consideration does not automatically mean that a student will be granted an additional assessment, nor that a student will be awarded an amended result. For example, if a student has a poor record of attendance or performance throughout a session/year in a course they may be failed regardless of illness or other reason affecting a final examination in that course.

It sometimes happens that a student may encounter a situation that is so significant or personal they do not want to use the Special Consideration procedures. In a case like this you may prefer to contact the University Health Service, the Counselling Service, an academic adviser in your program office or the Manager, Student Administration and Records. Remember that it is always important to let the University know if there is anything that may affect your ability to continue your studies.

Details of the university policy and procedures on Special Consideration can be found at:

https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

Work or family commitments, religious holidays, or work due in other courses are not acceptable reasons for special consideration since the possibility of such events are supposed to be taken into account when managing time; nor are short illnesses suffered within a week of the due date since an assignment is assumed to be almost finished by that point. Evidence of significant progress in the assessment task will have to be demonstrated when asking for extension due to an emergency or illness close to the submission date.

Students must lodge the application for SC, or notify or have a friend/family member notify UNSW Student Central, within 3 days of the event for which they are seeking SC.

Applications must be made via Online Services in myUNSW. Students must obtain and attach Third Party documentation before submitting the application. Failure to do so may result in the application being rejected. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

If SC is granted, this may take the form of a removal of part or all of a late penalty, or an adjustment to the raw grade, or an alternative form of assessment, at the discretion of the Course Authority (course convenor).

**Review of Results**

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the UNSW policy on Review of Results for additional information:

https://my.unsw.edu.au/student/academiclife/assessment/Results.html
Occupational Health and Safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:


Student Support Services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at http://www.lc.unsw.edu.au/.

Student Equity and Disabilities Unit

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. To receive support from SEADU, students must be registered with SEADU. Contact details can be found on their website at http://www.studentequity.unsw.edu.au/.