ARTS3639, Japan in Popular Culture
Semester 2, 2015

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor, Lecturer and Tutor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sumiko Iida</td>
</tr>
<tr>
<td>Room</td>
<td>Morven Brown 272</td>
</tr>
<tr>
<td>Phone</td>
<td>9385 3745</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:s.iida@unsw.edu.au">s.iida@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 10-12 (subject to Change)</td>
</tr>
</tbody>
</table>

2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>By using the broad social themes of post-1945 Japanese politics, economics and cultural development as a backdrop, the course brings to light a discussion of how these developments have been represented in the popular culture of each respective period. You are expected to read and engage critically with a number of key texts, watch and listen to films, anime, TV and songs, to identify how Japan has been represented in and by these mass media products. You discuss where and why they represent Japan, then develop your own thoughts regarding Japanese (popular) culture and its impacts, both domestically and transnationally.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. To provide you with several different approaches to understand the role Japanese popular culture plays in the development of Japanese cultural history.</td>
</tr>
<tr>
<td></td>
<td>2. To reflect on those fundamental grassroots examples of popular culture emerging from the major political, economic and social events from post-1945 to the present.</td>
</tr>
<tr>
<td></td>
<td>3. To consider what kinds of popular cultures were and are available to Japanese nationals and others in a domestic context from post-1945 to the present day.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>1. To be able to discuss, in spoken and written modes, issues dealing with the roles that Japanese popular culture play in the development of domestic Japanese cultural history based on your reading of the key texts as well as from in-class and on-line discussions.</td>
</tr>
<tr>
<td></td>
<td>2. To be able to work to produce a short presentation that reflects a relevant aspect emerging from your experiences with Japan and/or Japanese popular culture.</td>
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<tr>
<td></td>
<td>3. To be able to design, execute and assess a portfolio (group presentation and extended writing task) that reflects a relevant aspect emerging from in-class and on-line discussions.</td>
</tr>
<tr>
<td></td>
<td>4. To be able to reflect on a short essay on another student’s presentation.</td>
</tr>
<tr>
<td>Graduate Attributes</td>
<td>1. a capacity to contribute to, and work within, the international community,</td>
</tr>
<tr>
<td></td>
<td>2. a respect for ethical practice and social responsibility,</td>
</tr>
<tr>
<td></td>
<td>3. an appreciation of, and respect for, diversity in language and culture,</td>
</tr>
<tr>
<td></td>
<td>4. information literacy in Japanese Studies,</td>
</tr>
<tr>
<td></td>
<td>5. the ability to engage in independent and reflective learning in Japanese Studies,</td>
</tr>
<tr>
<td></td>
<td>6. the capacity for analytical and critical thinking and for</td>
</tr>
</tbody>
</table>
creative problem-solving in Japanese Studies,

7. the capacity for enterprise, initiative and creativity in Japanese Studies,

8. the skills involved in collecting, documenting, organising, and systematically analysing information in both English and Japanese environments,

9. the skills involved in scholarly enquiry in Japanese-based disciplinary studies,

10. the skills required for collaborative and multidisciplinary work,

### 3. Learning and Teaching Rationale

This course uses broad social themes such as post-1945 Japanese politics, economics and cultural development then maps them onto a trajectory represented by certain examples of popular culture in media, fashion, consumer goods and the like. The course covers periods such as Japan’s surrender in 1945 through the peak of the Shôwa Period, the recession as well as the many social issues emerging in the present Heisei Period. Questions such as

- How does popular culture shape, as well as reflect, Japanese culture as a whole?
- Whose ‘story’ is this?
- Why is that there?
- What can popular culture tell us about Japan?
- How were/are the politics, economics and other cultural developments being represented in Japanese popular culture?
- What will happen next? How sure are you?
- How does where you live influence how popular culture is produced and consumed?

among many others can be asked. Concepts such as ‘representation’ and ‘popular culture’ are discussed in some detail throughout the course. This course links with ARTS2213 Asian Popular Culture with the aim of providing you with an informed understanding of Japanese and broader Asian contemporary cultures. ARTS3639 is a more advanced course in which you can further showcase and develop your skills in critical thinking.

### 4. Teaching Strategies

The course follows the two hour lecture followed by a related one hour tutorial path supplemented with discussion and other resources on Moodle 2. Both lecture and tutorial begin in Week 1. You are encouraged to review lecture content and prepare for the tutorial. Lectures provide you with an opportunity to revise each key text(s) for the week as well as allowing for discussion and reflection in the tutorial that follows. Tutorials expand on lecture content and you are strongly encouraged to engage in a range of activities related to each theme under exploration. During weeks 3-10, tutorial classes will be led by student leaders of the week (see the assessment section below). You are also encouraged to search further readings in relation to the key issue(s) of each week for broadening your understanding of the issue and enhancing your critical thinking skill. Both Lectures and Tutorials are also the time and place where assessment occurs. Moodle 2 provides an on-line platform/space for you to post issues raised in class.
## 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>Short Presentation</td>
<td>5mins</td>
<td>10%</td>
<td>1,2,3</td>
<td>1,2,3,4,5,6,7</td>
<td>Week1 (online) Week2 (tutorial discussion)</td>
</tr>
<tr>
<td>Tutorial Leadership</td>
<td>See below</td>
<td>25%</td>
<td>1,2,3</td>
<td>1,2,3,4,5,6,7</td>
<td>The week you are assigned to be a leader.</td>
</tr>
<tr>
<td>Critical Review of a reading article</td>
<td>500 words</td>
<td>20%</td>
<td>1,2,3</td>
<td>1,2,3,4,5,6,7</td>
<td>Friday the week after the tutorial where the reading is discussed.</td>
</tr>
<tr>
<td>&lt;Project&gt; Group Presentation</td>
<td>20-25mins</td>
<td>45%</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>W12/13 in class</td>
</tr>
<tr>
<td>&lt;Project&gt; Extended Writing</td>
<td>1000 words</td>
<td></td>
<td></td>
<td></td>
<td>Nov 6</td>
</tr>
</tbody>
</table>

### Assessment 1: Images of Japan (Short Presentation) --partly assessed by peers
What represents Japan? Choose two images (or sounds or combination of the two) that you believe represent Japan, and discuss why you chose them and how Japan is encoded in them. Record your presentation in a video format for max 5 minutes and attach the video on Moodle by the end of Week1 (4pm on Sat, Aug 1). Watch others’ video prior to Week2 tutorial class. In Week2 tutorial class, you will be discussing your images and other students’ images in a small group (to be formed in W1 tutorial class). Bring the actual images and/or sounds to the class. Images/sounds selected by each student in a group will have approximately 5 minutes discussion followed by feedback and rubric by peers.

### Assessment 2: Tutorial leadership

**You as a leader**
During Weeks3-11 (8 weeks excluding W10) you are required to lead a tutorial class of the week you are assigned. The following is the guideline for a successful completion of the assessment:
1) Read the key reading(s) and references of the topic (e.g. 1960s);
2) Research into the topic further and prepare one tutorial question for a class discussion;
3) Post the question together with its significance to the topic, some information and tips for others to prepare for the class discussion on Moodle prior to the tutorial class you will be leading (i.e. by Friday the week before the tutorial you are assigned to lead), As you post them before the lecture of the topic, you may need to add/edit a part or the whole post after the lecture.
4) Lead the tutorial class to critically discuss the topic. For the good lead of the class, present a summary of your post on Moodle and link it to the lecture of the week (even though you have already added on Moodle entry). You also need to be able to present the answer to your question with valid evidence to conclude the discussion.

To accommodate everyone during the 8 weeks, there will be a few tutorial leaders each week. This means each tutorial class will discuss more than one topic. For a successful tutorial discussion, the leaders of each week are thus strongly recommended to meet and discuss/adjust their topic and plan at the beginning of the preparation process. Week allocation will be discussed in W1.
You as a non-leader, participant in the discussion
During the weeks of tutorial leadership, you are required to check the tutorial questions and other information posted by the leaders prior to the tutorial class they lead so that you can actively participate in the discussion.

Assessment 3: Critical Review of a recommended reading article
In one week of Weeks3-11, read one of the listed articles (not the key reading(s) regarding the focused topic on Moodle, and write its critical review in 500 words in reflection of the lecture and tutorial discussion. Week allocation will be discussed prior to Week3 together with tutorial leader week. You are not writing a critical review of the same topic you lead as a leader.

Assessment 4: Japan in Popular Culture Project --partly assessed by peers

‘What can Japanese popular culture tell us about Japan in the post-2000?’

Answer the question based on what you have learnt in class by choosing one representation of Japan in popular culture in the post-2000, and discuss the following points:
1. what the group has selected and why.
2. how it represents Japan.
3. how Japanese (and others) view, react, accept it or not.
4. where this representation of Japanese culture can go in the future.
5. something from your group that’s relevant to answering the question

Part 1 Group Presentation Week 12-13 class---partly assessed by peers
● Each group consists of 4-5 members
● Each student is expected to contribute an equal share to the group presentation.
● Groups with 5 students have 25 minutes and groups of 4 students have 20 minutes for presentation.
● Audio-visual materials must accompany the presentation for the audience to follow easily. Acknowledge all materials used.
● All of the points noted above (1-5) must be addressed.

Part 2 Extended Writing Task: Individual work
To supplement the Group Presentation, you are required to prepare a piece of extended writing (essay) that answers the question and addresses Points 2, 4 and 5 above in 1000 words (minimum 800 and max 1200 words and not dot point format).
Use the material that you have already prepared for the Group Presentation as a basis for your writing, but draw upon some readings (key readings, references, and additional readings) to conceptualize your argument. Ensure that the essay has a bibliography, your citations and quotes are in order, there is NO plagiarism of any kind in the essay and all images are acknowledged.

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/
Formal Examination
No examination is set as a part of assessment tasks in this course.

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://student.unsw.edu.au/grades

Submission of Assessment Tasks
All of the course assessment tasks are to be submitted online via Moodle unless otherwise advised. Assignments must be submitted before 4:00pm on the due date. Assignments posted after this time will be marked as having been received late. Student must check own device and network environment carefully before the submission due. Technical problem is not always regarded as a legitimate reason for late submission.

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.

The complete Arts and Social Sciences Extension Guidelines can be read here.

If you wish to request an extension for submission of an assessment task you need to do so via myUNSW using the Special Consideration section. You will need to submit documentary evidence in support of your request.

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

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 apply 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

### 10. Course Schedule (subject to change: check announcement on Moodle)

**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>Lecture Content</th>
<th>Tutorial Content</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jul 27</td>
<td>Introduction Understanding Popular Culture Studies &amp; Key questions</td>
<td>Introduction to tutorial leadership and critical review</td>
<td>Video Posting for W2 tutorial discussion by Sat, Aug 1</td>
</tr>
<tr>
<td>2 Aug 3</td>
<td>Understanding Popular Culture Studies &amp; Key questions</td>
<td>Group discussion on video posted</td>
<td>Watch videos of others on Moodle before tutorial class</td>
</tr>
<tr>
<td>3 Aug 10</td>
<td>Contemporary Japanese Popular culture (Post 2000)</td>
<td>Tutorial leaders 1</td>
<td></td>
</tr>
<tr>
<td>4 Aug 17</td>
<td>1945-1959</td>
<td>Tutorial leaders 2</td>
<td>Critical Review 1 due</td>
</tr>
<tr>
<td>5 Aug 24</td>
<td>1960-1969</td>
<td>Tutorial leaders 3</td>
<td>Critical Review 2 due</td>
</tr>
<tr>
<td>6 Aug 31</td>
<td>1960-1969</td>
<td>Tutorial leaders 4</td>
<td>Critical Review 3 due</td>
</tr>
<tr>
<td>7 Sep 7</td>
<td>1970-1979</td>
<td>Tutorial leaders 5</td>
<td>Critical Review 4 due</td>
</tr>
<tr>
<td>8 Sep 14</td>
<td>1970-1979</td>
<td>Tutorial leaders 6</td>
<td>Critical Review 5 due</td>
</tr>
<tr>
<td>9 Sep 21</td>
<td>1980-1989</td>
<td>Tutorial leaders 7</td>
<td>Critical Review 6 due</td>
</tr>
<tr>
<td></td>
<td>Mid Semester Break</td>
<td></td>
<td>Critical Review 7 due</td>
</tr>
<tr>
<td>10 Oct 5</td>
<td>No lecture</td>
<td>No tutorial</td>
<td></td>
</tr>
<tr>
<td>11 Oct 12</td>
<td>1990-1999</td>
<td>Tutorial leaders 8</td>
<td></td>
</tr>
<tr>
<td>12 Oct 19</td>
<td>Presentation &amp; Discussion Session</td>
<td>Presentation &amp; Discussion Session</td>
<td>Critical Review 8 due</td>
</tr>
<tr>
<td>13 Oct 26</td>
<td>Presentation &amp; Discussion</td>
<td>Reflection on Group presentations and review of the course</td>
<td>Extended writing is due on Fri 6 Nov.</td>
</tr>
</tbody>
</table>

### 11. Course Resources

All the key readings and other recommended readings will be added on Moodle course page (log in from [https://moodle.telt.unsw.edu.au/login/index.php](https://moodle.telt.unsw.edu.au/login/index.php) or via ‘MyUNSW’. Your regular access to the site to catch up with the course information is required. Laptop and tablet are ideal to bring to tutorial class every week. Mobile phone is not a suitable devise for the class work.
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

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://student.unsw.edu.au/complaints

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

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/

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.