



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS2211, East Asia Semester 1, 2014**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Dr. Gregory N. EVON	Room	MB247
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Consultation Time	Wednesdays 11.00—12.00		
<b>Lecturer</b>			
Name	Dr. Gregory N. EVON	Room	MB247
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Consultation Time	Wednesdays 11.00—12.00		
<b>Tutors</b>			
Name	Dr. Luke Sharp	Room	TBC
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Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	<p>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.</p>
Course Aims	<ol style="list-style-type: none"> <li>1. To examine the interactions among China, Japan and Korea and in turn, their varying reactions to the West.</li> <li>2. To investigate the relationships among globalization, tradition and modernity in East Asia</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Analyse the history of early globalization in the intellectual and cultural trends that have distinguished China, Korea, and Japan.</li> </ol>

	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 learning.
	4.	The skills for effective communication and information literacy (specifically, the evaluation of information).

### 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

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
In-Class Exam #1 (Covers Weeks 1-3)	18 questions	18%	1, 3, 4	1-2	Week 4 <i>*Note: The last day to Discontinue without Financial Penalty is 31 March; without</i>

					Academic Penalty, 20 April*
In-Class Exam #2 (Covers Weeks 4-10)	42 questions	42%	1, 3, 4	1-2	Week 11
Research Project/ Critical Bibliography	Approximately 1200 words	40%	1-4	1-4	Week 10, at end of Tutorial (or <b>earlier</b> , by student's choice); Week 10 is <b>ABSOLUTE DEADLINE</b>
Tutorial Leadership	1 X per student; done in teams	0% to -15% (i.e., negative 15%)	1-4	1-4	Ongoing

**Please Note:** In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

#### **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 due at the end of Tutorials in Week 10.

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 plagiarism. (For policies and advice regarding plagiarism, see below).

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

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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

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Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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. Attendance/Class Clash

### Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

## 7. 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: <http://www.lc.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>

<b>8. Course Schedule</b>				
<i>To view course timetable, please visit: <a href="http://www.timetable.unsw.edu.au/">http://www.timetable.unsw.edu.au/</a></i>				
<b>Week Commencing:</b>	<b>Topic</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings</b>
3 March	#1: Globalization in East Asia in the Pre-Modern Era: Religion, Philosophy and Education	Globalization as an Elite Phenomenon: Written Language and Intellectual Discourse	No Tutorial This Week	CR, pp. 1-45 & Holcombe, pp. 1-10
10 March	#2: The Impact and Meaning of Chinese Civilization in East Asia	Conceptualizing Local Differences in a Universal Civilization	Student-Led Tutorial Example Question/Discussion: What is Chinese Civilisation?	CR, pp. 46-75 & Holcombe, pp. 11-29
17 March	#3: Extensions of Influence: Communications and the Book	Structures and Control of Knowledge: Korea as a Contrast to China and Japan	Student-Led Tutorial Example Question/Discussion: What is worth Putting in a Book, and Why?	CR, pp. 76-90 & Holcombe, pp. 30-57
24 March	#4: The End of the Old Order: Imperial Conflict among the West, China & Japan	China and Japan Look West: Globalization, Cultural Change,	Student-Led Tutorial Example Question/Discussion: Imperialism as	CR, pp. 91-102 & Holcombe, pp. 58-90

	*AND In-Class Exam #1, covers weeks 1-3	And War in East Asia's Late 19th Century And *In-class Exam #1, covers weeks 1-3	Idea and Act, & the Thorny Problem of Socio-Political Change	
31 March	#5: Rethinking East Asian (Pre-) Modernity in the Context of Globalization	Feudalism, Meritocracy and the Individual	Student-Led Tutorial Example Question/Disc- ussion: "What Time is East Asia?"	CR, pp. 103- 130 & Holcombe, pp. 91-125
7 April	#6: East Asia and its continental economy, part 1	East Asia's traditional globalization, part 1.	Student-Led Tutorial	CR, pp. 131- 145 & Holcombe, pp. 126-159
14 April	#7: East Asia and its continental economy, part 2	East Asia's traditional globalization, part 2	Student-Led Tutorial	CR, pp. 146- 187 & Holcombe, pp. 160-189
28 April	#8: East Asia's endogenous economic institutions	Traditional China and Europe in comparison	Student-Led Tutorial	CR, pp. 188- 202 & Holcombe,
5 May	#9: East Asia's Modernisation	The Asian impact of the Meiji Reforms	Student-Led Tutorial	CR, pp. 203- 230 & Holcombe, pp. 230-254
12 May	#10: East Asia and Globalisation	East Asia's Reintegration in the Global Economy	Student-Led Tutorial AND Roundtable on Research Projects (roughly 5 mins. each)  *Research Project/ Critical Bibliography due at end of Tutorial (or earlier, by student's choice)	CR, pp. 231- 305 & *Suggested Additional Reading: Holcombe, pp. 255-283



19 May	#11: In- Class Exam #2, covers Weeks 4-10	In-Class Exam #2, covers Weeks 4-10.	Roundtable on Research Projects (roughly 5 mins. each)	No Reading this Week
26 May	#12: East Asia's leadership in Globalisation	Conclusion: East Asia leading Globalisation in the 21st Century. How integrated is East Asia with the World?	Discussion: Re: Reading and Thematic Overview of Course AND Roundtable on Research Projects (roughly 5 mins. each)	CR, pp. 306-329 & Holcombe, pp. 283-294; 308-312; and 343-351.
2 June	#13: Final Review	No Lecture this week; only tutorial	Final Review	NIL

## 9. Course Resources

**Textbook Details:** (#1) *Course Reader*, available through UNSW Bookshop.  
 (#2) Charles Holcombe, *A History of East Asia: From the Origins of Civilization to the Twenty-First Century* (Cambridge University Press, 2011); 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.

**Week 1:** Victor H. Mair, "Buddhism and the Rise of the Written Vernacular in East Asia: The Making of National Languages," in *The Journal of Asian Studies*, Vol. 53, No. 3. (Aug., 1994), pp. 707-751;  
<http://www.jstor.org/stable/2059728>

**Week 2:** Alexander Woodside, "Territorial Order and Collective-Identity Tensions in Confucian Asia: China, Vietnam, Korea," *Daedalus*, Vol. 127, No. 3, Early Modernities (Summer, 1998), pp. 191-220; <http://www.jstor.org/stable/20027512>

**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:**

1. David L. Howell, "Territoriality and Collective Identity in Tokugawa Japan," *Daedalus*, vol. 127, no. 3 (Summer, 1998), pp. 105-132; available online through

UNSW Library.
2. Timothy Brook, "Communications and Commerce," pp. 582-707, in <i>The Cambridge History of China, vol. 8, The Ming Dynasty, 1368-1644, Part 2</i> ; available online through UNSW Library.
3. Donald N. Clark, "Sino-Korean Tributary Relations under the Ming," in <i>Cambridge History of China, vol. 8, part 2, Chapter 5</i> ; available online through UNSW Library.
4. Williard Peterson, "Learning from Heaven: The Introduction of Christianity and of Western Ideas into Late Ming China," pp. 789-839, in <i>The Cambridge History of China, vol. 8, The Ming Dynasty, 1368-1644, Part 2</i> ; available online through UNSW Library.
5. Jurgis Elisonas, "The inseparable trinity: Japan's relations with China and Korea," <i>The Cambridge History of Japan, vol. 4, Early Modern Japan</i> ; available online through UNSW Library.
<b>Websites:</b> As noted above.

## 10. 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.

## 11. 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>

## 12. 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>

## 13. 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**

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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/>

## **Special Consideration**

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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>

## **Student Equity and Disabilities Unit**

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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.