



SCHOOL OF HUMANITIES AND LANGUAGE STUDIES

1. Location of the Course			
FACULTY	Arts and Social Sciences		
SCHOOL	Humanities and Languages		
COURSE CODE	ARTS2632		
COURSE NAME	Contemporary Japan		
SEMESTER	2	YEAR	2013

2. Table of Contents	
	Page
1. Location of the Course	1
2. Table of Contents	1
3. Staff Contact Details	1
4. Course Details	1-2
5. Course Timetable	2
6. Rationale for the Inclusion of Content and Teaching Approach	2
7. Teaching Strategies	2-4
8. Assessment	4-7
9. Academic Honesty and Plagiarism	8
10. Course Schedule	8-9
11. Expected Resources for Students	9
12. Course Evaluation and Development	9
13. Other Information (including Scoring Guides or rubrics)	9-11

3. Staff Contact Details			
Name	William S. Armour	Office	Morven Brown 208
Phone	9385-3773	Email	w.armour@unsw.edu.au
Contact Time and Availability	Please email to make an appointment and we'll arrange a time to suit us both.		

4. Course Details	
Credit Points	6
Summary of the Course	The course takes the view that Japan is not a uniform entity, that is, Japan is not mono-cultural. You will discover multi-cultural Japan where cultural diversity and stratification within Japanese society coexist with a mono-cultural tendency within each of its subgroups. The course focuses on the varying representations of contemporary Japan. These representations are determined in part by the chapters in the set textbook as well as considering broader aspects such as how 'Japan' is constructed and exported. You are encouraged to 'construct' your own understandings of Japan through readings, discussions and individual research into chosen segments of contemporary Japan. This course provides a foundation to students for further discovery of Japan.
Aims of the Course	<ol style="list-style-type: none"> 1. to provide you with a critical understanding of the diversities in contemporary Japan beyond the stereotypes 2. to provide you with a foundation for further investigation into

		Japanese culture and society
Student Learning Outcomes	1.	you should be able to demonstrate a critical understanding of contemporary Japan from multiple perspectives
	2.	you should be knowledgeable about several key cultural concepts relevant to contemporary Japan
	3.	you should be able to create an essay that demonstrates one's understanding of contemporary Japan
	4.	you should be able to develop effective and critical discussion skills
	5.	you should be able to development skills in information literacy relevant to a scholarly enquiry of contemporary Japan
Graduate Attributes	1.	the skills involved in scholarly enquiry
	2.	the ability to engage in independent and reflective learning
	3.	an appreciation of, and respect for, diversity
	4.	a capacity to contribute to, and work within, the international community
	5.	the skills for effective communication

5. Course Timetable			
Class Type/Number	Day	Time	Location
Lecture	Thursday	9-11am	MBG6
Tutorial	Tuesday	9am-10am	MBG3
<p>* <i>Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at www.timetable.unsw.edu.au.</i></p> <p>* Both classes begin at 9am so all students need to take that into consideration (e.g. getting to UNSW on time for these classes)</p> <p>* Neither class has an i-Lecture mode, therefore, attendance is essential.</p>			

6. Rationale for the Inclusion of Content and Teaching Approach
<p>Content of the course changes constantly since it broadly themed based. The lecture is two hours and in Week 1 sets out the objectives of the course and everyone is engaged in finding out who people are, how they got to this course and what kinds of needs and expectations people have. We begin to follow up what was discussed in the one hour Tutorial in Week 2. Week 2 L begins the formal introduction of the textbook and this sets the trajectory for the following weeks. The course finishes by reflecting on what contemporary Japan could mean and what you have learned from having taken this course. Needless to say you get what you put into the course. The textbook is to be read critically and considered deeply. All discussions and assessment tasks are to be taken seriously.</p>

7. Teaching Strategies
<p>The course has been structured in four mutually supportive sections: Lecture, Tutorial, textbook, and Moodle 2.0 discussion. The two hour lecture i) introduces you to themes emerging from the textbook, ii) provides you a space to consider contemporary issues arising from these themes, iii) proposes questions and expects answers through discussion, and iv) as a venue to conduct the assessment tasks. The lectures are supported through your pre-assigned reading of the textbook chapters. Lectures aim to be as interactive as possible. In response to the questions asked and the comments made in the lectures, you may post their answers onto Moodle 2.0 and/or use them as a springboard to be used in the assessment tasks. Tutorials follow as a forum for discussion. The tutorial is at best 55 minutes however they provide opportunities for face-to-face interaction between students and tutor where collaborative development of arguments enhance learning. Tutorials are a place to air</p>

views.

- **Feedback in this course**

What is feedback?

What is it for?

Have you understood the task and its grading criteria?

constructive	timely	meaningful
in-class	on-line	private
structural	organisational	conceptual
whole class	teams or small groups	individuals
overt		clandestine/hidden
spoken		written

- **Course expectations:** overall performance in relation to all assessment tasks, discussions in lectures, tutorials and on-line.

High Distinction 85-100	With an insightful, comprehensive, and more than satisfactory treatment of all the task requirements, your work conveys an advanced understanding of the complexities of knowledge presented in this course. Your work systematically and critically addresses the issues set out in the aims of the course. There is evidence of an excellent understanding of the inter-relationships between the assessment tasks, lectures and tutorials. Critical insights, creative knowledge use or original applications take your work beyond that introduced in the course. It reveals a capacity to critically reflect on, to examine, to investigate, and clarify a range of problems. Your work provides strong evidence to suggest that it demonstrates clear-cut ability to use these insights to discuss, compose, and illustrate what has been learnt to new contexts. Your work has been written and presented to an exemplary academic standard.
Distinction 75-84	With a comprehensive and satisfactory treatment of all the task requirements, your work conveys a strong understanding of the complexities of knowledge presented in this course. There is evidence of a good understanding of the inter-relationships between the assessment tasks, lectures and tutorials. Your work reveals a good capacity to reflect on, to examine, to investigate, and clarify certain problems. Your work provides evidence to suggest that it demonstrates more than reasonable ability to use these insights to discuss, compose, and illustrate what has been learnt to new contexts. Your work has been written and presented to a very high academic standard.
Credit 65-74	All the task requirements are addressed satisfactorily with the majority treated comprehensively. Your work conveys a sound understanding of the knowledge presented in this course. However, there isn't a comprehensive understanding of the inter-relationships between the assessment tasks, lectures and tutorials. Your work reveals a sound capacity to reflect on, to examine, to investigate, and clarify problems. Your work provides evidence to suggest that it demonstrates some ability to use these insights to discuss, compose, and illustrate what has been learnt in a meaningful way. Your work has been written and presented to a satisfactory academic standard.
Pass 50-64	All the task requirements are addressed satisfactorily though the majority have not been treated in a comprehensive manner. Your work conveys a basic understanding of the knowledge presented in this course. However, there is little understanding of the inter-relationships between the assessment tasks, lectures and tutorials. Your work reveals a limited capacity to reflect on, to examine, to investigate, and

	clarify problems. Your work provides superficial evidence to suggest that it demonstrates a modest ability to use these insights to discuss, compose, and illustrate what has been learnt in a meaningful way. Your work has been written and presented to an adequate academic standard.
Fail 0-49	Not all task requirements were addressed in a satisfactory manner. Your work conveys little evidence of understanding the knowledge base. It fails to demonstrate a satisfactory grasp of the material presented in the course. Your work conveys little evidence of the capacity to recognize when or how to apply different knowledge effectively or critically through reflection, discussion or investigation. Your work has been written and presented to an inadequate academic standard.

8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Orientation Presentation	5 minutes	10	1, 4, 5	2, 5	W2 Tutorial
Multiple Choice Quiz	35 minutes	10	1, 2, 4, 5	1, 2, 4, 5	W4 Tutorial
News site assessment	500-600 words	25	1, 3, 4, 5	1, 2, 5	W8 Tutorial
Presentation and Extended Writing Task	1500-2000 words	55	1, 2, 3, 4, 5	1, 2, 5	W12 Tutorial
Assessment in detail					
<p>Orientation Presentation: W2 T <u>peer assessed</u> – 10%</p> <p>This is an individual presentation and peer assessed. It links into the UNSW Graduate Attributes of being able to engage in independent and reflective learning and demonstrating skills of effective communication.</p> <p>Consider the following question:</p> <p>What does Japan mean to you?</p> <p>In a 5 minute spoken (prepared) presentation (note: no power point; no reading aloud; brief notes are permitted), your task is to answer that question. The tutorial breaks up into ± 7 smaller groups, ideally about 4 people per group. Each person has the allocated time to offer his or her answer. Then you break for 3 minutes for the group to evaluate the presentation using the rubric given out. After the group discusses the presentation, then the next person begins. Each presentation will be timed by the tutor to preserve overall fairness.</p> <hr/> <p>Multiple Choice Quiz: W 4 T – 10%</p> <p>Refer to the Glossary pages 270~277 of the textbook. There are 77 entries in</p>					

this glossary. To understand certain aspects of contemporary Japan, certain terms need to be understood. The aim of this quiz is to promote a common knowledge base from you can use to refer to when discussing contemporary Japan. From the 77 entries, 30 will be chosen to form a multiple choice quiz. The quiz may consist of true-false statements and/or the select the most appropriate answer from a, b, c, d format.

News site assessment: W8 T tutor assessed – 25%

From Week 6 we will move into **Part III** of the textbook – **Politics and Consequences**. Given that there was a change of Prime Minister in Japan on 26th December 2012 (to Abe Shinzô) and the subsequent introduction of new reforms such as so-called ‘Abenomics’, keeping up to date with what’s happening in contemporary Japan is essential. This assessment task attempts to address this by requiring you to survey both Part III of the textbook and more recent news using either one of the following online sites –

<http://www.japantoday.com>



OR

<http://newsonjapan.com>



In **Part III** of the textbook, the topics are contemporary politics, security and peace constitution, immigration, and war memory and responsibility. All of these topics are timely and provoke many views and emotions.

- **Task**

Step 1 Survey sections related to the topics mentioned in **Part III** of the textbook one of the above online news sites in Weeks 6 and 7 (a total of 14 views [you view the selected site every day]. Take notes [date, time of viewing, relevant headlines, outcomes of your reading] of your findings and compare these news stories with the textbook chapters. Suggestion: look at the headlines and under National, Politics, Features (JAPANTODAY) or Society, Politics (NewsOnJapan).

Step 2 Present your survey findings in writing or an annotated mind map. You need to be meticulous and thorough in presenting findings and your discussion of them.

Length is 500-600 words (about two A4 pages single spaced, 12 point font).

Presentation and Extended Writing Task – W11 L and W12 T – 55%

We will begin preparation in **Week 8 Lecture**. For the last third of the course focus will be on **Parts IV and V** of the textbook – Environment and Disaster (Environmental Issues and 3/11) and Institutions at Risk (the Imperial Family and Yakuza). You have the Mid-Semester break between Weeks 9 and 10 to work on the presentation section. The extended writing task or essay is due in W12 T.

Presentation – Week 11 L; group (4 persons); peer assessed – 15%

Step 1

Form a group of 4 people and decide upon an issue arising out the textbook chapters (**Parts IV and V**) the group wants to present on. Remember that the choice of issue your group makes locks you as an individual in terms of the essay so CHOOSE WISELY.

Step 2

Based on your choice of issue, construct a question based on the handout that will be given to you in Week 8. The answer to this question forms your presentation.

Your group has a maximum of 15 minutes to answer the question.

Extended writing task: submit your essay in W12T; tutor assessed – 40%

For the presentation part of this portfolio task, your group set a question on an issue arising from **Parts IV and V** of the textbook and presented a possible answer.

Re-consider the question now as an individual. By reflecting on your experiences and acquired knowledge about Japan and the issues raised in both textbook and classroom, proceed to write an essay of between 1000-1500 words that answers your question.

Portfolio Schedule

W8	Preparing	generating ideas, understanding the ideas of
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W9		others, collecting information, note-taking, free-writing, brainstorming Creating a question Creating an answer
Mid-Semester break		
W10	<i>Planning</i>	organising and focusing ideas, mind mapping, clustering, listing
	Making a presentation	<i>Draft your presentation for Week 11 L</i>
W11	L Presentation	<i>Peer review</i>
↓	REVISION	REVISION having received feedback in Week 11L from classmates and tutor, you complete the essay for submission in W12T
W12	L <i>Submission</i>	<i>Submission</i> you 'present' your essay to a small group and reflect on the writing process

Points to note

- Are you writing in your first or second language?
- Be aware of plagiarism (read below)
- Use citations properly (if you don't know how, ask the tutor)
- Make a bibliography (if you don't know how, ask the tutor)
- Paginate your essay
- Length is a complex matter: 1000(ideal)-1500words, word-processed

Submission of Assessment Tasks and Late Assignments (see also under "13 Other Information").

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

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: <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 a honours thesis) 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				
Topic	Date	Tutorial Content	Lecture Content	Textbook Chapter
Course Introduction	Week 1 August 1		Seeking 'Contemporary Japan' Self-Introductions	Part I Chapter 1 Transformations After World War II
When is Contemporary Japan?	Week 2 August 6 August 8	ASSESSMENT 1 Orientation Presentation	How do you read the textbook? Engaging with <i>Essentials Questions</i>	Part I Chapter 2 The Lost Decade
Risk and Consequences	Week 3 August 13 August 15	Creating and answering <i>Essential Questions</i>	Population, family and work in contemporary Japan – an overview • population	Part II Chapter 3 Defusing the Demographic Time Bomb
	Week 4 August 20 August 22	ASSESSMENT 2 Glossary of terms Textbook pages 270~277	• family	Part II Chapter 4 Families at Risk
	Week 5 August 27 August 29	Solutions to problems raised in Weeks 3 and 4 lectures	• jobs • Special Guest	Part II Chapter 5 Jobs at Risk
Politics and Consequences	Week 6 Sept. 3 Sept. 5	Working in Japan Working with Japan	Politics Security Peace Constitution	Part III Chapters 6 and 7

	Week 7 Sept. 10 Sept. 12	<i>Essential Questions</i>	Immigration War Memory	Part III Chapters 8 and 9
	Week 8 Sept. 17 Sept. 19	ASSESSMENT 3 analysis of a news site	Introduction to environmental issues and natural disasters e formulating ASSESSMENT 4	Part IV Chapters 10 and 11
Environment and Disaster	Week 9 Sept. 24 Sept. 26	Reviewing Chapter 10	The aftermath of 3/11 e ASSESSMENT 4	PART IV CHAPTER 11
MID-SEMESTER BREAK				
Environment and Disaster	Week 10 October 8 October 10	What would you have done?	What's 'at risk'? The case of the <i>tennōsei</i> 天皇制	PART V Chapters 12 and 13
Institutions at Risk	Week 11 October 15 October 17	Yakuza – myths and truths	ASSESSMENT 4 Presentation	
	Week 12 October 22 October 24	Reflection of presentations	ASSESSMENT 4 Essay Submission Prospects for Japan	PART V Chapter 14
Postscript	Week 13 October 29	What do you think the prospects for Japan are?		

11. Expected Resources for Students

Textbook Details

Kingston, Jeff (2013) Contemporary Japan: History, Politics, and Social Change since the 1980s. 2nd Edition. Chichester: Wiley-Blackwell.

Additional Readings

Make sure you consult your Learning Management System for additional material

Websites

Please contribute your favourite (legal and 'educational') websites.

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. Other Information

Submission of Assessment Tasks

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

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is individual students' 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

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.

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/>

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.

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible. Forms are available from Student Central on the ground floor of the Chancellery (opposite the Library) or online at the link below.

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

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 to 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.

Scoring Guide for Name: _____ **Student Id.:** _____

ASSESSMENT 1

Orientation Presentation

Dimensions	weak	developing	strong	exceptional
Preparation	has not really thought about how to answer the question or, at least, has done very little toward the task therefore the preparation is unsatisfactory	has done an adequate amount thinking about how to answer the question and the preparation is satisfactory	obviously has done some genuine thinking about how to answer the question and the preparation is more than satisfactory	obviously has done some serious and focused thinking about how to answer the question and the preparation is very good
	0...1...2...3...4	5...6...7...8	9...10...11...12	13...14...15
Content	<ul style="list-style-type: none"> •no obvious effort taken •un-motivating doesn't really address question •repetitive; •no clear staging 	<ul style="list-style-type: none"> •effort taken to answer question is motivating •satisfactory answer •offers some insights •satisfactory staging 	<ul style="list-style-type: none"> •considerable effort taken •encouraging •good answer to question •a number of insights •well staged delivery 	<ul style="list-style-type: none"> •much effort taken to produce this inspiring well thought out presentation •insightful and educative •nice considered delivery
	0...1...2...3...4	5...6...7...8	9...10...11...12	13...14...15
Discussion method	<ul style="list-style-type: none"> •basic •somewhat boring •confused and cannot easily be understood •want presenter to finish a.s.a.p. 	<ul style="list-style-type: none"> •straightforward •somewhat interesting •slightly confusing •somewhat inspiring 	<ul style="list-style-type: none"> •stimulating •somewhat tough to understand •reasonably inspiring 	<ul style="list-style-type: none"> •challenging •thought provoking •understandable •encourages me to want to hear more
	0...1...2...3...4	5...6...7...8	9...10...11...12	13...14...15
Communication Skills	<ul style="list-style-type: none"> •no eye contact •simply reads from notes difficult to hear •needs to control gestures •speaks too quickly 	<ul style="list-style-type: none"> •some eye contact •refers to notes regularly •audible •controlled gestures •speaks reasonably well 	<ul style="list-style-type: none"> •maintains eye contact during presentation •some referring to notes •appropriate gestures •speaks well 	<ul style="list-style-type: none"> •eye contact maintained throughout •little referring to notes •appropriate gestures •speaks clearly and well
	0...1...2...3...4	5...6...7...8	9...10...11...12	13...14...15
PEER ASSESSMENT				

For feedback purposes, make sure your group has highlighted the criteria (circle, coloured pen, highlighter etc.)

Your group is (list your names) here