



Arts & Social
Sciences

School of Humanities and Languages

**ARTS2633, A Cultural Survey of Japan:
From Gods to Gadgets
Semester 1, 2014**

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1. Course Staff and Contact Details			
Course Convenor			
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Consultation Time	Wednesdays 11.00—12.00		
Lecturer			
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Consultation Time			

2. Course Details	
Units of Credit (UoC)	6 UOC
Course Description	This course surveys key themes in Japanese culture and society from early times to present, including social and cultural change; evolution of political systems; religion and philosophical thought; and identity. This course provides a gateway into additional ARTS courses in Japanese Studies and further study at the School and Faculty level by introducing key areas in Japanese studies. The structure of the course reflects the diversity of research on Japan and therefore provides a basis for further study at the Honours and Research levels.
Course Aims	<ol style="list-style-type: none"> 1. To investigate key themes in Japanese culture and society from early times to present. 2. To provide a gateway into additional ARTS courses and further study at the School and Faculty levels.
Student Learning Outcomes	<ol style="list-style-type: none"> 1. Analyse key elements of Japanese civilization and culture. 2. Articulate key changes in Japanese social and cultural structures. 3. Analyse the relationship between civilization and the individual
Graduate Attributes	<ol style="list-style-type: none"> 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 Japan from the past to the present. It is the instructor's view that knowledge of these historical/ cultural 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 Tutorial Leadership and the Critical Bibliography 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 Readings. The Readings are available online through UNSW library database/s. Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Exam, #1 *(Covers Readings for weeks 1-2)*	18 questions	18%	1, 3	1, 2	Week 4 *Note: The last day to Discontinue without Financial Penalty is 31 March; without Academic Penalty, 20 April*
Exam, #2 *(Mostly Covers Readings for Weeks 3-11)	42 questions	42%	1, 3	1, 2	Week 11
Research Project/ Critical Bibliography	Approximately 1200 words	40%	1-3	1-4	Week 10, at end of Tutorial, (or earlier, by students' choice); WEEK 10 IS THE ABSOLUTE FINAL DATE
Tutorial Leadership	1X per student; done in teams	0% to -15% (i.e., negative 15%)	1-3	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.

***In Addition: Regarding Exams and Research Project/
Critical Bibliography***

1) In class exams will be done during Lectures. Students must be one time for in-class exams. Tutorial meetings on those days will discuss the assigned readings. With respect to Exam #2, note that above, I say “*mostly* covers readings for Weeks 3-11”; that is, there *might* be some more general questions.

(2) The Research Project/ Critical Bibliography will be due at the end of Tutorials in Week 10 at the latest.

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: At least once during the semester, each student will be

responsible for taking a role as “tutorial leader,” coming to class with a tutorial question based on the readings.

In each tutorial, there will typically be 3-5 “tutorial leaders”, that is, 3-5 questions from 3-5 students.

This will be discussed in further detail in the first week of class and a sign-up sheet will be distributed.

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

Grades

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

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

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments 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

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>

8. Course Schedule				
To view course timetable, please visit: http://www.timetable.unsw.edu.au/				
Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
3 March	#1: Introduction/ Overview of Japanese Cultural History: Foundations and Frameworks	Mythological Foundations— A Sketch	No Tutorial Today	Listed below
10 March	#2: Overview of Japanese Cultural History: Foundations and Frameworks	Historical Foundations— A Sketch	Discussion: Socio-cultural Continuity & Change	Listed below
17 March	#3: Key Themes in Religious Life and Thought	The Meaning and Role of Shintō in Japanese Cultural: History: A Critical Review	Discussion: The Way of the Gods in the Human World and Religious Exclusiveness	Listed below
24 March	#4: Key Themes in Religious Life and Thought	The Aesthetics of Impermanence Exam #1, covering readings from Weeks 1-2	Discussion: Appropriation and Adaptation: A Cultural Consequence of Buddhism in Japan	Listed below
31 March	#5: Literary Arts and Expressions of the Self	The Self in Seclusion—the Masculine Voice of Kamo no Chōmei	Discussion: The Socio-cultural Construction of Withdrawal	Listed below
7 April	#6: Literary Arts and Expressions of the Self	The Self in Social Conflict—the Feminine Voice in <i>The Tale of Genji</i>	Discussion: An Example of the Social Context of Selfhood	Listed below
14 April *NOTE: Due to Mid-Semester Break and scheduling of Course, Friday Tutorial will not meet this week.	#7: Political Dissidence and Popular Culture in Tokugawa Japan	The Social Satire of Baba Bunkō	Discussion: The Socio-Political Implications of Satire	Listed below
28 April	#8: Political Dissidence and	A Boisterous Urban Culture	Discussion: The	Listed below

	Popular Culture in Tokugawa Japan		Consequences of Urbanization in Japanese Culture	
5 May	#9: Modernization and Cultural Transformation: Meiji Japan	Socio-cultural Change Seen through the Reformation of the Written Language	Discussion: Mass Literacy: the Precondition for Modernization	Listed below
12 May	#10: 20th Century Modernity in Japanese Culture: Key Themes	Postwar Stress in Film and Popular Culture	Discussion: Redefinitions of Self, State and Civilization *Critical Bibliography due at the end of Tutorial; Final Date	Listed below
19 May	#11: 20th Century Modernity in Japanese Culture: Key Themes	Gadgets and Hi-tech Relationships *Exam #2, mostly covers readings from Weeks 3-11	Discussion: What is Japanese about Electronic Pets?	Listed below
26 May	#12: Conclusion: Rethinking Japanese Culture	Japanese Culture as an Historical Construct	Discussion/ Review of Course: The Malleability of Culture as an Idea and Ideal	Listed below
2 June	#13: Final Review	No Lecture	Review of Course	NIL

Required Readings, Listed by Week:

(Week 1) Available through Moodle: Search Terms: (1) "Mythology"; (2) "Kojiki"; (3) "Nihon Shoki" ; (4) "Amaterasu Omikami"; also, (5) "Imperial Regalia" and (6) "Jimmu Tenno (i.e. Emperor Jimmu)"

(Week 2) Available through Moodle: Search Terms: (1) "History of Japan"; (2) "Mongol Invasions of Japan"; (3) "Tokugawa Shogunate" ; (4) "Meiji Restoration"; (5) "Meiji Period"; (6) "Sino-Japanese War (1894-1895)"; (7) "Russo-Japanese War"; (8) "Sino-Japanese War of 1937-1945"; (9) "World War II"; **Suggested Additional Reading through JSTOR** (as a Summary/Critique of Weeks 1 and 2): Joseph M. Kitagawa, "The Japanese 'Kokutai' (National Community) History and Myth"

(Week 3) Kuroda Toshio, “Shinto in the History of Japanese Religion”; **Suggested Additional Reading**, Joseph M. Kitagawa, “Some Remarks on Shinto”

(Week 4) Steven Heine, “From Rice Cultivation to Mind Contemplation: The Meaning of Impermanence in Japanese Religion”; **Suggested Additional Reading**, Mark W. MacWilliams, “The Holy Man’s Hut as a Symbol of Stability in Japanese Buddhist Pilgrimage”

***Further Reading for Weeks 3-4**, Joseph M. Kitagawa, “ ‘A Past of Things Present’: Notes on Major Motifs of Early Japanese Religions”

(Week 5) Thomas Blenham Hare, “Reading Kamo no Chomei”; **Suggested Additional Reading**, Yuriko Saito, “The Japanese Aesthetics of Imperfection and Insufficiency”

(Week 6) Topic: Royall Tyler, “ ‘I am I’: Genji and Murasaki”

(Week 7) William J. Farge, “The Politics of Culture and the Art of Dissent in Early Modern Japan,” from *Social Justice*, 2006, vol. 33, Issue no. 2 (This article cannot be located through JSTOR. Instead you must use Sirius—Electronic Resource through UNSW Library, and access it through ProQuest Research Library. You can either type in the full title or go directly to *Social Justice*, 2006 vol. 33, issue no. 2. Farge’s article is # 9 in the list.); **Suggested Additional Reading**, Joel M. Maring and Lillian E. Maring, “Japanese Erotic Folksong: From Shunka to Karaoke”

(Week 8) Andrew L. Markus, “Carnival of Edo: Misemono Spectacles from Contemporary Accounts”; **Suggested Additional Reading**, Gilbert Rozman, “Edo’s Importance in the Changing Tokugawa Society”

***Further Reading for Weeks 7-8**, M.P. Fernandez and P.C. Fernandez, “Precision Timekeepers of Tokugawa Japan and the Evolution of the Japanese Domestic Clock” and P.F. Kornicki, “The Enmeiin Affair of 1803: The Spread of Information in the Tokugawa Period”

(Week 9) Massimiliano Tomasi, “Quest for a New Written Language: Western Rhetoric and the Genbun Itchi Movement”; **Suggested Additional Reading**, Richard Rubinger, “From ‘Dark Corners’ into ‘The Light’: Literacy Studies in Modern Japan”

Further Reading for Week 9, P.F. Kornicki, “The Publishers Go-Between: Kashihonya in the Meiji Period”

(Week 10) Shigeru Nambara, “Creation of a New Japanese Civilization” and Susan J. Napier, “Panic Sites: The Japanese Imagination of Disaster from Godzilla to Akira”; **Suggested Additional Reading**, Walter Edwards, “Buried Discourse: The Toro Archaeological Site and Japanese National Identity in the Early Postwar Period”

(Week 11) Machiko Kusahara, “The Art of Creating Subjective Reality: An Analysis of Japanese Digital Pets”; **Suggested Additional Reading**, Mark Gilson, “A Brief History of Japanese Robophilia”

(Week 12) Tessa Morris-Suzuki, “The Invention and Reinvention of ‘Japanese Culture’”

(Week 13) NIL

9. Course Resources

Textbook Details: NIL; first 2 weeks' readings available through Moodle, and the remainder on databases through UNSW Library.

Journals: As above

Additional Readings: As Above

Websites: Use of JSTOR and other databases through UNSW Library.

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

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

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

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.