



## SCHOOL OF HUMANITIES AND LANGUAGES

| 1. Location of the Course |                          |             |      |
|---------------------------|--------------------------|-------------|------|
| <b>FACULTY</b>            | Arts and Social Sciences |             |      |
| <b>SCHOOL</b>             | Humanities and Languages |             |      |
| <b>COURSE CODE</b>        | ARTS2662                 |             |      |
| <b>COURSE NAME</b>        | Korea at a Glance        |             |      |
| <b>SEMESTER</b>           | 2                        | <b>YEAR</b> | 2013 |

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| 3. Staff Contact Details             |  |               |                    |
|--------------------------------------|--|---------------|--------------------|
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| <b>Contact Time and Availability</b> | Tuesday, 9:30-11.30 (Please confirm in advance by email) |               |                    |
| OTHER TEACHING STAFF                 |  |               |                    |
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| <b>Contact Time and Availability</b> | TBC  |               |                    |

| 4. Course Details            |   |
|------------------------------|---|
| <b>Credit Points</b>         | 6 UOC   |
| <b>Summary of the Course</b> | This course focuses on key themes in Korean culture and history from the pre-modern to the modern periods. It emphasises the relationship between cultural continuity and change and also highlights key areas of debate in Korean studies. The course is structured thematically and chronologically, with topics including Korea's selective adaptation of the "Chinese model" of governance used in combination with Korean feudal political structures; the role of elite and folk religions such as Buddhism |

|                                  |  |   |
|----------------------------------|--|---|
|                                  | and Shamanism; the emergence of the literati culture, its emphasis on Neo-Confucian cultural orthodoxy and suppression of Buddhism during the Chosŏn dynasty (1392-1910); the importance of Christianity in social and cultural change in the 19th and 20th centuries and its role in modern Korean nationalism; the impact of Japanese colonialism (1910-1945), the Korean War and division of the peninsula; and contemporary cultural issues of importance such as the role of women, popular nationalism and complex contestations over defining Korea in light of the continued North-South division. The course concludes with a critical examination of evolving conceptions of Korean culture. |   |
| <b>Aims of the Course</b>        | 1.   | To introduce students to the major cultural themes that have defined Korea.   |
|                                  | 2.   | To investigate how the idea of Korean culture has been constructed in different contexts.   |
|                                  | 3.   | To investigate the interaction between native and imported beliefs and ideas.   |
| <b>Student Learning Outcomes</b> | 1.   | Understand major continuities and changes that have shaped Korean culture.  |
|                                  | 2.   | Understand interactions between native and foreign ideas and their impact on Korean culture as well as representations of Korean culture. |
|                                  | 3.   | Ability to critically evaluate Korean studies' scholarship and assess areas of debate within the scholarship.                             |
|                                  | 4.   | Develop confidence and skills in oral presentation.   |
|                                  | 5.   | Develop skills in research, critical analysis and academic writing.   |
| <b>Graduate Attributes</b>       | 1.   | In-depth knowledge and engagement with Korean studies' scholarship.   |
|                                  | 2.   | Ability to engage in independent and reflective learning.   |
|                                  | 3.   | Capacity for analytical and creative thinking.  |
|                                  | 4.   | Skills involved in scholarly enquiry.   |
|                                  | 5.   | Capacity and enthusiasm to continue developing intellectually.  |

| <b>5. Course Timetable</b>   |            |             |                   |
|--|------------|-------------|-------------------|
| <b>Class Type/Number</b>   | <b>Day</b> | <b>Time</b> | <b>Location</b>   |
| Lecture  | Wednesdays | 15.00-17.00 | Mathews Theatre C |
| Tutorial   | Thursdays  | 13.00-14.00 | Mathews 102       |
| * <i>Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Online Timetable at <a href="http://www.timetable.unsw.edu.au">www.timetable.unsw.edu.au</a></i> |            |             |                   |

| <b>6. Rationale for the Inclusion of Content and Teaching Approach</b>  |
|---|
| Each week a specific topic will be the focus of the lecture. The lecture is organised around key readings on major topics in Korean cultural history. Students are expected to have done the readings in advance, that is, before attending Lectures and Tutorials. Tutorials will be led by the students themselves. For further information, see below, "7. Teaching Strategies." |
| <b>7. Teaching Strategies</b>   |
| There are two hours of lecture and one hour of tutorial per week. Each week a specific topic will be the focus of the lecture. The lecture is organised around the readings. Students are expected to have done the readings in advance. Exams are based on the   |

readings and require students to attain a necessary level of knowledge as required for cultural competence. The specific tutorial readings serve partly as an aid to help students get started with their research topics by identifying other sources available online through UNSW Library. Tutorials will be led by students themselves. This encourages them to take an active role in their learning, develop their skills in oral presentation, and work collaboratively on structuring a research question for their research project. Based on experience, this leads to vigorous discussion that causes them to engage with their readings and the topic. This also typically improves their confidence as well as the quality of their research project through the feedback and interaction of the class as whole. See also below under “8. (II) Points to Emphasise Regarding this Course.”

| 8. Assessment   |                          |                                 |                            |                              |   |
|---|--------------------------|---------------------------------|----------------------------|------------------------------|---|
| Assessment Task   | Length                   | Weight                          | Learning Outcomes Assessed | Graduate Attributes Assessed | Due Date  |
| Exam #1<br><br><b>Covers Readings Weeks 1-4</b>   | 16 questions             | 16%                             | 1-3                        | 1-4                          | Week 5 (28 August)<br><br><b>Covers Readings Weeks 1-4</b><br><br><i>*Note: The last day to Discontinue without Financial Penalty is 31 August; without Academic Penalty, 15 September*</i> |
| Exam #2<br><br><b>Covers Readings Weeks 5-10</b>  | 44 questions             | 44%                             | 1-3                        | 1-4                          | Week 11 (16 October)<br><br><b>Covers Readings Weeks 5-10</b>   |
| Research Project/<br>Critical Bibliography<br>+ Oral Presentation   | Approximately 1200 words | 40%                             | 3-5                        | 1-5                          | Week 10 (9 October)<br><b>Due at Conclusion of Tutorial and are to be Submitted to the Tutor.</b>   |
| Tutorial Leadership   | Ongoing                  | 0% to -15% (i.e., negative 15%) | 3-4                        | 2-5                          | Ongoing   |
| <ul style="list-style-type: none"> <li>• 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.</li> <li>• All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.</li> </ul> |                          |                                 |                            |                              |   |

- 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>  
See under “13 Other Information” for more information on Submission of Assessment Tasks and Late Assignments.

### **(I) SUBMISSION OF ASSESSMENT TASKS FOR THIS COURSE**

**(1) In class exams** will be done during Lectures; on those days, tutorials will meet as noted on the schedule below. The exams will cover the readings in the Course Reader as well as the Further Readings for Tutorials that are available through JSTOR (see below under “11 Expected Resources for Students.”)

**(2) The Research Project/ Critical Bibliography** will be due at the end of Tutorials in Week 10. You will submit this to the Tutor at the end of Tutorial, **NOT** to the School Assignment Box.

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.

**(II) POINTS TO EMPHASISE REGARDING THIS COURSE: Unfortunately, it has become necessary to emphasise the following. Pay Attention:\***

- It is the responsibility of students to do the readings *in advance* of Lectures and Tutorials, which is to say, *NOT* to do the readings during Lectures/Tutorials. I do not expect students to understand everything perfectly; if they did, there would be no reason for this course. But I do expect effort and preparation; that is what learning is based on.
- The Lecturer will at times use PowerPoint to facilitate Lecture. Students *ARE NOT ALLOWED* to use cameras to photograph those PowerPoint slides, and the use of cameras for any reason in the classroom is not allowed;
- The Lecturer *WILL NOT* provide PowerPoint slides (Hint #1: see above about...**READING!**): It is the responsibility of students to take notes in Lectures if they wish to do so, or not (I personally hate taking notes, and never did so as a student). This is your responsibility, and is how one (that is, a student) learns. The belief that access to PowerPoint or the teacher's notes improves learning is absurd, and I will not play any games around this. On the contrary, it leads to the second-order belief that exams should be based on PowerPoint, and (hence the third-order belief) if so, then why do any reading in the first place?! (Hint #2: You are at University and most likely will try to get a job at some point in the future. So get used to reading things that are difficult and having to think critically. At times, you might even have to read the same thing 2 or 3 times! That is also why we also have Lectures and Tutorials. It is called learning.)
- General Levels of Politeness in the Classroom: I encourage robust discussion and will ask students questions. You may also raise your hand if you have something to say. However, I expect politeness, that is, (1) you should not interrupt another student (or lecturer or tutor) who is speaking and (2) that you have something worth saying when you speak or ask a question (that is, something based on what you think, based on what you are learning, rather than exercising your jawbone).
- Plan: This thing you are reading is called a Course Outline, and it is has dates spelling out when things are due and how they are to be submitted. Plan around those dates and submit things properly. Will Week 11 be difficult? Yes, if you don't plan in advance. Again, that is your responsibility.
- The point of the above is this: I don't want the learning/classroom experience for the majority of good students to be made unpleasant by the silliness of a few.

*\*There is a fancy word for this in education theory: metacognition. I prefer a simpler expression: commonsense (which alas, is not so common anymore; hence the need to spell things out).*

## 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>

| <b>10. Course Schedule</b>   |                      |   |   |                          |
|--|----------------------|---|---|--------------------------|
| <b>Topic</b>   | <b>Date</b>          | <b>Lecture content</b>  | <b>Tutorial/ lab content</b>  | <b>Required readings</b> |
| #1: (I) Outlines of Korean Cultural History  | Week 1/<br>31 July   | Korean Culture, Historical Trends (Overview I)  | Overview of Course and Tutorial Structure<br><b>NOTE: No Tutorial this week</b> | Listed below             |
| #2: (II) Outlines of Korean Cultural History, #2   | Week 2/<br>7 August  | Korean Culture, Historical Trends (Overview II)   | <b>Tutorials Begin</b><br><br>Student Led                                       | Listed below             |
| #3: (I) Religious and Philosophical Traditions   | Week 3/<br>14 August | Elite Conceptions of State and Society: Confucianism in the Korean Context  | Student Led   | Listed below             |
| #4: (II) Religious and Philosophical Traditions  | Week 4/<br>21 August | From Elite to Popular Religion: Buddhism in the Korean Context  | Student Led   | Listed below             |
| #5: (III) Religious and Philosophical Traditions<br><br><b>Also: In-class Multiple Choice Exam #1 during second half (Covers Readings for Weeks 1-4)</b> | Week 5/<br>28 August | Popular Religion and Practices: Shamanism<br><br><b>Also: In-class Multiple Choice Exam #1 during second half (Covers Readings for Weeks 1-4)</b> | Student Led   | Listed below             |

|  |                            |  |  |              |
|--|----------------------------|--|--|--------------|
| #6: (I)<br>Transitions<br>Into Modernity   | Week 6/<br>4 September     | Past, Present,<br>and Future in<br>Conflict:<br>Moving into<br>Modernity                           | Student Led  | Listed below |
| #7: (II)<br>Transitions<br>Into Modernity  | Week 7/<br>11<br>September | Christians and<br>the Politics of<br>Independence  | Student Led  | Listed below |
| #8: (III)<br>Transitions<br>Into Modernity   | Week 8/<br>18<br>September | Civil War and<br>Its Aftermath:<br>Democracy,<br>Discontent,<br>and Visions of<br>the<br>State     | Student Led  | Listed below |
| #9: (I) Trends in<br>Modern Society  | Week 9/<br>25<br>September | Gender and<br>Nationalism:<br>Women and<br>the State, and<br>the State of<br>Women                 | Student Led  | Listed below |
| #10: (II) Trends<br>in Modern<br>Society   | Week 10/<br>9 October      | Issues in<br>Korean<br>Identity: The<br>Formation of a<br>People's<br>Culture                      | Student Led;<br>Oral Presentations of<br>Research Projects begin &<br><b>*Critical Bibliography<br/>due at the end<br/>of Tutorial *</b> | Listed below |
| #11: <b>In-Class<br/>Multiple Choice<br/>Exam, #2<br/>(Covers<br/>readings<br/>for Weeks 5-10)</b> | Week 11/<br>16 October     | <b>In Class<br/>Multiple<br/>Choice Exam,<br/>#2 (Covers<br/>readings<br/>for Weeks 5-<br/>10)</b> | Oral Presentations of<br>Research Projects continue  | Nil          |
| #12: The Future<br>of the Past:<br>Korea<br>in the 21 <sup>st</sup><br>Century                     | Week 12/<br>23 October     | Roundtable<br>Discussion   | Oral Presentations of<br>Research Projects continue  | Nil          |
| #13: No Lecture<br>This Week; only<br>Tutorial   | Week 13/<br>30 October     | No Lecture<br>This Week;<br>only<br>Tutorial   | Oral Presentations of<br>Research Projects<br>conclude   | Nil          |

**Required Readings, Listed by Week: (NOTE: CR is Course Reader; Further Readings for Tutorial available through JSTOR; for further details, see below)**

**(Week 1)** CR, pp. 1-11; No tutorial this week.

**(Week 2)** CR, pp. 12-24. **Further Reading for Tutorial:** James B. Palais, "Confucianism and the Aristocratic/Bureaucratic Balance in Korea"

**(Week 3)** CR, pp. 25-41. **Further Reading for Tutorial:** Yong-ho Ch'oe, "Commoners in Early Yi Dynasty Civil Exams: An Aspect of Korean Social Structure"

**(Week 4)** CR, pp. 42-61. **Further Reading for Tutorial:** David E. James, "Im Kwon-Taek: Korean National Cinema and Buddhism"



- (Week 5)** *CR*, pp. 62-80. **Further Reading for Tutorial:** Laurel Kendall, “Korean Shamans and the Spirits of Capitalism”
- (Week 6)** *CR*, pp. 81-108. **Further Reading for Tutorial:** Chai-sik Chung, “In Defense of the Traditional Order: Ch’öksa Wijöng”
- (Week 7)** *CR*, pp. 109-128. **Further Reading for Tutorial:** K.M. Wells, “The Rationale of Korean Economic Nationalism under Japanese Colonial Rule, 1922-1932: The Case of Cho Man-sik’s Products Promotions Society”
- (Week 8)** *CR*, pp. 129-151. **Further Reading for Tutorial:** Han S. Park, “North Korean Perceptions of Self and Others: Implications for Policy Choices”
- (Week 9)** *CR*, pp. 152-178. **Further Reading for Tutorial:** Kyung-ae Park, “Political Representation and South Korean Women”
- (Week 10)** *CR*, pp. 179-198. **Further Reading for Tutorial:** Keith Howard, “Minyo in Korea: Songs of the People and Songs for the People”; Oral Presentations of Research Projects begin
- (Week 11)** No Readings this week; Continue Oral Presentations of Research Projects.
- (Week 12)** No readings this week; Continue Oral Presentations of Research Projects.
- (Week 13)** No readings this week; Conclude Oral Presentations of Research Projects.

### 11. Expected Resources for Students

**Textbook Details:** Course Reader, available at UNSW Bookshop.

**Additional Readings:** Other readings available online through UNSW Library, Electronic Resource, JSTOR, access through Catalogue (LRD)].

**Websites:** Online resources (that is, articles in journals) are available 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. Other Information

#### 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. It can be downloaded <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.**

### **Class Clash**

- 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 indeed 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.

### **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.