ARTS2663 Korea and Japan: Chinese Cultural Transmission

Semester 2, 2015

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# 1. Course Staff and Contact Details

## Course Convenor
- **Name**: Dr. Gregory N. EVON  
  **Room**: MB247  
  **Phone**: 9385 2492  
  **Email**: g.evon@unsw.edu.au  
  **Consultation Time**: Thursday 11:00-12:00

## Lecturer
- **Name**: Dr. Gregory N. EVON  
  **Room**: MB247  
  **Phone**: 9385 2492  
  **Email**: g.evon@unsw.edu.au  
  **Consultation Time**: Thursday 11:00-12:00

## Tutors
- **Name**: Dr. Luke Sharp  
  **Room**: TBA  
  **Phone**: N/A  
  **Email**: l.sharp@unsw.edu.au

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Gregory N. EVON</td>
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<tr>
<td>Dr. Luke Sharp</td>
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</tbody>
</table>

# 2. Course Details

## Units of Credit (UoC)
- **6**

### Course Description
The course focuses on key historical and cultural similarities and differences between Korea and Japan in the centuries leading up to Japan's rush towards Westernization/modernization in the late 19th century. Topics will include Korea's role in the transmission of Chinese culture to Japan; diplomacy between Korea and Japan; the effects of the Japanese invasions of Korea in the late 16th century; attitudes towards Manchu Qing (1644-1911) China after the fall of the Ming dynasty (1368-1644); and similarities and differences in evolving ideas of civilization in relation to China in the lead up to Japan's colonization of Korea (1910-1945).

### Course Aims
1. Understand major continuities and changes that have shaped Korean and Japanese culture with respect to Chinese influences and the transmission of Chinese culture.
2. Understand interactions between native and foreign ideas and their impact on Korean and Japanese culture as well as representations of Korean and Japanese culture.

### Student Learning Outcomes
1. Ability to critically evaluate Korean and Japanese studies’ scholarship and assess areas of debate within the scholarship.
2. The skills involved in scholarly enquiry in Korean and Japanese studies.
3. An appreciation of, and respect for, diversity in language and culture.

### Graduate Attributes
1. The capacity for analytical and critical thinking and for creative problem-solving.
2. The skills involved in scholarly enquiry.
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 enables students to develop an ability to analyse key historical/cultural interactions that have shaped the relations between Korea and Japan; the role of Chinese cultural transmission in those relations; and ideas in Korea and Japan about what constituted China. Knowledge of these historical 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.

The readings will provide the backbone or central structure of the Lectures and the basis for Tutorials.

Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project/ Critical Bibliography</td>
<td>Approximately 1200 words</td>
<td>40%</td>
<td>1-3</td>
<td>1-4</td>
<td>Week 10, at end of Tutorial</td>
</tr>
<tr>
<td>In-Class Exam (Covers Weeks 1-10)</td>
<td>TBC</td>
<td>60%</td>
<td>1, 2</td>
<td>1-4</td>
<td>Week 11</td>
</tr>
<tr>
<td>Tutorial Leadership</td>
<td>1 X per student; done in teams</td>
<td>0% to -15% (i.e., negative 15%)</td>
<td>1-3</td>
<td>1-4</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at:
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 sheet will be distributed.

Marks of 0 to negative 15% typically 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://student.unsw.edu.au/grades

Submission of Assessment Tasks

(1) Students are to submit a hard copy of the Research Project/Critical Bibliography to the Tutor at the end of their Tutorials. Hard copies 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.

(2) In addition, students are to submit an electronic copy of Research Project/Critical Bibliography through Moodle/Turnitin by the end of the due day;

(3) If no hard copy is submitted to the tutor at the end tutorial, late submission policies will apply.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.
The Late Submissions Guidelines can be found in full at: 
https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

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

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

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

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.
- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.
- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.
- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.
• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/.
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:


### 10. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 July (Week 1)</td>
<td>Foundations</td>
<td>On the Edges of Civilization</td>
<td>No Tutorial This Week</td>
<td>See Below</td>
</tr>
<tr>
<td>3 August (Week 2)</td>
<td>China, Korea and Japan: Connections #1</td>
<td>Cultural Transfer and the Role of Continental Asia in Japan’s Shift From Pre-history to History</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>10 August (Week 3)</td>
<td>Evidence of Influence in Japanese and Korean Myths: Connections #2</td>
<td>No Lecture this week (will try to re-schedule for week 13 or earlier)</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>17 August (Week 4)</td>
<td>Piracy, Trade, and War</td>
<td>Sources of Anxiety over the Japanese</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>24 August (Week 5)</td>
<td>Decentring China, #1</td>
<td>A Korean Response to the Fall of Ming China</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>31 August (Week 6)</td>
<td>Decentring China, #2</td>
<td>A Japanese Response to the Fall of Ming China</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>7 September (Week 7)</td>
<td>The Appropriation of China as an Idea, #1</td>
<td>Japan’s Attempt to Secure Chinese Cultural Authority</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>14 September</td>
<td>The Appropriation of Korea’s</td>
<td></td>
<td>Student-Led</td>
<td>See Below</td>
</tr>
<tr>
<td>(Week 8)</td>
<td>of China as an Idea, #2</td>
<td>Attempt to Secure Chinese Cultural Authority</td>
<td>Tutorial</td>
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<tr>
<td>21 September (Week 9)</td>
<td>Civilizational Differences in Korea and Japan</td>
<td>Questions of Moral/Intellectual Culture</td>
<td>Student-Led Tutorial</td>
<td>See Below</td>
</tr>
<tr>
<td>5/6 October (Week 10)</td>
<td>Japan’s Break with East Asia &amp; Fukuzawa Yukichi’s <em>Datsu-A Ron</em></td>
<td>The Significance of the Idea that Japan Was in Asia, But Not of Asia</td>
<td>Student-Led Tutorial AND Roundtable on Research Projects (roughly 5 mins. each)</td>
<td>See Below</td>
</tr>
<tr>
<td>12 October (Week 11)</td>
<td>EXAM</td>
<td>EXAM</td>
<td>Roundtable on Research Projects (roughly 5 mins. each)</td>
<td>See Below</td>
</tr>
<tr>
<td>19 October (Week 12)</td>
<td>Review</td>
<td>Civilization and Nationalism</td>
<td>Student-Led Tutorial AND Roundtable on Research Projects (roughly 5 mins. each)</td>
<td>See Below</td>
</tr>
<tr>
<td>26 October (Week 13)</td>
<td>Final Review</td>
<td>No Lecture this week (unless re-scheduled from Week 3)</td>
<td>Final Review</td>
<td>See Below</td>
</tr>
</tbody>
</table>

**Required Readings, Listed by Week**


*(Week 4): Jurgis Elisonas, “The Inseparable Trinity: Japan’s Relations with China and*


**(Week 11):** No readings this week.


**(Week 13):** No readings this week.

### 11. Course Resources

<table>
<thead>
<tr>
<th>Textbook Details:</th>
<th>N/A; all readings available online. With the exception of the reading for Week 1 (just cut and paste the link), all others are available through UNSW Library.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals:</td>
<td>As Above.</td>
</tr>
<tr>
<td>Additional Readings:</td>
<td>As Above.</td>
</tr>
<tr>
<td>Websites:</td>
<td>Use of JSTOR and other databases through UNSW Library.</td>
</tr>
</tbody>
</table>

**Additional Resources Available through UNSW Library, Online:**
1. *Cambridge History of China*, available online through UNSW Library
2. *Cambridge History of Japan*, available online through UNSW Library

### 12. Course Evaluation and Development
Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: http://www.lc.unsw.edu.au

14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links: https://my.unsw.edu.au https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration
Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.