



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

Arts & Social  
Sciences

## SCHOOL OF HUMANITIES AND LANGUAGES

This course outline is to be read in conjunction with A Companion to Course Outlines, available on the School of Humanities and Languages website at:

<http://hal.arts.unsw.edu.au/undergraduate/>

1. Location of the Course			
<b>FACULTY</b>	Arts and Social Sciences		
<b>SCHOOL</b>	Humanities and Languages		
<b>COURSE CODE</b>	ARTS3639		
<b>COURSE NAME</b>	Representations of Japan in Popular Culture		
<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>	Please email to make a mutually convenient time to meet.		
OTHER TEACHING STAFF			
<b>Name</b>	Sumiko Iida	<b>Office</b>	MB272
<b>Phone</b>	9385-3745	<b>Email</b>	s.iida@unsw.edu.au
<b>Contact Time and Availability</b>			

4. Course Details	
<b>Credit Points</b>	6
<b>Summary of the Course</b>	By using the broad social themes of post-1945 Japanese politics, economics and cultural development as a backdrop, the course brings to light a discussion of how these developments have been represented in the popular culture of each respective period. You are expected to read and engage critically with a number of key texts, watch and listen to films, anime, TV and

	songs, to identify how Japan has been represented in and by these mass media products. You discuss where and why they represent Japan, then develop your own thoughts regarding Japanese (popular) culture and its impacts, both domestically and transnationally.
<b>Aims of the Course</b>	1. To provide you with several different approaches to understand the role Japanese popular culture plays in the development of Japanese cultural history.
	2. To reflect on those fundamental grassroots examples of popular culture emerging from the major political, economic and social events from post-1945 to the present.
	3. To consider what kinds of popular cultures were and are available to Japanese nationals and others in a domestic context from post-1945 to the present day.
<b>Student Learning Outcomes</b>	1. To be able to discuss, in spoken and written modes, issues dealing with the roles that Japanese popular culture play in the development of domestic Japanese cultural history based on your reading of the key texts as well as from in-class and on-line discussions.
	2. To be able to work to produce a short presentation that reflects a relevant aspect emerging from your experiences with Japan and/or Japanese popular culture.
	3. To be able to design, execute and assess a portfolio (group presentation and extended writing task) that reflects a relevant aspect emerging from in-class and on-line discussions.
	4. To be able to reflect on a short essay on another student's presentation.
<b>Graduate Attributes</b>	1. The skills involved in scholarly enquiry in Japanese-based disciplinary studies.
	2. The capacity for analytical and critical thinking and for creative problem-solving in Japanese Studies.
	3. The ability to engage in independent and reflective learning in Japanese Studies.
	4. The skills involved in collecting, documenting, organising, and systematically analysing information.
	5. The skills required for collaborative and multidisciplinary work.

<b>5. Course Timetable</b>			
<b>Class Type/Number</b>	<b>Day</b>	<b>Time</b>	<b>Location</b>
Lecture	Monday	9am-11am	JGLG21
Tutorial	Wednesday	2pm-3pm	QUADG053
<p>* <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></p> <p>* Note well: The Lecture is scheduled to commence at 9am on Monday. Please make every effort to arrive on time. For assessment tasks scheduled in this time slot, lateness to class will not be counted as a reason for consideration.</p>			

## 6. Rationale for the Inclusion of Content and Teaching Approach

This course uses broad social themes such as post-1945 Japanese politics, economics and cultural development then maps them onto a trajectory *represented* by certain examples of popular culture in media, fashion, consumer goods and the like. The course covers periods such as Japan's surrender in 1945 through the peak of the Shōwa Period, the recession as well as the many social issues emerging in the present Heisei Period. Questions such as

- How does popular culture shape, as well as reflect, Japanese culture as a whole?
- Whose 'story' is this?
- Why is that there?
- What can popular culture tell us about Japan?
- How were/are the politics, economics and other cultural developments being represented in Japanese popular culture?
- What will happen next? How sure are you?
- How does where you live influence how popular culture is produced and consumed?

among many others can be asked. Concepts such as 'representation' and 'popular culture' are discussed in some detail throughout the course. This course links with ARTS2632 Contemporary Japan and ARTS2213 Asian Popular Culture with the aim of providing you with an informed understanding of Japanese and broader Asian contemporary cultures. ARTS3639 is a more advanced course in which you can further showcase and develop your skills in critical thinking.

## 7. Teaching Strategies

The course follows the two hour lecture followed by a related one hour tutorial path supplemented with discussion and other resources on **Moodle 2.0**. Lectures begin in Week 1 and tutorials in Week 2. Ideally, this gives you time to review lecture content and prepare for the tutorial. Lectures provide you with an opportunity to revise each key text(s) for the week as well as allowing for discussion and reflection. Tutorials expand on lecture content and you are strongly encouraged to engage in a range of activities related to each theme under exploration. Both Lectures and Tutorials are also the time and place where assessment occurs. Moodle 2.0 provides an on-line platform/space for you to post issues raised in class.

### 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

This course has the following expectations: overall performance in relation to all assessment tasks, discussions in lectures, tutorials and on-line.

<p>High Distinction 85-100</p>	<p>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.</p>
<p>Distinction 75-84</p>	<p>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.</p>
<p>Credit 65-74</p>	<p>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.</p>
<p>Pass 50-64</p>	<p>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.</p>
<p>Fail 0-49</p>	<p>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.</p>

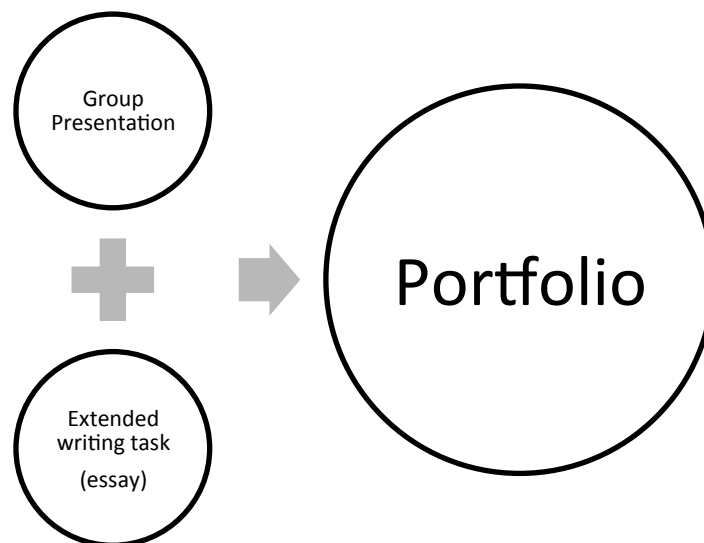
8. Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short Presentation	5 minutes	10%	1, 2	1, 2, 3	W3 Tutorial
Assessment of Reading Material	10 minutes	25%	1	1, 2, 3	Week 8 (posted on Moodle 2.0 by Sept 18 <sup>th</sup> 5pm)
Reflection	500 words	20%	1, 4	2, 3	Week 9 Tutorial
Portfolio					
Group Presentation	20-25 minutes	45%	1, 3	1, 2, 3, 4, 5	Week 11 Lecture and Tutorial
Extended writing task	1000 words		1, 3	1, 2, 3, 4	Week 12 Lecture (plus short 5 minute reflection )
Assessment in detail					
<p><b>Short Presentation</b> W3T Individual work. Peer assessed</p> <p>To demonstrate that you have grasped the ideas regarding representation, you are required to choose <b>two (2) images or sounds</b> that represent Japan in some way. In the tutorial, the class breaks up into smaller groups (two groups of 5 and three groups of four people) and each person has 5 minutes <i>to present his or her images/sounds and to say why they were chosen</i>. PRACTISE your presentation before the W3T!!!</p> <p>You must bring a copy of the images and/or sounds with you to present plus brief notes to refer to. <b>You may not read aloud from a prepared manuscript.</b></p> <p>After the presentation, each group provides feedback and fills in a rubric. Groups will be formed on the day of the short presentation through a lottery system</p> <p><b>Assessment of Reading Material</b> Due Week 8T and posted on-line by September 18<sup>th</sup> 5pm. <b>Individual work. Tutor assessed.</b></p> <p>Choose two (2) key texts (<u>academic paper</u>) from Week 1 through 7. In a 7-10 minute <i>video</i>, <u>critically discuss</u> the key texts. Firstly, ask yourself what does 'critically discuss' mean. It is important to create an introduction to your critical discussion followed by an <i>argument</i> and then conclusion.</p> <p><b>Reflection</b> Due Week 9T. <b>Individual work. Tutor assessed.</b></p> <p>Choose one classmate's discussion of two key texts that was posted on-line in Week 8. In 500 words, write your critical reflection (not description) of it.</p>					

## Portfolio

**Question** - What can Japanese popular culture tell us about Japan in the post-1990s?

Based on what you have learnt in class, answer this question by choosing **one** representation of Japan in popular culture in **the post-1990s (Heisei Period)** and discuss the following points:

1. what the group has selected and why.
2. how it represents Japan.
3. how Japanese (and others) view, react, accept it or not.
4. where this representation of Japanese culture can go in the future.
5. *something from your group that's relevant to answering the question*



**Part 1 Group Presentation** Week 11 Lecture and Tutorial. **Peer and tutor assessed.**

- Each student is expected to contribute an equal share to the group presentation.
- There are FIVE Groups. They should consist of (5+5+4/5+4/5+4/5) students. Groups with 5 students have 25 minutes and groups of 4 students have 20 minutes for presentation.
- Audio-visual materials must accompany the presentation for the audience to follow easily. Acknowledge all materials used.

All of the points noted above (1-5) must be addressed.

**Part 2 Extended Writing Task** W12L. **Individual work. Tutor assessed**

To supplement the **Group Presentation**, you also have to prepare a piece of extended writing (essay) that answers the question and addresses Points 2, 4 and 5 above in **1000 words** (or less but more than 650 words and not dot point format). Draw upon the readings (especially from W1 and 2) to conceptualise your extended writing. Use the material that you have already prepared for the Group Presentation as a basis for your writing. Ensure that the essay has a bibliography, your citations and quotes are in order, there is NO plagiarism of any kind in the essay and all images are acknowledged.

**Grading**

The group will negotiate the weighting for each aspect of the portfolio – using the following options

Group Presentation	20%	25%	30%	15%
Extended writing task	25%	20%	15%	30%

Each weighting reflects how the marking criteria will be set for each aspect in the portfolio.

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

**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>Week</b>	<b>Date</b>	<b>Lecture Content</b>	<b>Tutorial/Lab Content</b>	<b>Readings Required</b>
1	July 29th	Introduction Essential Questions Key readings	none	Key_Reading_ chronology Key_Reading_New Keywords Key_Reading_Hall Key_Reading_ Appadurai Key_Reading_ Danesi
2	August 5 <sup>th</sup> and 7 <sup>th</sup>	Essential Questions Key readings	Review of Weeks 1 and 2	Key_Reading_ Dittmer_1 Key_Reading_ Dittmer_2 Key_Reading_ Brummett Key_Reading_ Storey
3	August 12 <sup>th</sup> and 14 <sup>th</sup>	Post-war 1945-1959 WA	<b>Short Presentation</b>	Key_Reading_ Kamishibai Key_Reading_ Postwar Manga
4	August 19 <sup>th</sup> and 21 <sup>st</sup>	Post-war 1945-1959 WA	Post-war 1945-1959 WA	Key_Reading_ Wilson
5	August 26 <sup>th</sup> and 28 <sup>th</sup>	1960-1969 WA	1960-1969 WA	Key_Reading_ Chong Key_Reading Mackie Key_Reading_ Sas Key_Reading_ Ridgely
6	September 2 <sup>nd</sup> and 4 <sup>th</sup>	1970-1979 SI	1970-1979 SI	
7	September 9 <sup>th</sup> and 11 <sup>th</sup>	1970-1979 SI	1970-1979 SI	
8	September 16 <sup>th</sup> and 18 <sup>th</sup>	1980-1989 WA <b>Assessment of Reading Material</b>	1980-1989 WA	Key_Reading_ Robertson Key_Reading_ Fujitani
9	September 23 <sup>rd</sup> and 25 <sup>th</sup>	1980-1989 WA <b>Reflection</b>	Review WA	
<b>MID SEMESTER BREAK</b>				
10	October 7 <sup>th</sup> and 9 <sup>th</sup>	Public Holiday	Heisei Period SI	Key_Reading_ Denison
11	October 14 <sup>th</sup> and	<b>Group Presentations</b>	<b>Group Presentations</b>	



	16 <sup>th</sup>	3 groups	2 groups	
12	October 21 <sup>st</sup> and 23 <sup>rd</sup>	Reflection on group presentations; Heisei Period WA <b>Extended writing task</b>	Heisei Period SI	
13	October 30 <sup>th</sup>	none	Review and Future for Japanese popular culture SI	

### 11. Expected Resources for Students

#### Key Readings

Available on Moodle 2.0

Go to UNSW Library site and find and watch this for Weeks 1-2 - **Representation & the media : visual representation & the contemporary world** Kanopy (Firm); Media Education Foundation, Sut Jhally; Kanopy (Firm); Media Education Foundation Subiaco, W.A. : Kanopy distributor 2012

#### Websites

You supply them

### 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

*For more detailed information relating to the information below and other important administrative information, see A Companion to Course Outlines, available on the School of International Studies website at: <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration".*

#### 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 from <http://hal.arts.unsw.edu.au/undergraduate/> under "Administration". 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.