



Arts & Social  
Sciences

School of Humanities and Languages

## **ARTS3639, Japan in Popular Culture Semester 2, 2014**

---

1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Attendance/Class Clash
7. Academic Honesty and Plagiarism
8. Course Schedule
9. Course Resources
10. Course Evaluation and Development
11. Student Support
12. Grievances
13. Other Information

## 1. Course Staff and Contact Details

Course Convenor, Lecturer and Tutor			
Name	Sumiko Iida	Room	Morven Brown 272
Phone	9385 3745	Email	s.iida@unsw.edu.au
Consultation Time			

## 2. Course Details

Units of Credit (UoC)	6		
Course Description	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.		
Course Aims	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.	
Student Learning Outcomes	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.	
Graduate Attributes	1.	a capacity to contribute to, and work within, the international community,	
	2.	a respect for ethical practice and social responsibility,	
	3.	an appreciation of, and respect for, diversity in language and culture,	
	4.	information literacy in Japanese Studies,	
	5.	the ability to engage in independent and reflective learning in Japanese Studies,	
	6.	the capacity for analytical and critical thinking and for creative problem-solving in Japanese Studies,	

	7.	the capacity for enterprise, initiative and creativity in Japanese Studies,
	8.	the skills involved in collecting, documenting, organising, and systematically analysing information in both English and Japanese environments,
	9.	the skills involved in scholarly enquiry in Japanese-based disciplinary studies,
	10	the skills required for collaborative and multidisciplinary work,

### 3. Learning and Teaching Rationale

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 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.

### 4. 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. Lectures begin in Week 1 and tutorials in Week 2. You are encouraged 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 in the tutorial that follows. Tutorials expand on lecture content and you are strongly encouraged to engage in a range of activities related to each theme under exploration. During weeks 3-10, tutorial classes will be led by student leaders of the week (see the assessment section below). Both Lectures and Tutorials are also the time and place where assessment occurs. Moodle 2 provides an on-line platform/space for you to post issues raised in class.

5. Course Assessment					
Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Short Presentation	5mins	10%	1,2,3	1,2,3,4,5,6,7	Week1 (online) Week2 (tutorial discussion)
Tutorial Leadership	See below	25%	1,2,3	1,2,3,4,5,6,7,8	The week of your assignment of the leadership
Critical Review of a reading article	500 words	20%	1,2,3	1,2,3,4,5,6,7	Friday the week after the tutorial where the reading is discussed.
<Project> Group Presentation	20-25mins	45%	1,2,3,4	1,2,3,4,5,6,7,8,9,10	W11-13 in class
<Project> Extended Writing	1000 words				(Wed) Nov 5

\*Unless otherwise change of circumstance is announced, all course assignments are to be submitted online (via Moodle) for marking accurate submission date/time.

**Assessment 1: Images of Japan (Short Presentation)** --partly assessed by peers  
 What represents Japan? Choose two images (or sounds or combination of the two) that you believe represent Japan, and discuss why you chose theme and how Japan is encoded in them. Record your presentation in a video format for max 5 minutes and attach the video on Moodle by the end of Week1. Watch others' video prior to Week2 tutorial class. In Week2 tutorial class, you will be discussing your images and other students' images in a small group (to be formed on Moodle before class). Bring the actual images and/or sounds to the class. Images/sounds selected by each student in a group will have approximately 5 minutes discussion followed by feedback and rubric by peers.

#### **Assessment 2: Tutorial leadership**

During Weeks3-10 (8 weeks) you are required to lead one of the tutorial class by:

- 1) Prepare a tutorial question from one of the key readings of the topic,
- 2) Research into the topic further and recommend a new reading in relation to the question,
- 3) Post the question and reading on moodle prior to the tutorial class you will be leading (by Friday the week before the tutorial you are assigned to be a leader),
- 4) Lead the tutorial class to critically discuss the topic. For the good lead of the class, you must present the background of the question and present some tips to the class so that others can reflect them in discussion. You also need to be able to present the answer to your question with valid evidence to conclude the discussion.

Due to size of tutorial class, there will be 3-4 tutorial leaders each week. This means each tutorial class will discuss a few topics. Week allocation will be discussed prior to Week3.

#### **Assessment 3: Critical Review of a recommended reading article**

In one week of Weeks3-10, read a reading article recommended by a tutorial leader of the week and write a critical review of the article in 500 words in reflection of the lecture and tutorial discussion. Week allocation will be discussed prior to Week3 together with tutorial leader week. You need to understand what 'critically discuss' means before working on the paper. Make sure to refer to at least two key readings in the review.

**Assessment 4: Japan in Popular Culture Project** --partly assessed by peers

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

Answer the question based on what you have learnt in class 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 11-13 class**---partly assessed by peers

- Each group consists of 4-5 members
- Each student is expected to contribute an equal share to the group presentation.
- 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**

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 (minimum 800 and max 1200 words and not dot point format).

Use the material that you have already prepared for the Group Presentation as a basis for your writing, but draw upon key readings to conceptualise your argument. 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.

**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.

## 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

---

Unless otherwise advised by the lecturer, this course accepts online submission only for all of the tasks that requires individual submission.

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:	Lecture Content	Tutorial Content	Information
1 Jul 28	Introduction Understanding Popular Culture Studies & Key questions	No tutorial	Video Posting for W2 tutorial discussion
2 Aug 4	Understanding Popular Culture Studies & Key questions	Group discussion on video posted	Watch videos of others on Moodle before tutorial class
3 Aug 11	Contemporary Japanese Popular culture (Post 2000)	Tutorial leaders 1	
4 Aug 18	1945-1959	Tutorial leaders 2	Critical Review 1 due
5 Aug 25	1960-1969	Tutorial leaders 3	Critical Review 2 due
6 Sep 1	1960-1969	Tutorial leaders 4	Critical Review 3 due
7 Sep 8	1970-1979	Tutorial leaders 5	Critical Review 4 due
8 Sep 15	1970-1979	Tutorial leaders 6	Critical Review 5



			due
9 Sep 22	1980-1989	Tutorial leaders 7	Critical Review 6 due
Mid Semester Break			
10 Oct 6	No lecture	1990-1999 Tutorial leaders 8	Critical Review 7 due
11 Oct 13	1990-1999	Presentation & Discussion Session1	Critical Review 8 due
12 Oct 20	Presentation & Discussion Session2	Presentation & Discussion Session3	
13 Oct 27	Presentation & Discussion 4	Reflection on Group presentations and review of the course	Extended writing is due on Wed, Nov 5.

## 9. Course Resources

All the key readings of the course will be added on Moodle course page (log in from . <https://moodle.telt.unsw.edu.au/login/index.php> or via 'MyUNSW'. Your regular access to the site to catch up with the course information is required.

It is essential for you to bring your laptop/tablet to tutorial class every week. Mobile phone is not a suitable device for the class work.

## 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.