



Arts & Social
Sciences

School of Humanities and Languages

ARTS3640 Japan & Korea: Cultures in Conflict Semester 1, 2014

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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	Wednesday 11.00—12.00		
Lecturer			
Name	Dr. Gregory N. EVON	Room	MB247
Phone	9385 2492	Email	g.evon@unsw.edu.au
Consultation Time	Wednesday 11.00—12.00		
Tutors			
Name	Dr. Luke Sharp	Room	TBC
Phone	TBC	Email	l.sharp@unsw.edu.au
Consultation Time	TBC		
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6 UOC
Course Description	This course examines cultural changes in Korea and Japan in the late 19 th to early 20 th centuries, focusing on how changes in Japan affected Korea and how Korea, in turn, responded to the challenges posed by Japan. Special attention will be given to the relationship and purposes of Japanese cultural reform in Korea and Korean “cultural nationalism” in its mature form.
Course Aims	<ol style="list-style-type: none"> To investigate in comparative perspective cultural changes in Korea and Japan in the late 19th to early 20th centuries, and their effects on each other. To meet the needs of students in the Japanese & Korean programs, and providing the necessary background for understanding the relationship of Japan and Korea in the broader context of East Asia.
Student Learning Outcomes	<ol style="list-style-type: none"> Analyse the relationship between the experiences of modernity in Japan and Korea Articulate the role of culture in historical development (e.g., cultural nationalism in Korea as a response to Japanese cultural and political imperialism) Analyse the relationship between civilization and the individual (e.g., individual thinkers appropriation and/or rejection of “tradition”)
Graduate Attributes	<ol style="list-style-type: none"> The skills involved in scholarly enquiry. The capacity for analytical and critical thinking. The ability to engage in independent and reflective learning. The skills for effective communication and information

	literacy (specifically, the evaluation of information).
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3. Learning and Teaching Rationale

The content and approach to learning/teaching in this course enables students to develop an ability to analyze key historical/cultural interactions that shaped Japan and Korea at the start of the twentieth century and which affect their relations to this day. It is the instructor's view that knowledge of these historical/cultural connections and facility in communicating them will enhance students' development in their individual disciplines and programs. As a consequence, the assessment strategies used in the course are complementary. The exams emphasize core knowledge, which is a key component in the identified Learning Outcomes and Graduate Attributes, while the Tutorial Leadership and Critical Review emphasize the development of essential research skills (i.e., scholarly enquiry, analytical/critical thinking, independent learning, and effective communication).

4. Teaching Strategies

This course uses a blended approach of Lectures and Tutorials, organized around key readings as contained in the Course Reader. Students are expected to have completed the readings before attending Lectures and come to Tutorials prepared to discuss the readings.

5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Exam #1 (Covers Weeks 1-3)	16 questions	16%	1, 3	1, 2	Week 4, During Lecture. <i>*Note: The last day to Discontinue without Financial Penalty is 31 March; without Academic Penalty, 20 April*</i>
Critical Review	Approximately 1200 words	40%	1-3	1-4	Week 11, During Lecture
Exam #2 (Covers Weeks 4-10)	44 questions	44%	1, 3	1, 2	Week 12, During Lecture
Tutorial Leadership	1 X per student; done in teams	0% to -15% (i.e, negative 15%)	1-3	1-4	Ongoing

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Additional Points

Re: In-class exams: Students are expected to be on time for the exams.

Re: Direction of Tutorial: At least once during the session, each student is required to lead a tutorial. Each student is advised to look over the course outline and decide which week's reading most appeals to him or her. Students will be given a sign-up sheet so that they may select the week/topic of their choice. The purpose of this exercise is to provide students with a venue to formulate their own questions, which is a key component in the skills of research and critical analysis.

Re: In Class Essay/Critical Review: Students will receive an essay question relating to central themes covered in the course up to that point. Although students will be allowed to use the *Course Reader* for specific details, the question itself will require that the student has done the readings and is able to demonstrate his/her understanding of the various topics addressed in the course. The structure of this assessment will provide students with flexibility to focus on their own areas of interest while demonstrating skills developed over the course of the Semester. This will be discussed further in class.

Additional points of guidance regarding the Critical Review will be discussed at greater length in the first weeks of 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

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

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

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

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

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

The Learning Centre assists students with understanding academic integrity and how to not

plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial/Lab Content	Readings
3 March	#1: Introduction / Breaking With the Past.	General Background of Late 19 th Century Japan and Korea, Their Engagement With the Outside World and With Each Other.	No Tutorial This Week	Listed below
10 March	#2: Cultural/ Religious Responses to Threats from the Outside	"Eastern Learning" in Korea and the Buddhist Retreat and Advance in Japan	Student-Led	Listed below
17 March	#3: Incipient Cultural Cooperation & Hopes for the Future (or the Precondition for Collaboration?)	The Failure of Kim Okkyun (1851-1894) and the Influence of Fukuzawa Yukichi (1835-1901)	Student-Led	Listed below
24 March	#4: Clashes and Backlashes *Also, In-class Exam #1 (Covers Weeks 1-3)*	The Japanese Case for Control of Korea and Korea's Attempt to Meet the Challenges of Japanese	Student-Led	Listed below

		Colonialism *In-class Exam #1*		
31 March	#5: A Case Study of Cultural Conflict: The Uses of Religion for Political Ends	The Messy Problem of Buddhism	Student-Led	Listed below
7 April	#6: Korean Nationalism in Action	The March First Movement of 1919, the Japanese Policy of Cultural Rule (bunka-seiji), and Korean Cultural Nationalism	Student-Led	Listed below
14 April *NOTE: Due to Mid-Semester Break and scheduling of Course, There will be no lecture or tutorial in Week 7. This Lecture will be merged with the Following Lecture.	#7: Ideas As Pre-Conditions, Causes, or Both?	Japanese Nationalism in Critical Review	Student-Led	Listed below
28 April	#8: Cultural Artefacts and the Expression of Nationhood	Han'gŭl as a Critical Example of Korean Cultural Self-Identification: The Context of Its Creation and Its Uses Under Colonialism	Student-Led	Listed below
5 May	#9: Intellectual Antecedents: Revisiting the Past	The Questioning of Cultural Unity, Change and Progress in Korea and Japan as Exemplified in Chŏng Yagyong [Tasan] (1762-1836) and	Student-Led	Listed below

		Motoori Norinaga (1730-1801), [with reference to Itō Jinsai (1627-1705)]		
12 May	#10: Constructing History	Creating the Past: The Cultural Legacy of Japanese Colonialism	Student-Led	Listed below
19 May	#11: Critical Review	Critical Review	Student-Led	NIL
26 May	#12: In-class Exam #2 (Covers Weeks 4-10)	In-class Exam #2	Student Led re: Critical Review	NIL
2 June	#13: Roundtable Discussion: Summation of the Course	No Lecture This Week; only Tutorial	Roundtable Discussion	NIL

Required Readings, Listed by Week (CR=Course Reader, available at UNSW Bookshop)

(Week 1) CR, excerpts from Fairbank, Reischauer & Craig, *East Asia: Tradition & Transformation*. **Supplementary Reading:** Ivan Morris, “The Apotheosis of Saigō the Great,” from *The Nobility of Failure*.

(Week 2) CR, excerpts from Benjamin B. Weems, *Reform, Rebellion and the Heavenly Way*, Paul Beirne, “The Eclectic Mysticism of Ch’oe Cheu” (from *Review of Korean Studies*, vol. 2, September 1999) and excerpts from James Edward Ketelaar, *Of Heretics and Martyrs in Meiji Japan*.

(Week 3) CR, excerpts from Harold F. Cook, *Korea’s 1884 Incident: Its Background and Kim Ok-kyun’s Elusive Dream* and Carmen Blacker, *The Japanese Enlightenment: A Study of the Writings of Fukuzawa Yukichi*.

(Week 4) CR, excerpts from Peter Duus, *The Abacus and the Sword: The Japanese Penetration of Korea, 1895-1910* and Vipan Chandra, *Imperialism, Resistance and Reform in Late 19th Century Korea*.

(Week 5) CR, Robert H. Sharf, “The Zen of Japanese Nationalism,” from *Curators of the Buddha* and excerpts from Kang Wi-Jo, *Religion and Politics in Korea Under the Japanese Rule*. **Supplementary Readings:** “Two Gesshōs” and Shimaji Mokurai—excerpts from Yusen Kashiwahara and Koyu Sonoda, *Shapers of Japanese Buddhism*.

(Week 6) CR, excerpts from Michael Robinson, *Cultural Nationalism in Colonial Korea 1920-1925* and excerpts from Carter J. Eckert, et. al., *Korea Old and New: A History*.

(Week 7) CR, excerpts from John C. Maraldo, “Questioning Nationalism Now and Then: A Critical Approach to Zen and the Kyoto School,” from Heisig & Maraldo, ed., *Rude*

Awakenings: Zen, the Kyoto School, & the Question of Nationalism and excerpts from C.I. Eugene Kim and Han-Kyo Kim, *Korea and the Politics of Imperialism 1876-1910*.

(Week 8) CR, Ross King, “Nationalism and Language Reform in Korea: The *Questione della Lingua* in Precolonial Korea” from Hyung Il Pai and Timothy R. Tangherlini, eds., *Nationalism and the Construction of Korean Identity*; **Supplementary Reading:** Gari Ledyard, “The International Linguistic Background of the Correct Sounds for the Instruction of the People,” from Young-Key Kim-Renaud, ed., *The Korean Alphabet: Its History and Structure*.

(Week 9) CR, excerpts from Setton, *Chǒng Yagyong: Korea’s Challenge to Orthodox Neo-Confucianism* and Peter Nosco, *Remembering Paradise: Nativism and Nostalgia in Eighteenth Century Japan*. **Supplementary Reading:** Huh Nam-Jin, “Two Aspects of Practical Learning—Hong Tae-yong’s case” from *Seoul Journal of Korean Studies* (vol. 14, 2001).

(Week 10) CR, Henry H. Em, “Minjok as a Modern and Democratic Construct: Sin Ch’aeo’s Historiography” from Shin/Robinson, eds., *Colonial Modernity in Korea* and excerpt from Hyung Il Pai, *Constructing Korean Origins: A Critical Review of Archaeology, Historiography, and Racial Myth in Korean State-Formation Theories*.

(Week 11) No new readings; review previous readings for **Critical Review**.

(Week 12) No new readings; review readings for weeks 4-10, (i.e., after Exam #1) for second in-class exam.

(Week 13) Only Tutorial this week; roundtable discussion/summation of the course.

9. Course Resources

Textbook Details: *Course Reader*, available from UNSW Bookshop

Additional Readings: As noted above

Websites: Students are encouraged to make use of the *Cambridge History of Japan*, available online through UNSW Library. High-quality online resources for all aspects of Korean history and culture are increasingly available, although much is in Korean. One place to start is through: <http://koreanculture.org.au/research-hub/library/nal> .

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.