Department of Asian, Middle Eastern and Turkish Studies

Contemporary Cultural Politics and Identity in East Asia, 7.5hp, spring semester 2017
Syllabus
for course at advanced level

Contemporary cultural politics and identity in East Asia
Samtida kulturpolitik och identitet i Östasien

7.5 Higher Education Credits
7.5 ECTS credits

Course code: JK0300
Valid from: Spring 2016
Date of approval: 2015-09-15
Department: Department of Asian, Middle Eastern and Turkish Studies
Main field: Asia:s Languages and Cultures
Specialisation: A1N - Second cycle, has only first-cycle course/s as entry requirements

Decision
This syllabus was adopted by the board of the Department of Asian, Middle Eastern and Turkish Studies at Stockholm University on 2015-09-15.

Prerequisites and special admittance requirements
Bachelor's degree in Asian Languages and Cultures, including a degree project of at least 15 ECTS credits, or the equivalent. English B/English 6, or the equivalent.

Course structure

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Course content
The course discusses the dynamic processes in the cultural politics of East Asian countries and studies how they shape local, regional, national or transnational identities in a given period. The main focus of the course is on current cultural-political strategies undertaken by the East Asian countries to meet the challenges of the contemporary epoch when culture is regarded as a key dimension of globalization. As background for understanding recent innovations and developments in the cultural politics of South and North Korea, China and Japan, the changes of priorities in previous periods will be reviewed as well.

Learning outcomes
In order to pass the course, students are expected to be able to:
- recognize significant changes in the cultural-political strategies of the East Asian countries in different epochs
- explain the historical context, cultural circumstances, political and social-economic condition and institutional background for formulating and implementing cultural-political changes
- reflect on the complex relationships between cultural politics and the policies of identity

Education
Instruction is given in the form of seminars. Attendance at all seminars is mandatory. The language of instruction is English.

For more detailed information, please refer to the course description.
Forms of examination

a. The course is examined on the basis of a case study, which is presented orally during the course and in writing at the end of the course. The subject of the case study is chosen in consultation with the examiner. For more detailed information, please refer to the course description.

b. Grades will be set according to a seven-point scale related to the learning objectives of the course: A = Excellent, B = Very good, C = Good, D = Satisfactory, E = Adequate, Fx = Inadequate, F = Totally Inadequate.

c. Students will be informed of the written grading criteria when the course starts.

d. In order to pass the course, students must receive a grade of E or higher on the case study and meet the attendance requirement 80%. The principles for weighting individual course assignments are described in the grading criteria.

Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory course elements. The student can then be assigned a compensatory assignment.

e. At least one examination opportunity should be offered for each course. At least one examination opportunity should be offered during a semester when the course is not given.

Students who receive the grade E or higher may not retake the examination to attain a higher grade.

Students who receive the grade Fx or F twice by the same examiner are entitled to have another examiner appointed for the next examination, unless there are special reasons to the contrary. Such requests should be made to the department board.

f. This course does not include any opportunities to complete a supplementary assignment in order to convert the grade Fx into a passing grade. For more detailed information, please refer to the course description.

Interim

When the syllabus is discontinued, students have the right to be examined according to this syllabus once per semester during a transition period of three semesters.

Misc

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

Required reading

For up-to-date information about required reading, please refer to the department website at www.orient.su.se. The current reading list will be made available at least one month before the course starts.
Contemporary cultural politics and identity in East Asia, 7.5hp

Teacher
Sonja Häussler [sonja.haeussler@su.se]

Course contents
The course discusses the dynamic process in the cultural politics of East Asian countries and studies how they shape local, regional, national or transnational identities in a given period. The main focus of the course is on current cultural-political strategies undertaken by the East Asian countries to meet the challenges of the contemporary epoch when culture is regarded as a key dimension of globalization. As background for understanding recent innovations and developments in the cultural politics of South and North Korea, China and Japan, the changes of priorities in previous periods will be reviewed as well.

Teaching and examination
Instruction is given in the form of seminars. Attendance at all seminars is mandatory.

Contemporary cultural politics and identity in East Asia is examined on the basis of a case study, which is presented orally during the course and in writing at the end of the course. The subject of the case study is chosen in consultation with the examiner.

Learning outcomes
In order to pass the course, students are expected to be able to:
- Identify significant changes in the cultural-political strategies of the East Asian countries in different epochs
- Explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes
- Reflect on the complex relationships between cultural politics and the policies of identity
Grading criteria

A  The student can, **independently and very thoroughly**, identify significant changes in the cultural-political strategies of the East Asian countries in different epochs. She/he can also, **with great confidence and in depth**, explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes. The student also shows **great ability** to reflect on the complex relationships between cultural politics and the policies of identity.

B  The student can, **independently and thoroughly**, identify significant changes in the cultural-political strategies of the East Asian countries in different epochs. She/he can also, **with confidence**, explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes. The student also shows a **good ability** reflect on the complex relationships between cultural politics and the policies of identity.

C  The student can identify significant changes in the cultural-political strategies of the East Asian countries in different epochs. She/he can also explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes. The student can also reflect on the complex relationships between cultural politics and the policies of identity.

D  The student can **in some sense** identify significant changes in the cultural-political strategies of the East Asian countries in different epochs. She/he can also, **to some extent**, explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes. The student can also, **to a certain degree** reflect on the complex relationships between cultural politics and the policies of identity.

E  The student can, **with some deficiencies**, identify significant changes in the cultural-political strategies of the East Asian countries in different epochs. She/he can also, **on a superficial level**, explain the historical context, cultural circumstances, political and socio-economic condition and institutional background for formulating and implementing cultural-political changes. The student also shows a **sufficient ability** to reflect on the complex relationships between cultural politics and the policies of identity.
There are some misunderstandings, but not so serious that the student should fail the course.

Fx The student lacks some of the basic knowledge that is required for obtaining the passing grade E.

F The student lacks all of the basic knowledge that is required for obtaining the passing grade E.

*Neither of the grades Fx and F include any opportunity to complete a supplementary assignment in order to convert the grade into a passing grade.*

**Course literature**


Bell, Daniel A., "Reconciling Socialism and Confucianism? Reviving Tradition in China."


**Detailed schedule**

For days, dates and location, please refer to the webpahe [www.su.se/asia](http://www.su.se/asia)

For up-to-date schedule as well as any changes to the schedule, please refer to TimeEdit

Thursdays, 10:00-12:00, sal B

**Session 1:** Introduction

**Session 2:** Changes in North Korean cultural politics: The Reception of literary heritage and the (re-)invention of cultural traditions

**Session 3:** Cultural heritage politics in comparison: Japan, South Korea and Vietnam

**Session 4:** Chinese arts and market – From propaganda tool to commodity on the (international) market
Session 5: Fluid identities: Wine and the meaning of modernity in contemporary China

Session 6: The invention and reinvention of ‘Japanese culture’ (Discussion)

Session 7: Cultural heritage politics in Japan

Session 8: The revival of Confucianism in China

Session 9: Individual presentations by students

Session 10: Individual presentations by students
Examinations, rules and student influence

Examination
The form of examination for the course you are following is given in the syllabus and the course description; you will find both in the course compendium and on the home page. Many courses have written examinations that are taken in an examination hall at the end of the course. Other courses have take-home examinations, oral examinations or other examination assignments.

You must always register your name for a written examination in an examination hall. You do this via My studies, which you will find at mitt.su.se. That is one of the reasons it is important that you activate your university account, which you do via the same website. Take-home examinations and hand-in assignments do not require registration.

Special guidelines apply to examinations and they are the same for the whole of Stockholm University. See the Rule book, Book 2

Rules for examination hall exams
At a written exam in an examination hall the invigilator’s instructions apply. All students are obliged to follow the rules and instructions given by the invigilator and to show a valid ID card and any material they may have brought with them.

• **Placing:** Each student must sit where there is an examination paper put out or where the invigilator indicates a seat. It is not permitted to move the examination paper.
• **Leaving the examination hall:** It is forbidden to leave the examination hall before 30 minutes after the exam has begun.
• **Coming late:** Students who come more than 30 minutes late to an examination may not take part in the exam if another student has left the examination hall. Coming late does not entitle a student to extended examination time.
• **Personal belongings:** Outer clothing and bags are to be placed where the invigilator indicates.
• **Paper:** Examination answers may only be written on the paper that is handed out. This also applies to rough drafts.
• **Aids:** At exams where aids such as dictionaries are allowed, the invigilator will check that there are no notes in the books.
• **Ban on speaking:** It is forbidden for examination candidates to speak with each other or use mobile telephones after the exam has started. This also applies to visits to the bathrooms.
• **Breaks and bathroom visits:** When an examination lasts more than five hours, there will a 30-minute break. The invigilator will indicate which bathrooms may be used and students must follow the invigilator’s instructions.
• **Handing-in:** Examination candidates are forbidden to take their answer papers out of the examination hall. They must be handed personally to the invigilator.
Note that even a blank answer paper must be handed to the invigilator before the student leaves the room.

- **Identification:** When handing in the exam papers to the invigilator, students must show a valid ID. Students must also write their signature at the place marked when handing their paper in if the invigilator requires it.

- **Cheating:** Students who are suspected of cheating may continue to do the exam if they show and hand over a prohibited aid. The invigilator will offer the student a permitted aid in exchange. Any cheating and/or disturbing behaviour will be dealt with after a report from the Head of Department/Director of Studies by the University Vice-Chancellor as a disciplinary matter.

**Take-home examinations**

Just as with a written exam in an examination hall, a take-home exam must always be written independently unless otherwise specified in the course description. In most cases, take-home exams are handed in via the Mondo course portal. See the instructions in the course description.

For more details about how to use sources and references in your take-home exam, see the document entitled “Formal matters, using references and quotations”.

**Special needs**

If you are in some way disabled, which means that you need special support and/or aids, always contact Service for disabled students (studentstod@su.se or 08-162878) in good time before the course starts.

You should then contact the Director of Studies at the Department of Asian, Middle Eastern and Turkish Studies (studierektor@orient.su.se)

Available assistance includes, for example, adapting rooms, course textbooks as talking books, note-taking assistance, mentor support, extended time for exams and so on.

**Course Evaluation**

After the completion of a course, as a student you have the right to express your opinions and experience of the course in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a course. Course evaluations are answered digitally via computer, mobile phone or the like. A link to the course evaluation is sent to your email address and must normally be answered within one week.

The result of the course evaluations is then available for you as a student in a file in the Student Office shortly after a course has been completed.

If for some reason you have not been able to fill in a course evaluation for a course you have taken, you can get in touch with the Student Office (exp@orient.su.se).

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1 Types of ID that are accepted are: a driving licence, a passport and a valid ID card. A police report that is not more than three months old showing that the candidate’s ID has been stolen or lost is also accepted. Foreign IDs are also accepted, preferably a passport and ID card, provided that the ID document does not need to be translated for the candidate to be identified.
Formalities: source criticism and plagiarism

Source criticism
Remember always to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you chose a certain source.

Being critical of your sources is particularly important when you use information taken from the Internet. Check, for example, who wrote the information on the home page you use, why the home page has been created (e.g. for propaganda purposes). At Skolverket (The Swedish National Agency for Education) you will find some simple questions you can use to judge whether a home page is reliable. See http://www.skolverket.se/skolutveckling/resurser-for-larande/kollakallan/kallkritik/fakta/lathund-1.151074

Wikipedia is an example of a home page that is not considered a reliable source when you write an essay or a take-home exam. The reason is that voluntary contributors from all over the world have written the information found there. That means that the contents are open and free and everyone is able to add and take away information from Wikipedia.

For more books on thinking critically, see for example:
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

Writing an essay
There are many books and online guides you can use for support when you write your essay. Even though the requirements may vary a little from one supervisor to another, there is a great deal that is common to all essay writing at the university.

Stockholm University Library has a guide for essay writing: http://su.se/biblioteket/söka-och-använda/skriva-uppsats

The Library also offers help in English: http://su.se/english/library/search-use/writing-an-essay

In Swedish there is also *Att skriva en bra uppsats*, Rienecker & Jörgensen (Nordli, Harald transl.) Lund: Liber Förlag, 2004

See also Olle Josephson and Arne Jarrick, *Från tanke till text, en språkhandbok för uppsatsskrivande studenter*, Lund: Studentlitteratur, 1996.
**Plagiarism**

You may certainly study together with your student friends, but remember that examination assignments and essays are normally done independently unless otherwise indicated in the course description.

When your examination assignment or your essay is to be handed in, it is important that you work independently. You are not permitted to plagiarise from a student colleague, a book or an Internet source.

Plagiarism means using something that someone else has written without giving the source. Since much of what you write as a university student is based on previous research, you will need to use other sources. That is why it is very important that you are careful about where you get your information. (Read more about this under “Formalities, references and quotations” below.

You may feel uncertain about how you should deal with plagiarism; in that case, you can always ask the teacher who runs your course. You can also look at Gothenburg University's anti-plagiarism guide: [http://www.ub.gu.se/ref/Refero/](http://www.ub.gu.se/ref/Refero/)


Co-operation with a number of universities in Sweden including Linköping University and Umeå University has resulted in the site Skrivguiden where you can get support for your academic writing: [http://skrivguiden.se](http://skrivguiden.se)

In many cases, it is misunderstanding that leads to suspicions of cheating, so it is extra important that you are careful always to state the sources you have used.

**Turnitin**

The Turnitin program checks all examination assignments in the form of take-home exams and essays before they are given to the teacher for correction.

*Turnitin* is a text-matching tool that compares your information with that of other students, and with books and Internet sources.

If a teacher suspects some form of cheating, she or he is obliged to report it to the Director of Studies or the equivalent at the Department of Asian, Middle Eastern and Turkish Studies, who in turn has to report the suspicion to the Disciplinary Committee at Stockholm University. It is the Disciplinary Committee that decides whether or not something is to be regarded as cheating, not the Department of Asian, Middle Eastern and Turkish Studies, which only reports a suspicion of cheating. The reason for this is to ensure that the student who is suspected of cheating will get a fair hearing.
Formalities: references and quotations

When you write an examination assignment in the form of an essay or a take-home exam, it is important that you are careful to report the sources you have used in your work. This is done by giving references, in the form of notes and a list of sources.

There are many books about the way to deal with references, both at the library and on the Internet. Below you will find a summary of some of the things that are important to bear in mind concerning references.

When you write an examination assignment (a BA or MA thesis) you should also take into account what applies to your particular course. See the description of the course you are taking.

References in texts, different models
There are various models for dealing with references in texts. Two commonly used ones are the Harvard Model and the Oxford Model.

The Harvard Model means that you refer directly in the text, while the Oxford Model means that you refer in a footnote (see the examples below). Neither of these models is right or wrong, but in your particular field there may be a tradition of using one or the other. It is important for you to be consistent in your choice of model, so that you always choose to refer in, for example, footnotes if that is what you decide on.

Quotations, about the use of notes
Quotations are commonly used in texts. Quoting means that you reproduce verbatim something that someone else has said or written. A quotation must always be given exactly, even if it contains spelling mistakes. After the quotation you must always state where it comes from. You do this directly afterwards, either in a footnote or in brackets, depending on the model you have chosen.

If there is a spelling mistake in the quotation, you can indicate it with [sic] directly after the spelling mistake to show that that you are not the one who has made the mistake. If the spelling mistake is particularly serious, you can write [sic!].

A reference after a quotation according to the Harvard Model can look like this:
“A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice.” (Persson & Sahlin, 2013:205).

A reference after a quotation in the form of a footnote according to the Oxford Model can look like this:
“A reasonable requirement for a scientific conceptual apparatus is that it is possible to use it in practice.”

Long quotations
If a quotation is short, as in the examples above, it is placed directly in the text. If the quotation is a long one, it should be placed in a paragraph of its own, for example:


Note that the quotation above is placed in a paragraph of its own, with an empty line at the beginning and at the end, and that it has a margin on both sides. A quotation of this kind need not have quotation marks at the beginning and end.

Quotations within quotations
If the person you quote has in turn quoted someone else, this should be shown within single quotation marks, for example:

"Finally, upon reaching the attractive landscapes in Mitava, he writes: 'The countryside here is much prettier than Livonia, through which one would not regret to travel with his eyes half closed.'"4 or (Lewis, 1995:57).

Referring to the same author and work immediately after each other
If you quote or refer to the same author and work immediately after each other, you need not rewrite the whole reference. Instead, write "ibid" if it also refers to the same page. If it refers to another page in the same work and by the same author, write “ibid, 43”.5

Summary
A summary is an account of an author's text in your own words. This makes it possible for you to choose what you feel is central or what you feel is most relevant for your assignment. If you insert your own opinions or suppositions, you must be very sure to indicate that.

You need not use quotation marks in a summary but you must indicate the reference so that the reader can find the source. Put the reference in brackets in the text or in the form of a footnote (see above).

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5 Ibid means "in the same place" and is an abbreviation of the Latin ibidem
List of References/Bibliography

The List of References, also called Bibliography, is the list of books and articles you have used when writing your examination assignment. The List of References must always be given at the end and if you like you can divide it into Primary and Secondary Sources, or Internet-based material, Articles, Interviews and so on if you have used such material.

The List of References must be in alphabetical order according to the author’s family name and may look like this:


If you have used two or more books by the same author, you need not write the author’s name more than once. Note that the books should be arranged chronologically. It may look like this:


**Chapters in a book**

When you refer to a whole book, you need not give the number of pages, but if you use one chapter in an anthology, you should give the page numbers in your bibliography, for example:


**Articles**

If your source is an article, it may look like this in your bibliography:


**Internet sources**

If your source is a page from the Internet, for example from a work of reference, there is often a note on how to refer to it on the same page. What distinguishes an Internet source from a printed source is that you indicate when you have read the page.

**Reading tips on the Internet**

[http://www.chicagomanualofstyle.org/16/contents.html](http://www.chicagomanualofstyle.org/16/contents.html)