



Stockholm  
University

Department of Asian, Middle Eastern and Turkish Studies

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Contemporary Cultural Politics  
and Identity in East Asia  
Second cycle, 7.5 credits  
Spring semester 2020

# Contact information

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## Staff

### Professor

Jaqueline Berndt  
Phone: 08- 16 20 25  
jberndt@su.se

### Professor

Sonja Häussler  
Phone: 08-16 22 38  
sonja.haeussler@su.se

### Senior Lecturer, docent

Gabriel Jonsson  
Phone: 08-16 25 10  
gabriel.jonsson@su.se

### Senior Lecturer, docent

Ewa Machotka  
Phone: 08-16 32 62  
ewa.machotka@su.se

## The Department

### Visiting Address

Kräftriket, building 4  
(Roslagsvägen 101:4)  
Stockholm

### Postal Address

Department of Asian, Middle  
Eastern and Turkish Studies  
Stockholm University  
106 91 Stockholm

### Student Office

Visiting address: Kräftriket 4a  
Phone: 08-16 10 35  
Fax: 08-16 88 10  
exp.asien@su.se

### Website

[www.su.se/asia/english](http://www.su.se/asia/english)

### Head of Department

Alberto Tiscornia  
Phone: 08-16 49 29  
alberto.tiscornia@su.se

### Director of Studies

Hanna Kritz  
Phone: 08-16 27 22  
hanna.kritz@su.se

### Assistant Director of Studies

Johan Fresk  
Phone: 08-16 36 20  
johan.fresk@su.se



# Kursplan

för kurs på avancerad nivå

**Samtida kulturpolitik och identitet i Östasien**

**7.5 Högskolepoäng**

**Contemporary cultural politics and identity in East Asia**

**7.5 ECTS credits**

**Kurskod:** JK0300  
**Gäller från:** VT 2018  
**Fastställd:** 2015-09-15  
**Ändrad:** 2017-09-15  
**Institution** Institutionen för Asien- Mellanöstern- och Turkietstudier

**Huvudområde:** Asiens språk och kulturer  
**Fördjupning:** A1N - Avancerad nivå, har endast kurs/er på grundnivå som förkunskapskrav

## Beslut

Denna kursplan är fastställd av institutionsstyrelsen för Institutionen för Asien-, Mellanöstern- och Turkietstudier 2015-09-15, och senast reviderad 2017-09-15.

## Förkunskapskrav och andra villkor för tillträde till kursen

Kandidatexamen i Asiens språk och kulturer eller motsvarande, inklusive ett examensarbete omfattande minst 15 hp, samt Engelska B/Engelska 6.

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
DK01	Samtida kulturpolitik och identitet i Östasien	7.5

## Kursens innehåll

Kursen behandlar de dynamiska processerna inom de östasiatiska ländernas kulturpolitik och studerar hur dessa formar lokala, regionala, nationella och transnationella identiteter under en given period. Kursens fokus ligger på aktuella kulturpolitiska strategier i de östasiatiska länderna för att möta de samtida utmaningarna i en tid då kultur betraktas som en nyckeldimension av globaliseringen. Som en bakgrund för att förstå aktuella inslag i kulturpolitiken och hur den har utvecklats i Japan, Kina samt Nord- och Sydkorea behandlas även prioriteringar under tidigare perioder.

## Förväntade studieresultat

För godkänt resultat på kursen ska studenten kunna:

- identifiera relevanta förändringar i de östasiatiska ländernas kulturpolitik under olika tidsepoker
- förklara de historiska sammanhang, de kulturella, politiska och socioekonomiska förhållanden samt den institutionella bakgrund som används för att formulera och implementera kulturpolitik
- reflektera över de komplexa sambanden mellan kultur- och identitetspolitik

## Undervisning

Undervisningen består av föreläsningar och seminarier.

Närvaro på all undervisning är obligatorisk.

Undervisningen sker på engelska.

Kurskrav: en muntlig presentation och skriftliga inlämningsuppgifter är obligatoriska inslag i kursen.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

### **Kunskapskontroll och examination**

a. Kursen examineras genom en fallstudie som presenteras muntligt under kursens gång och skriftligt vid kursens slut. Ämnet på fallstudien väljs i samråd med examinator.

För mer detaljerad information hänvisas till kursbeskrivningen. Kursbeskrivningen finns tillgänglig senast en månad före kursstart.

b. Betygssättning sker enligt en målrelaterad sjugradig betygsskala: A = Utmärkt, B = Mycket bra, C = Bra, D = Tillfredsställande, E = Tillräckligt, Fx = Otillräckligt, F = Helt otillräckligt.

c. De skriftliga betygskriterierna meddelas studenterna vid kursstart. Meddelade målrelaterade betygskriterier är bindande.

d. För att få slutbetyg på hela kursen krävs lägst betyget E på fallstudien, fullgjorda obligatoriska uppgifter samt fullgjord närvaro om 80%.

Principerna för sammanvägning av de enskilda examinationsuppgifterna framgår av betygskriterierna. För mer detaljerad information hänvisas till kursbeskrivningen.

Om särskilda skäl föreligger kan examinator efter samråd med ansvarig lärare medge den studerande befrielse från skyldigheten att delta i viss obligatorisk undervisning. Studenten kan då åläggas en kompensationsuppgift.

e. För varje kurstillfälle erbjuds ett examinationstillfälle under aktuell termin. Minst ett examinationstillfälle ska dessutom erbjudas den termin eller det år som kurstillfälle saknas.

Studerande som fått lägst betyget E får inte genomgå förnyad examination för högre betyg.

Studerande som fått betyget Fx eller F på prov två gånger i rad av en och samma examinator har rätt att få annan examinator utsedd vid nästkommande prov, om inte särskilda skäl talar emot det. Framställan om detta ska göras till institutionsstyrelsen.

f. Möjlighet till komplettering av betyget Fx upp till godkänt betyg ges inte på denna kurs.

### **Övergångsbestämmelser**

När kursplanen är upphävd har studenten rätt att examineras en gång per termin enligt föreliggande kursplan under en avvecklingsperiod på tre terminer.

### **Övrigt**

Kursen får inte tillgodoräknas i examen samtidigt med sådan inom eller utom landet genomgången och godkänd kurs vars innehåll helt eller delvis överensstämmer med innehållet i kursen.

### **Kurslitteratur**

För aktuell kurslitteratur hänvisas till institutionens webbplats på [www.su.se/asia](http://www.su.se/asia). Aktuell litteraturlista finns tillgänglig senast två månader före kursstart.

# 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**

<b>Course code:</b>	JK0300
<b>Valid from:</b>	Spring 2018
<b>Date of approval:</b>	2015-09-15
<b>Changed:</b>	2017-09-15
<b>Department</b>	Department of Asian, Middle Eastern and Turkish Studies
<b>Main field:</b>	Asia:s Languages and Cultures
<b>Specialisation:</b>	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, and revised on 2017-09-15.

## 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

Examination code	Name	Higher Education Credits
DK01	Contemporary cultural politics and identity in East Asia	7.5

## 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.

Course requirements: an oral presentation and written assignments are mandatory elements of the course.

For more detailed information, please refer to the course description. The course description will be made available at least one month before the course starts.

### **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.su.se/asia](http://www.su.se/asia). The current reading list will be made available at least two months before the course starts.

# Contemporary cultural politics and identity in East Asia, 7.5hp

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## Instructor

Sonja Häussler [sonja.haeussler@su.se]

Phone: 08-16 22 38

## Course contents

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.

## 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 an essay 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:

- Recognize 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 conditions 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 conditions 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 conditions 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 conditions 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 conditions 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



conditions 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

- Aggeklint, Eva. "The Art Market", in *"Bridal Couples": On Hybridity in Conceptual Chinese Photography, 1995–2009.* Ph.D. dissertation, Stockholm University, 2013, pp. 85-112.
- Akagawa, Natsuko. *Heritage Conservation and Japan's Cultural Diplomacy: Heritage, National Identity and National Interests.* London/N.Y.: Routledge, 2015, pp. 47-78.
- Andersson, Fredrik Krohn. "Mediating Public Cultural Policy: Buildings, Bills, and Films as Governmentality." In: *The Power of the In-Between: Intermediality as a Tool for Aesthetic Analysis and Critical Reflection*, edited by Sonya Petersson, Christer Johansson, Magdalena Holdar, and Sara Callahan. Stockholm: Stockholm University Press, 2018, pp. 261–283. DOI: <https://doi.org/10.16993/baq.k>. License: CC-BY.
- Barboza, David, Graham Bowley and Amanda Cox. "Forging an Art Market in China." *The New York Times*. October 28, 2013. <http://www.nytimes.com/projects/2013/china-art-fraud/>
- Blumenfield, Tami and Helaine Silverman, eds., *Cultural Heritage Politics in China*. Berlin: Springer Science & Business Media, 2013, pp. 3-22, 73-100.
- Brumann, Christoph and Rupert Cox, eds., *Making Japanese Heritage*. London/N.Y.: Routledge, 2010, pp. 1-17, 21-30.
- *Cultural Heritage Management in China. Preserving the Cities of the Pearl River Delta*. Ed. by Hilary du Cros and Yok-shin F. Lee. London and New York: Routledge, 2007, pp. 1-23, 85-117, 117-139.
- Gil, A. C., "Cultural Identity and Globalization." In: *Culture, Politics, Ethics: Interdisciplinary Perspectives*. ebook Inter-Disciplinary Press. 2009, pp. 121-131.
- Haeussler, Sonja. "Revived Interest in Literary Heritage: Changes in DPRK Cultural Policy." *Exploring North Korean Arts*. Ed. by Rüdiger Frank. Nürnberg: Verlag für moderne Kunst, 2011, pp. 88–112.

- Hill, Joe Martin. "Contemporary Chinese Art in the International Auction Market: An Insider's Overview and Assessment in Comparative Perspective." In: *Negotiating Difference: Contemporary Chinese Art in the Global Context*. Eds. Birgit Hopfener et al., Weimar: VDG, 2012, pp. 199–215.
- Hobsbawm, Eric, and Terence Ranger: *The Invention of Tradition*. Cambridge: Cambridge University Press, (1983) 1996, pp. 1-14.
- Kim, Ann Meejung. "The Rhetoric of Pukch'on: The Making of a "New Old" Tradition." *Seoul Journal of Korean Studies*. Vol. 28, no. 1, June 2015, pp. 83-120.
- Kjellgren, Björn. "Drunken Modernity: Wine in China." *Anthropology of Food* [Online], Online since 01 December 2004, connection on 20 December 2015. <http://aof.revues.org/249>
- Krohn Andersson, Fredrik. "Mediating Public Cultural Policy: Buildings, Bills, and Films as Governmentality." In *The Power of the In-Between: Intermediality as a Tool for Aesthetic Analysis and Critical Reflection*. Ed. by Sonya Petersson, Christer Johansson, Magdalena Holdar and Sara Callahan. Stockholm: Stockholm University Press, 2018, pp. 261-283.
- Morris-Suzuki, Tessa. "The Invention and Reinvention of 'Japanese Culture'." *Journal of Asian Studies* Vol. 54, Issue 3, August 1995, pp. 759-780.
- Mulcahy, Kevin V., *Public Culture, Cultural Identity, Cultural Policy. Comparative Perspectives*. New York: Palgrave Macmillan, 2017, pp. vii-xxvi. (e-book SUB)
- Overton, John and Warwick E. Murray. "Class in a glass: Capital, Neoliberalism and Social Space in the Global Wine Industry." *Antipode*. Vol. 45, No. 3, 2013, pp. 702-718.
- Pai, Hyung Il. "The Creation of National Treasures and Monuments: The 1916 Japanese Laws on the Preservation of Korean Remains and Relics and Their Colonial Legacies." *Korean Studies*. Vol. 25, No. 1, 2001, pp. 72-95.
- Pai, Hyung Il. *Heritage Management in Korea and Japan: The Politics of Antiquity and Identity*. Seattle: University of Washington Press, 2013.
- *Routledge Handbook of Heritage in Asia*. Ed. by Patrick Daly and Tim Winter. London and New York: Routledge, 2012, pp. 113-128, 129-138.
- Singh, J.P., ed., *International Cultural Policies and Power*. New York: Palgrave Macmillan, 2010.
- Sîntionean, Codruța. "The Preservation of the Chŏnju Hanok Village: From Material Authenticity to the Themed Replica." *Future Anterior*, Volume 12, Number 1, Summer 2015, pp. 56-75.
- Tomlinson, John. *Globalization and Culture*. Chicago: University of Chicago Press, 1999.
- \_\_\_\_\_, *Globalization and Cultural Identity*. In: *The Global Transformations Reader. An Introduction to the Globalization Debate*.

- Eds. Anthony G. McGrew and David Held. 2<sup>nd</sup> ed., Cambridge, U.K.: Polity/Malden, MA: Blackwell Publishing, 2003, pp. 269-277.
- Wang, Xiaolin. "'National Studies' in China and Japan." *International Communication of Chinese Culture*. Vol. 3, Issue 3, 2016, pp. 413-426.
  - Whelan, Yvonne and Niamh Moore, eds., *Heritage, Memory and the Politics of Identity: New Perspectives on the Cultural Landscape* (Heritage, Culture & Identity), Aldershot/Burlington: Ashgate, 2006.
  - Zhu, Yujie. "Cultural effects of authenticity: contested heritage practices in China." *International Journal of Heritage Studies*. 2015. DOI: 10.1080/13527258.2014.991935

## Detailed schedule

For days, dates and location, please refer to the webpage [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

### 1.) Introduction (Sonja Häussler)

Andersson, Fredrik Krohn. "Mediating Public Cultural Policy: Buildings, Bills, and Films as Governmentality." In: *The Power of the In-Between: Intermediality as a Tool for Aesthetic Analysis and Critical Reflection*, edited by Sonya Petersson, Christer Johansson, Magdalena Holdar, and Sara Callahan. Stockholm: Stockholm University Press, 2018, pp. 261–283. DOI: <https://doi.org/10.16993/baq.k>. License: CC-BY.

Mulcahy, Kevin V., ed., *Public Culture, Cultural Identity, Cultural Policy. Comparative Perspectives*, 2017, pp. vii-xxvi. (e-book SUB)

### 2.) Chinese culture: legacy and future (Torbjörn Ludén)

"The Chinese Dream Infuses Socialism with Chinese Characteristics with New Energy." Editorial in *Qiushi*, May 1, 2013.

<https://chinacopyrightandmedia.wordpress.com/2013/05/06/the-chinese-dream-infuses-socialism-with-chinese-characteristics-with-new-energy/>

Torbjörn Ludén. "Chinese Culture: legacy and the road ahead" (Draft)

Wang, Xiaolin. "'National Studies' in China and Japan." *International Communication of Chinese Culture*. Vol. 3, Issue 3, 2016, pp. 413-426.

### 3.) Changes in North Korean cultural politics: The Reception of literary heritage and the (re-)invention of cultural traditions (Sonja Häussler)

Häussler, Sonja. "Revived Interest in Literary Heritage: Changes in DPRK Cultural Policy." *Exploring North Korean Arts*. Ed. by Rüdiger Frank. Nürnberg: Verlag für moderne Kunst, 2011, pp. 88–112.

Hobsbawm, Eric, and Terence Ranger: *The Invention of Tradition*.

Cambridge: Cambridge University Press, (1983) 1996, pp. 1-14.

Additionally:

Blumenfield, Tami and Helaine Silverman, eds., *Cultural Heritage Politics in China*. Berlin: Springer Science & Business Media, 2013, pp. 3-22, 73-100.

**4.) Fluid identities: Wine and the meaning of modernity in contemporary China (Björn Kjellgren, KTH)**

Kjellgren, Björn. "Drunken Modernity: Wine in China." *Anthropology of Food* [Online], Online since 01 December 2004, connection on 20 December 2015. <http://aof.revues.org/249>

Overton, John and Warwick E. Murray. "Class in a glass: Capital, Neoliberalism and Social Space in the Global Wine Industry." *Antipode*, Vol. 45, No. 3, 2013, pp. 702-718.

**5.) Cultural and educational policy in China (Monika Gänsbauer)**

Makeham, John. "Marxism and Ruxue", in: John Makeham: *Lost Soul. 'Confucianism' in Contemporary Chinese Academic Discourse*, Cambridge et.al. 2008, pp. 234-257.

**6.) February 27, 14:00-15:45, room 251 – Chinese arts and market – From propaganda tool to commodity on the (international) market (Eva Aggeklint)**

Aggeklint, Eva. "The Art Market", in *"Bridal Couples": On Hybridity in Conceptual Chinese Photography, 1995–2009.* Ph.D. dissertation, Stockholm University, 2013, pp. 85-112.

Barboza, David, Graham Bowley and Amanda Cox, "Forging an Art Market in China." *The New York Times*. October 28, 2013.

<http://www.nytimes.com/projects/2013/china-art-fraud/> (retrieved 2015-12-16)

Hill, Joe Martin. "Contemporary Chinese Art in the International Auction Market: An Insider's Overview and Assessment in Comparative Perspective." In: *Negotiating Difference: Contemporary Chinese Art in the Global Context*. Eds. Birgit Hopfener et al., Weimar: VDG, 2012, pp. 199–215.

**7.) Cultural heritage politics in South Korea: Postcolonial discourse (Sonja Häussler)**

Pai, Hyung Il. "The Creation of National Treasures and Monuments: The 1916 Japanese Laws on the Preservation of Korean Remains and Relics and Their Colonial Legacies." *Korean Studies*. Vol. 25, No. 1, 2001, pp. 72-95.

Additionally:

Pai, Hyung Il. *Heritage Management in Korea and Japan: The Politics of Antiquity and Identity*. Seattle: University of Washington Press, 2013.

**8.) Cultural heritage politics of Japan and their influences on other countries, incl. Vietnam (Sonja Häussler)**

Akagawa, Natsuko. *Heritage Conservation and Japan's Cultural Diplomacy: Heritage, National Identity and National Interests*.

London/N.Y.: Routledge, 2015, pp. 47-78 (Japan in the global heritage context), 138-181 (Vietnam case studies).  
Brumann, Christoph and Rupert Cox, eds., *Making Japanese Heritage*. London/N.Y.: Routledge, 2010, pp. 1-17, 21-30.

**9.) Preservation of local heritage, tourism and identity in South Korea (Sonja Häussler)**

Sîntionean, Codruța. "The Preservation of the Chŏnju Hanok Village: From Material Authenticity to the Themed Replica." *Future Anterior*, Volume 12, Number 1, Summer 2015, pp. 56-75.

Additionally:

Kim, Ann Meejung. "The Rhetoric of Pukch'on: The Making of a "New Old" Tradition. *Seoul Journal of Korean Studies*. Vol. 28, no. 1, June 2015, pp. 83-120.

Guichard-Anguis, Sylvie and Okpyo Moon, eds., *Japanese Tourism and Travel Culture*. London and New York: Routledge, 2009, pp. 1-17.

Zhu, Yujie. "Cultural effects of authenticity: contested heritage practices in China." *International Journal of Heritage Studies*. 2015. DOI:

[10.1080/13527258.2014.991935](https://doi.org/10.1080/13527258.2014.991935)

**10.) Individual presentations by students (4h) (Sonja Häussler)**

**11.) Individual presentations by students (4h) (Sonja Häussler)**

**Exam:**

**Deadline for essay: April 20, 2020**

# Examinations, rules and student influence

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## Examination

You will find the form of examination for the module you are following in the syllabus and in the course description, both of which are available on our home page or in Athena. Many modules have written examinations held in an examination hall at the end of the module. Other courses have take-home examinations, oral examinations or other examination assignments.

**NB! Only students who have registered to take the examination may take it! If you show up to the examination without having registered, you may not take the exam!** To register, log in to Ladok for students ([www.student.ladok.se](http://www.student.ladok.se)). If you encounter problems, please contact the Student Office.

At Stockholm University, there are common examination rules meant to ensure a fair examination. The below is an excerpt from the Rule Book (<https://www.su.se/medarbetare/organisation-styrning/styrdokument-regelboken/utbildning/regler-f%C3%B6r-tentamensskrivningar-vid-stockholms-universitet-1.26334>) and should be followed by all students:

### 1. The responsibility of the examinee to comply with the regulations

The examinee shall comply with the invigilator's instructions and orders. The examinee shall allow the invigilator to check identity documents and any material brought to the examination room.

### 2. Identity inspection and signature

The examinee shall present approved identity documents. Approved identity documents include a driving licence, a passport and an ID card with current validity. Approved identity documents also include a report to the police stating that the examinee's ID document has been lost or stolen. This report may not be more than three months old. Foreign identity documents, preferably passports and ID cards, will also be approved. The examinee shall write his/her name and personal identity number (or in the case of an anonymous exam other identification codes) according to the invigilator's instructions.

### 3. Seating in the examination room

Seating plans must always be posted before examinations take place in an examination room. The names of everyone who has registered for the exam must be written on these lists and it must be easy for the examinees to see which seat has been allocated to them. Examinees who have not signed up in advance will only be allowed to partake in the examination in as far as there is space and will be allocated seating by the



invigilator. In the case of examinations with less than 25 examinees exception will be made from the rule of seating plans.

#### **4. Personal belongings**

The examinee shall comply with the invigilator's instructions as to where to put bags and other personal belongings. Mobile phones and other prohibited technical equipment shall be turned off during the examination and stored with personal belongings.

#### **5. Assistive devices**

Only assistive devices or material that have been approved by the invigilator beforehand may be brought to the examination. In so far as an assistive device can store, render, or convey information, for example a calculator with a capacity to store data, the prerequisite for approval also applies to information that is in, or can be rendered or conveyed by, the device. Mobile phones may never be approved of as assistive devices.

#### **6. Paper**

Examinations may only be written on paper that is handed out by the invigilator. This also applies to scrap paper.

#### **7. Prohibition to leave the examination room earlier than after 30 minutes**

An examinee who does not wish to complete the examination may leave the examination room no sooner than after 30 minutes. An examinee who turns up after 30 minutes may not participate.

#### **8. Prohibition for examinees to converse**

Conversation between examinees or between an examinee and an outsider, for example via phone, may not take place until all participants have handed in their exams to the invigilator. This prohibition is applicable in the examination room as well as in the event of a visit to the lavatory.

#### **9. Breaks and visits to the lavatory**

When the examination lasts for longer than five hours there shall be a 30 minute break. The invigilator shall tell the examinees which toilets may be used and the examinee shall comply with the invigilator's instructions.

#### **10. Handing in**

The examinee may not take his/her examination out of the examination room but must hand it in to the invigilator. Note that even a "blank" examination must be handed in to the invigilator before the examinee leaves the examination room.

#### **11. Obligation for anyone who has behaved in a disruptive manner to leave the room**

An examinee who has behaved in a disruptive manner must, on instruction from the invigilator, leave the room. Disruptive behaviour may lead to disciplinary measures.

## 12. Cheating

An examinee suspected of cheating may continue to write the exam if the examinee hands in the prohibited assistive device. The invigilator shall offer the opportunity to exchange the prohibited device for an approved specimen. An examinee who refuses to present or hand in an assistive device may not continue the exam. Any cheating and/or disruptive behaviour will be treated by the Vice-Chancellor as a disciplinary matter, after a report from the head of department/director of studies.

## 13. In the event of fire alarm, bomb threat or the like

In the event of fire alarm, bomb threat or the like examinees shall follow instructions given by the invigilators. In such events the examination room must be evacuated immediately and the invigilators will serve as evacuation leaders. In the event of evacuation the examinees must be exhorted not to speak to each other in order, if possible, to be able to go back to writing after the fire alarm is over. The invigilator who is in charge shall, after consultation with the department, inform the examinees as to whether they may go back to writing the exam.

## Take-home examinations

Date and time for publication of the exam question(s) will be given in TimeEdit or Athena. A take-home exam is usually published and handed in through Athena. It will be available in Athena until the deadline, so you will not need to download it at the exact time of publication. You will find the deadline in TimeEdit or in Athena.

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. For more details about how to use sources and references in your take-home exam, see below under "Formalities: references and quotations".

## Special needs

If you have a disability and need special support and/or aids, you should make an application for special educational support in the system Nais. Do this well before the start of the course. In order to complete the application, you must attach documentation that confirms a permanent disability.

Following your application, a coordinator will contact you to book a personal meeting. After a meeting with the coordinator you will receive a certificate describing your recommended forms of support. You should then contact the Director of Studies for your subject ([hanna.kritz@su.se](mailto:hanna.kritz@su.se) for Japanese and Korean, [johan.fresk@su.se](mailto:johan.fresk@su.se) for Chinese, or [martin.safstrom@su.se](mailto:martin.safstrom@su.se) for Arabic and Middle Eastern studies).



The support available is for example adaptation of facilities, course literature as an audio book, note-taking support, mentor support, extended writing time during exams, etc.

For more information, see: <https://www.su.se/utbildning/studera-med-funktionsneds%C3%A4ttning/ans%C3%B6k-om-st%C3%B6d-och-anpassningar-1.20886> If you have any questions, please contact [studentstod@su.se](mailto:studentstod@su.se) or call 08-16 17 80.

## Course Evaluation

After the completion of a course module, you as a student have the right to express your opinions and describe your experience of the module in the form of a course evaluation. Course evaluations are given anonymously in connection with exams or the last lesson of a module. You can usually answer the course evaluation digitally via computer, mobile phone or similar. You will receive a link to the course evaluation to your email address and you will normally have one to two weeks to answer.

Results from the course evaluations, as well as teacher responses and decisions about measures to be taken, will be available for you as a student in a file at the Student Office within 10 weeks after completion of the course.

If for some reason you have not received the course evaluation for a module you have taken, please contact the Student Office ([exp.asien@su.se](mailto:exp.asien@su.se)).

## Formalities: source criticism and plagiarism

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### Source criticism

Remember to be critical of the sources you use and choose them carefully. It is always important to be able to explain why you have chosen 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 used and why the home page has been created (e.g. for propaganda purposes).

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:

- Pernilla Hultén, *Kritiskt tänkande*, Malmö: Liber Förlag, 2007
- Thorsten Thurén, *Källkritik*, Stockholm, Liber AB, 2005

## Plagiarism

Feel free to study with your 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 another student, 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.

If you feel uncertain about how to deal with plagiarism, ask the teacher who runs your course. Often misunderstandings lead to suspicions of cheating, and it is therefore extra important that you are aware of the rules when it comes to giving sources.

All employees at Stockholm University are obliged to report disciplinary matters such as suspected cheating at an exam or similar. Such a report is made to the Director of Studies at the department. If you wish to read Stockholm University's guidelines for disciplinary matters in full, please see

[https://www.su.se/polopoly\\_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf](https://www.su.se/polopoly_fs/1.215935.1476451187!/menu/standard/file/SU%20FV-2.5.1-2623-16%20Riktlinjer%20f%C3%B6r%20disciplin%C3%A4renden.pdf) (Swedish)

### Online resources for more information on plagiarism:

Urkund's anti-plagiarism hand book, <http://www.urkund.se/se/student>  
Skrivguiden (Swedish writing guide), <http://skrivguiden.se/>

# Formalities: references and quotations

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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. You do this by giving references in the form of notes, and a list of sources.

There are many books about how 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 (for example a BA or MA thesis) you should also take into account what applies to your particular course. See the course description for your course.

## References in texts, different models

There are various models for dealing with references in texts. Two commonly used models are the *Harvard Model* and the *Oxford Model*.

If you use the Harvard Model you refer directly in the text, and if you use the Oxford Model you refer in a footnote (see the examples below). It is not that one of these models is right or wrong, but rather there may be a tradition of using one or the other in your particular field. It is important for you to be consistent in your choice of model, so that you always 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 word by word 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* might 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."<sup>1</sup>

### Longer 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:

För den franske litteratur- och kulturteoretikern Roland Barthes är det centralt att berättarinstansen skiljs ifrån författarens och berättelsens subjekt (1988). Den som talar i berättelsen är inte den som skriver i verkliga livet. Och den som skriver är inte den som är. Det finns enligt Barthes två olika sorters berättarpositioner: berättaren som personlig eller opersonlig berättarinstans. Detta motsvarar inte givet skillnaden mellan en berättare i första respektive tredje person. En berättelse kan skrivas i tredje person och ändå vara personlig.<sup>2</sup> or (Johansson, 2005:39).

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.'"<sup>3</sup> 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".<sup>4</sup>

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<sup>1</sup> Johannes Persson & Nils-Eric Sahlin. *Vetenskapsteori för sanningssökare*: Fri Tanke Förlag, 2013, 205.

<sup>2</sup> Anna Johansson. *Narrativ teori och metod*. Lund: Studentlitteratur, 2005, 139.

<sup>3</sup> S. Mark Lewis, *Modes of Historical Discourse in J.G Herder and N.M Karamzin*. New York: Peter Lang Publishing Inc, 1995, 57.

<sup>4</sup> Ibid means "in the same place" and is an abbreviation of the Latin *ibidem*

## 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 make sure to indicate that.

You do not need to 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).

## 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 last name and may look like this:

Hamori, Andras, *On the Art of Medieval Arabic Literature*, Princeton, New Jersey: Princeton University Press.

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

Mernessi, Fatima. *Women and Islam. An Historical and Theological Enquiry*. Oxford: Blackwell Publishers. 1991.  
\_\_\_\_\_, *Women's Rebellion & Islamic Memory*. London and New Jersey: Zed Books. 1996.

## 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:

Lee, Peter & Ashby, Rosalyn. "Progression in Historical Understanding among Students Ages 7-14", *Knowing, Teaching & Learning History. National and International Perspectives*, edited by Peter N. Stearns, Peter Seixas and Sam Wineburg, New York and London: New York University Press. 2000. pp. 199-222.

## Articles

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

Kessy, Emanuel Thomas. "The Transition from The Later Stone Age to Iron Age in Kondoa, Central Tanzania", in *The African Archaeological Review*. Vol. 30 No. 3 September 2013, pp 225-252.

### **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 should indicate *when* you have read the page.

### **Online reading tips**

<https://www.su.se/utbildning/studie-och-spr%C3%A5kverkstaden/v%C3%A5ra-b%C3%A4sta-tips/s%C3%A5-sammanfattar-du-och-refererar-till-k%C3%A4llor-1.343151>

<https://www.su.se/biblioteket/forskarst%C3%B6d/referenshantering>