



# JPS 221

## Modern Japanese Society

S2 External 2018

*Dept of International Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff
Credit points 3
Prerequisites 12cp at 100 level or above
Corequisites
Co-badged status
Unit description This unit explores various aspects of contemporary Japanese society. Japan was the first Asian nation to embrace modernisation. More than a century later, what has Japanese society now transformed into? Topics covered include: dynamics of gender and sexuality; politics and civil society; economic cycles of boom and stress; the pathway to adulthood; Japanese selfhood and ethnic difference; minorities and social peripheries; religion and ethics; and forms of popular culture. This unit is taught in English and no prior knowledge of Japanese language is required.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so

Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing

Generate reasoned, considered and original analysis and evaluation, both orally and in writing

Present information in a clear, focused, and well-structured manner, both orally and in writing

Demonstrate a high level of interpersonal communication skills through class participation

## General Assessment Information

### Late Submissions, Extensions and Supplementary Tests

Assessment tasks are compulsory and must be submitted on time. If you anticipate unavoidable difficulty in completing an assessment task (in class and/or online), contact the convener or your tutor as soon as possible.

### Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Special Consideration

If a student is prevented by serious and unavoidable disruption from completing unit requirements in accordance with their ability, they may apply for support under the Special Consideration Policy. To access this support, students must notify the university via [ask.mq.edu.au](https://ask.mq.edu.au). Students should refer to the Policy for further information (see the link provided in the 'Policies and procedures' section of this unit guide).

### Examples of Assessment Tasks

Indicative examples of assessment tasks will be available in class and/or iLearn.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Essay Proposal</a>	20%	No	5pm Friday, Week 5
<a href="#">Research Essay</a>	45%	No	5pm Friday, Week 13
<a href="#">Module Quizzes (4 in total)</a>	20%	No	Weeks 4, 7, 10 & 13
<a href="#">Participation</a>	15%	No	Continuous

### Essay Proposal

Due: **5pm Friday, Week 5**

Weighting: **20%**

Word Length: 500 words

Due Date: 5PM Friday, Week 5

Format: Typed A4, Times New Roman 12pt, double-spaced

In this task, students will be required to develop an essay proposal for a research topic related to one of the four modules studied through this course. The list of modules are:

1. Precarious Japan
2. Gender and Sexuality
3. Ethnic Minorities
4. Japan in the World

An essay proposal is much more than just a simple essay plan. To develop an essay proposal, students will be required to select a topic for investigation, develop a research question to answer, and put forward a statement of contention (or hypothesis) concerning the students' personal opinion concerning the topic at hand. Furthermore, students must conduct research to identify academic books and/or journal articles which will be necessary to explore the topic, and discuss these works within the proposal. Finally, students must review any relevant theoretical frameworks which will be necessary to explore their chosen topic with the required analytical depth.

Detailed information, including a workshop on the specific skills required for writing a proper essay proposal, will be given in class. Included in this workshop will be advice on how to formulate your own research question. A detailed assessment rubric and sample essay proposal are provided in iLearn.

**The proposal must be referenced and include a list of references.**

On successful completion you will be able to:

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing

## Research Essay

Due: **5pm Friday, Week 13**

Weighting: **45%**

Word Length: 1500

Due Date: 5PM Friday, Week 13

Format: Typed A4, Times New Roman 12pt, double-spaced

Drawing upon their essay proposal (Assessment 1), students will develop a comprehensive research essay which seeks to answer the research question proposed within their essay proposal. Students will be required to synthesise the theories which have been discussed in class with relevant scholarly literature in order to present a strong argument which answers their proposed research question in a persuasive way. Whether students have incorporated the feedback received on the essay proposal into their research essays forms part of assessment.

As part of the research essay, students must demonstrate their ability to engage critically with the scholarly literature relevant to their chosen research topic. Students will be required to make a theoretical intervention into the field, exploring the key themes of the unit as it relates to their proposed essay topic. A detailed assessment rubric and sample research essay are provided in iLearn.

**The research essay must be referenced and include a list of references.**

On successful completion you will be able to:

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing

## Module Quizzes (4 in total)

Due: **Weeks 4, 7, 10 & 13**

Weighting: **20%**

**Due Date: 5PM Sunday, Weeks 4, 7, 10 & 13.**

At the completion of each module, students will be required to take an online quiz on that module. There is a total of four quizzes, each worth 5% of your total grade for a total of 20%. The quizzes are accessible via iLearn.

These quizzes are designed to assess your understanding of the unit content, with a particular focus placed on understanding the required readings in each module, as well as the lecture content. Questions may cover theories, research findings and may discuss the research methodologies of the required reading. Occasionally, questions may ask how material from one

module relates to another module. You are advised to revise the content of the lectures and essential readings.

Each quiz will comprise 20 multiple choice questions. Each quiz will open on Monday at 12pm and close on Sunday at 11:59pm. Each quiz must be completed in 30 minutes and there is only one attempt.

On successful completion you will be able to:

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing

## Participation

Due: **Continuous**

Weighting: **15%**

Due Date: Continuous

Participation refers to much more than simply being in attendance. Students must consistently demonstrate their commitment to the course by being punctual and well prepared for all classes. Participation marks are also gained through active involvement during the class, demonstrated by asking and answering questions, participating constructively in activities as required, and showing consideration for the teaching staff and other students by behaving in a mature and co-operative manner. The assessment rubric for Participation is available in iLearn.

**Note:** Tutorial discussion will be heavily based on unit readings and the lecture content, so it is imperative that students read all of the required reading and prepare notes and questions for further discussion **BEFORE** each tutorial **EVERY WEEK**.

**Internal Students:** Participation grades are assessed through physical attendance and engagement during weekly tutorials. Internal students will also be required to show your tutor a copy of your notes each week, with failure to do so leading to forfeiture of that week's participation grade.

**External Students:** Participation grades are assessed through online engagement with the weekly discussion forums, where students are to post responses to the questions found within tutorial slides and any comments made by teaching staff and/or other students made to their posts. Actively commenting and respectfully discussing other students' ideas forms part of assessment, with failure to do so leading to forfeiture of that week's participation grade.

Each week, the weekly discussion forum will open at 9am Tuesday and close at 5pm Monday. External students must also be available for Zoom conference calls with teaching staff if asked throughout the semester, including the semester recess, which may be assessed at the discretion of the unit convenor.

On successful completion you will be able to:

- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing
- Demonstrate a high level of interpersonal communication skills through class participation

## Delivery and Resources

The class is divided into four "modules" of three weeks each, The Modules are:

- 1) Precarious Japan
- 2) Gender and Sexuality
- 3) Ethnic Minorities
- 4) Japan in the World

Each teaching week, there will be a one hour lecture (on campus or via the ECHO Active Learning Platform) and a one hour, on campus tutorial. Tutorial attendance is **compulsory** for all internal students. External students will instead participate in an online forum discussion. Both tutorial participation and online forum discussion will be mostly **student led**. For both student cohorts, the teaching staff will primarily act as a facilitator of student discussion, as well as assessing each students' participation.

Each lecture will cover the broader theoretical themes of the week, whereas the tutorials and external forum discussions will focus on discussing each week's required readings. It will be essential that students complete the required readings, and prepare a list of questions and ideas for discussion with their peers in tutorials, **before each week's lecture**. A summary of each week's major themes may be found in iLearn and in the Unit Guide (under Unit Schedule). Lecture slides will only be made available on Tuesday morning to aid in revision - it is the responsibility of the student to access the lecture (either physically or via the Echo Active Learning Platform) before attending tutorials. Failure to do so may impact your ability to actively participate.

This unit has an online presence.

**Login** is via: <https://ilearn.mq.edu.au/>

**Is my unit in iLearn?:** <http://help.ilearn.mq.edu.au/unitsonline/> to check when your online unit will become available.

## Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient. This is particularly true for online tests (to be conducted at home).

**Internal Students:** We strongly encourage that you bring along your own laptop computer. The preferred operating system is Windows 10. Please be aware, however, that use of a laptop **is not strictly required for tutorials** in this unit but you may like to bring it with you to take notes and access readings in class.

Students are required to access the online unit in iLearn by the end of Week 1 and follow any relevant instructions and links for downloads that may be required.

- **For central technical support go to:** [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/)
- **For student quick guides on the use of iLearn go to:** <https://students.mq.edu.au/support/study/tools-and-resources/ilearn/ilearn-quick-guides-for-students>

## Unit Schedule

Below is the unit schedule, including the topics and required readings for each week. All the required readings will be made available via iLearn as PDFs **from Week 1**. Students are encouraged to read ahead in order to prepare for the various assessment tasks.

### Introduction

#### **Week 1: What is “Japanese Studies”?**

In this introductory lecture, we will explore the scholarly tradition of Japanese Studies to understand how different scholars in different periods approached and understood Japanese society. These disciplinary discussions are crucial for understanding the rest of the content we will be discussing in each of the modules. We will also explore the Assessments of the Unit, as well as briefly discuss contemporary Japan's demographic situation.

Essential Reading (by Week 2)

1. Sugimoto, Y. 2014. Japanese Society: Inside out and outside in. *International Sociology*. 29 (3): 191–208.

### Module 1: Precarious Japan

#### **Week 2: Social precariousness after the “Lost Decades”**

In the introductory lecture for Module 1: Precarious Japan, we will firstly discuss the important sociological concepts of structure and agency to contextualise our understandings of Japanese society. We will then discuss the postwar economic and social development of Japan, focussing upon the increasing neoliberalisation of Japanese society after the collapse of the Bubble Economy of the 1980s. In discussing the so-called Lost Decades (1990s & 2000s), we will focus upon the trope of precarity/precariousness to investigate contemporary social disadvantage. We will place a particular focus on Japan's declining birthrate and its effects on Japanese society.

Essential Reading

1. Allison, A. 2013. *Precarious Japan*. Durham, NC: Duke University Press, pp. 1–42.
2. Shirahase, S. 2015. Demography as destiny: Falling birthrates and the allure of a



blended society. In Baldwin, F. & Allison, A. (eds). *Japan: The Precarious Future*. New York, NYU Press, pp. 11–35.

### **Week 3: Youth responses to changing employment and social withdrawal**

In the second lecture of Module 1: Precarious Japan, we will focus our discussions more closely on changing conditions of employment and their effects on young people in Japan. We will begin by discussing the development of ideals of life-long employment in postwar Japanese society, and then discuss how the casualisation of the workforce since the Koizumi administration has adversely affected youths in Japan. Drawing upon our understandings of social precarity, structure, and agency, we will examine a number of youth subcultures which have emerged in reaction to the casualisation of the workforce, including the freeter, NEET, *sôshoku danshi* and *hikikomori* phenomena.

#### Essential Reading

1. Genda, Y. 2007. Jobless youths and the NEET problem in Japan. *Social Science Japan Journal*. 10 (1): 23–44.
2. Furlong, A. 2008. The Japanese hikikomori problem: Acute social withdrawal among young people. *Sociological Review*. 56 (2): 309–325.

### **Week 4: On the margins: Disability in Japan**

In the final lecture for Module 1: Precarious Japan, we will examine what it means to exist on the margins of a society, with a specific focus on disability and mental illness in contemporary Japan. As background, we will chart the history of medicine in Japan, with a particular focus on the influence of Shinto notions of purity on contemporary attitudes towards the differently-abled. Through our reading, we will then investigate governmental attempts to create a "barrier free" society that supports the integration of the differently-abled into society, as well as discussing some of the failures of such policies. A significant focus will be placed on disability rights activism in Japan and on understanding how differently-abled individuals and groups exercise their agency to advocate for change in Japanese society.

#### Essential Reading

1. Stevens, C. S. 2007. Living with Disability in Urban Japan. *Japanese Studies*. 27 (3): 263–278.
2. Nakamura, K. 2009. Disability, destitution, and disaster: Surviving the 1995 Great Hanshin Earthquake in Japan. *Human Organization*. 68 (1): 82–88.

## **Module 2: Gender and Sexuality**

### **Week 5: Is Japanese masculinity in crisis?**

In the introductory lecture of the Module 2: Gender and Sexuality, we will move from our focus on the neoliberalisation of Japanese society to examine contemporary debates concerning masculinity in Japan. We will begin by tracing the various historical ideologies of masculinity in Japan and explore how they are linked to notions of employment and fatherhood as embodied in

the figures of the *kigyô senshi* and *daikokubashira*. We will then turn to discuss emerging masculine youth cultures in post-Bubble Japan which challenge such ideologies, including the *sôshoku danshi*, the newly emerging *jendâresu danshi*, and male *otaku*. Throughout, we will reflect upon the role of heteronormativity in structuring notions of Japanese masculinity, as well as the construction of "hegemonic" masculinities.

#### Essential Reading

1. Mathews, G. 2014. Being a man in a Strained Japan: The view from twenty years later. In Kawano, S., Roberts, G. S. & Orpett Long, S. (eds). *Capturing Contemporary Japan: Differentiation and Uncertainty*. Honolulu: University of Hawai'i Press, pp. 60–80.
2. Slater, D. H & Galbraith, P. 2011. Re-narrating social class and masculinity in neoliberal Japan: An examination of the media coverage of the 'Akihabara Incident' of 2008. *Electronic Journal of Contemporary Japanese Studies*. 11 (3). Available at: <http://www.japanesestudies.org.uk/articles/2011/SlaterGalbraith.html>.

#### Week 6: Historical feminisms in contemporary Japan

In the second lecture of Module 2: Gender and Sexuality, we will trace the historical development of feminist movements in Japan in order to understand the changing roles of women in Japanese society. Before examining the history of feminism in Japan, we will examine some of the ideologies of womanhood which have been dominant in Japan, including *ryôsai kenbo* and the *yamato nadeshiko*. We will then examine how feminist groups have challenged such notions, placing a particular emphasis on the role of women in postwar Japan's politics. We will end the discussion by investigating young women's sub-cultural subversions of hegemonic femininity, including the gothic lolita fashion community. Important to these discussions are how women exercise their agency within patriarchal social structures.

#### Essential Reading

1. Kano, A. 2011. Backlash, fight back, and back-peddalling: Responses to state feminism in Contemporary Japan. *International Journal of Asian Studies*. 8 (1): 41–62.
2. Dalton, E. 2017. Womenomics, 'equality' and Abe's neo-liberal strategy to make Japanese women shine. *Social Science Japan Journal*. 20 (1): 95-105.

#### Week 7: Japan's LGBT communities: Historical trajectories

In the final lecture of Module 2: Gender and Sexuality, we will explore the historical trajectories of Japan's diverse LGBT communities. We will begin by focussing upon Japanese historical understandings of (male) homosexuality, charting the changing representations of sexual minorities in Japanese media. We will place a particular emphasis on the historical development of Japanese terminology for discussing sexual minorities in the Japanese postwar context. We will then explore the postwar histories of Japan's gay male and lesbian communities, with a particular focus placed upon the historical role of activism within these communities. We will finish by reflecting upon the positioning of LGBT groups in Japan from the perspective of social precarity, and explore recent debates in Japanese government concerning the introduction of

anti-discrimination legislation for LGBT communities.

#### Essential Reading

1. Maree, C. 2014 Queer women's culture and history in Japan. In McLelland, M. & Mackie, V. (eds). *Routledge Handbook of Sexuality Studies in East Asia*. New York & London: Routledge, pp. 230–244.
2. McLelland, M. & Sukanuma, K. 2009. Sexual minorities and human rights in Japan: An historical perspective. *The International Journal of Human Rights*. 13 (2–3): 329–343.

### **Module 3: Ethnic minorities in Japan**

#### **Week 8: *Gaijin*, blackness and ethnic stereotypes in Japan**

In this introductory lecture for Module 3: Ethnic Minorities, we will move our focus to understanding historical and contemporary patterns of immigration to Japan as well as thinking through the various stereotypes of "foreigners" to be found in Japanese media. After discussing the differences between nationality, race and ethnicity (with a focus on Japanese understandings of such concepts), we will investigate media representations of *gaijin* (white foreigners) and black (African, African American, and Afro-Caribbean) individuals and groups in contemporary Japan. We will place a strong focus throughout this module on problematising notions of Japan as an ethnically and linguistically homogeneous society through a critical investigation of *nihonjinron*.

#### Essential Reading

1. Hambleton, A. 2011. Reinforcing identities? Non-Japanese residents, television and cultural nationalism in Japan. *Contemporary Japan*. 23 (2011): 27–47.
2. Capobianco, P. 2015. Confronting diversity: Africans challenging Japanese societal convictions. *Contemporary Japan*. 27 (2): 189–212.

#### **Week 9: Ethnic Koreans in Japan**

In the second lecture of Module 3: Ethnic Minorities, we will examine the history of the *zainichi kankokujin*, the long-term ethnic Korean minority living in Japan. As well as tracing the historical trajectory of this ethnic group, our discussions of *zainichi* communities will touch upon the contemporary socio-political relationships between Japan, South Korea, and North Korea in the postwar era. We will examine the contentious issue of ethnic discrimination and hate speech in the Japanese context through a discussion of a right-wing group known as *Zaitokukai* (Association of Citizens against the Special Privileges of the Zainichi) who have often come into conflict with local governments due to their anti-Korean rhetoric. Finally, we will examine what impact the "Korean Wave" has had on Japan-Korean relationships.

#### Essential Reading

1. Itagaki, R. 2015. The anatomy of Korea-phobia in Japan. *Japanese Studies*. 35 (1): 49–66.
2. Iwabuchi, K. 2008. When the Korean Wave meets resident Koreans in Japan:

Intersections of the transnational, the postcolonial, and the multicultural. In Chua, B. H. & Iwabuchi, K. (eds). *East Asian Pop Culture: Analysing the Korean Wave*. Hong Kong: University of Hong Kong Press, pp. 243-264.

### **Week 10: Chinese migration to Japan: Education, leisure, and sex**

In the final lecture of Module 3: Ethnic Minorities, we will turn our attention to Japan's largest ethnic group, the Chinese. In particular, we will focus our discussion on educationally-channeled migrants from the People's Republic of China as a site to discuss the ambiguities surrounding Japanese understandings of the Chinese people as both a national group and as a "race". We will chart the historical trajectory of discourses of Chineseness in Japanese society, thinking through such terms as *kakyo*, *shinajin* and *furyō chūgokujin*. The lecture will conclude with a discussion of the intersections of ethnicity and sexuality, linking discussions had in Module 2 to our discussions of ethnicity, by focussing upon gay Chinese tourists' experiences of xenophobia in Japan.

#### Essential Reading

1. Coates, J. 2015. "Unseeing" Chinese Students in Japan: Understanding educationally channelled migrant experiences. *Journal of Current Chinese Affairs*. 44 (3): 125–154.
2. Baudinette, T. 2016. Ethnosexual frontiers in queer Tokyo: The construction of racialized desire in Japan. *Japan Forum*. 28 (4): 465–485.

### **Module 4: Japan in the world**

#### **Week 11: History debates in East Asia: The Yasukuni Controversy**

In this introductory lecture to Module 4: Japan in the World, we move our focus away from solely looking at Japanese society within a domestic context and broaden some of our discussions to consider Japan's situatedness within the world. We begin by thinking through Japan's relationships with its East Asian neighbours. Important to this discussion is an understanding of the role of wartime history on contemporary Japanese international relations. We will discuss how various sociologists and historians understand Japan as a "continually postwar" society. As a case study, we examine the various controversies surrounding the Yasukuni Shrine in Tokyo as a way to explore the contested nature of war memorialisation. We will also look at how the war is memorialised in Australia as a comparative case study.

#### Essential Reading

1. Inuzuka, A. & Fuchs, T. 2014. Memories of Japanese militarism: The Yasukuni Shrine as a commemorative site. *The Journal of International Communication*. 20 (1): 21–41.
2. Allen, M. 2015. Ghostly remains and converging memories: Yūshūkan and the Australian War Memorial exhibit the Pacific War. *Asian Studies Review*. 39 (3): 430–446.

#### **Week 12: Understanding Japanese migrants and residents in Australia**

In the second lecture for Module 4: Japan in the World, we will explore the experiences of Japanese people who travel to Australia to study, work or permanently settle. We will begin with

a brief overview of the history of Australia-Japan relations, before turning to investigating Australians' historical attitudes towards the Japanese. We will then explore the experiences of Japanese in Australia from a similar perspective to that adopted in Module 3 when discussing ethnic minorities in Japan. We will focus on how Japanese living in Australia maintain their cultural identities as Japanese, as well as explore how migrating to Australia leads to cultural hybridity. Our discussions will focus on reasons why Japanese choose to move to Australia, exploring important sociological theories concerning mobility and cosmopolitanism.

#### Essential Reading

1. Kawashima, K. 2014. Uneven cosmopolitanism: Japanese working holiday makers in Australia. In Breaden, J., Steele, S. & Stevens, C.S. (eds). *Internationalising Japan: Discourse and Practice*. Abingdon, Oxon & New York: Routledge, pp. 106–124.
2. Nagatomo, J. 2011. De-territorialized ethnic community: The residential choices and networks among Japanese lifestyle migrants in South-East Queensland. *Japanese Studies*. 31 (3): 423–440.

### Week 13: Exploring nuclear disaster in a transnational context

In the final lecture for Module 4: Japan in the World, we will look at the transnationality of nuclear disaster via a case study of the Great East Japan Earthquake and Tsunami of March 3, 2011. We will begin by investigating the history and effects of natural disaster on the formation of Japanese society, as well as explore transnational environmental activism surrounding pollution in Japan which emerged in the 1970s. We will then think about how the nuclear disaster at the Fukushima Dai-ichi Nuclear Power Plant can be viewed transnationally, thinking through the global circulation of nuclear material between Japan, the US and Australia. We will tie these discussions to a renewed focus on social precariousness, taking our discussions of Japanese society full circle by investigating the informal life politics of those Japanese coping with nuclear fallout back home.

#### Essential Reading

1. Morris-Suzuki, T. 2015. Re-animating a radioactive landscape: Informal life politics in the wake of the Fukushima nuclear disaster. *Japan Forum*. 27 (2): 167–188.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)

- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing

#### Assessment tasks

- Essay Proposal
- Research Essay
- Participation

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to

do so

- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing
- Demonstrate a high level of interpersonal communication skills through class participation

## Assessment tasks

- Essay Proposal
- Research Essay
- Module Quizzes (4 in total)
- Participation

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing



## Assessment tasks

- Essay Proposal
- Research Essay
- Participation

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

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## Assessment tasks

- Essay Proposal
- Research Essay
- Module Quizzes (4 in total)

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

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- Present information in a clear, focused, and well-structured manner, both orally and in writing
- Demonstrate a high level of interpersonal communication skills through class participation

## Assessment tasks

- Essay Proposal
- Research Essay
- Module Quizzes (4 in total)
- Participation

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

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## **Assessment tasks**

- Essay Proposal
- Research Essay
- Module Quizzes (4 in total)
- Participation

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Generate reasoned, considered and original analysis and evaluation, both orally and in writing
- Present information in a clear, focused, and well-structured manner, both orally and in writing
- Demonstrate a high level of interpersonal communication skills through class participation

## **Assessment tasks**

- Essay Proposal
- Research Essay
- Participation

## **Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Demonstrate initiative and competence in research, including independently locating appropriate sources, developing an argument, and writing in an efficient and timely manner with correct referencing
- Demonstrate a high level of interpersonal communication skills through class participation

## **Assessment task**

- Participation

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate detailed knowledge of a wide range of aspects of Japanese culture and society, drawing upon the theoretical traditions of cultural anthropology and sociology to do so
- Demonstrate a high level of interpersonal communication skills through class participation

## **Assessment tasks**

- Research Essay
- Participation