Japanese Studies course descriptions 2022-23

Part IB (second year)

Students take the following:

| Compulsory courses: | J.4 Modern Japanese 2  
|                     | J.5A Introduction to Premodern Japanese  
|                     | J.5B Japanese Texts  
|                     | J.0 Japanese Oral  |
| Option 1:           | One half-paper each from:  
|                     | History Strand  
|                     | Literature Strand  
|                     | Social Sciences Strand  |
| History strand:     | J.6A Japan’s Premodern History  
|                     | J.6B Japan’s Modern History  |
| Literature Strand:  | J.8A Modern and Contemporary Japanese Literature  
|                     | J.8B Premodern and Early Modern Japanese Literature  |
| Social Sciences Strand | J.9 Japanese Society (full paper, if chosen select one half-paper less in Option 2)  
|                     | J.10 A Japanese Politics  
|                     | J.10B Korean Politics  |
| Option 2:           | Further three half papers or equivalent from any strand and/or the following courses:  
|                     | J.7 Premodern Japanese Texts (half paper)  
|                     | C.7 History of dynastic China  
|                     | C.8 Globalization in China  
|                     | AMES.1 Cinema East  
|                     | X.3 Structures and meanings  
|                     | K.1 Modern Korean 1  |

For descriptions of the Chinese Studies courses please see the second year Chinese Studies course descriptions.

There is also a document with examples of possible paper combinations in Part IB [on the Intranet](#).
Descriptions

J.4 Modern Japanese 2 (Japanese Language Teachers)

Supplementary Regulation

The main aims of this course are that students: (a) acquire the ability to understand intermediate written and spoken Japanese; (b) acquire the ability to express themselves in Japanese in a limited range of topics; (c) increase competence in written skills.

Course Description

The main aims of this course are that students: (a) acquire the ability to understand intermediate written and spoken Japanese; (b) acquire the ability to handle oral communication effectively to express themselves in Japanese in a limited range of topics; (c) increase competence in written skills.

Lectures and Classes

Taught in Michaelmas, Lent and Easter
Total of 92 language classes and 27 hours of supervisions

Form and Conduct

This paper consists of four sections: section A tests candidates’ kanji knowledge and ability to translate Japanese into English; section B requires candidates to answer questions that test their knowledge of Japanese grammar; section C requires candidates to answer in Japanese and/or in English questions on one unseen text in Japanese and translate part of the text into English; section D requires candidates to write a composition in Japanese.

J5A Introduction to Premodern Japanese (Dr Moretti)

Supplementary Regulation

This compulsory one-term language paper is an introduction to premodern and early modern written Japanese, a type of written language used well into modernity. While reading and translating a varied selection of texts, students gain solid knowledge of the basic grammar of Classical Japanese (bungo).

Course Description

Solid grounding in Classical Japanese is key to read all sorts of primary sources well into the twentieth century. This compulsory one-term language paper is designed to effectively teach you the basics of Classical Japanese, enabling you to comprehend and translate texts produced from premodern times into modernity. This knowledge, in turn, will strengthen your understanding of modern Japanese.

The paper is designed to teach you in a well-paced manner, making your study manageable and enjoyable. You learn new, complex grammar patterns by reading a generous number of interesting and engaging short texts. A bespoke website has been created to give you access to easy, yet rigorous and comprehensive, explanations of the necessary grammatical structures. Friendly work sheets, which include vocabulary lists, accompany each text and support your learning process. The way in which we teach classical Japanese at Cambridge is unique. We start with Edo-period texts and move back in time to Heian-period texts. This means that you first tackle texts whose vocabulary is not too far from modern Japanese but whose grammar is almost completely new. Once you have gained sufficient grounding in the grammar towards the middle of Michaelmas Term, you will be in an ideal position to deal with texts whose vocabulary is challenging. This original pedagogical approach might appear unconventional, but it has proven very effective over the years. We will read a wealth of
texts, from a wide range of genres covering canonical texts as well as less known works. The syllabus and all the texts are available on Moodle at the beginning of Michaelmas Term.

The pedagogical goals of the paper are as follows:
1. Gain solid knowledge of the classical Japanese grammar (*bungo*).
2. Familiarize yourself with a wide range of premodern and early modern texts.
3. Familiarize yourself with several online resources that are useful to read not only premodern and early modern texts but also modern and contemporary texts.
4. Get exposure to a variety of texts, including fictional prose, non-fictional prose, and poetry.
5. Complement the study of Japanese literature by reading some key premodern and early modern texts in their original language.
7. Reflect on how to translate effectively Japanese into English.

**Structure**

The classes are taught in seminar format. All students are expected to attend seminars regularly and prepare the analysis of the texts and their translation in advance. Sessions to practice working on unseen texts will also be scheduled.

**Lectures and Classes**

This course meets weekly for a total of 8 weeks in Michaelmas Term with 3 hours of seminars per week.

Total of 24 classes and a minimum of 2 supervisions.

**Form and Conduct**

The paper is assessed by a two-hour written exam with a selection of seen texts (30% of the mark) and unseen texts (70% of the mark). The exam will be scheduled in week 0 of Lent Term, after NPR has started and before teaching resumes.

**J5B Japanese Texts (Japanese Studies Staff)**

**Supplementary Regulation**

Reading selected contemporary Japanese literary and non-literary texts, with attention to style and content, the aim being to gain proficiency in reading, pronouncing, translating, and interpreting modern prose.

**Course Description**

This paper is designed for second-year students and exposes them to a wide range of real-world texts in Japanese, written in a variety of styles on diverse topics. Classes expose you to two main activities.
1. Close reading and translation of texts in a variety of genres.
2. Fast reading of long passages from beginning to end and reading comprehension in English.

The paper as a whole trains you in reading a variety of Japanese texts in an independent manner.

The learning outcomes for the course are as follows:
1. Gain proficiency in reading a variety of unedited, real-world texts.
2. Gain some proficiency in translating from Japanese to English.
3. Develop techniques to read long passages with a view to grasp the meaning.
4. Consolidate and expand grammar knowledge.
5. Think about Japanese culture, language, and society from a Japanese perspective.

All classes take the form of seminars, but the teaching style will change over the course of the two terms to allow a gradual learning progress. Students are expected to come to class have read the primary sources and having done the necessary preparations (translation and/or reading comprehension). In Easter Term students will work on a project-based activity, working in groups to translate one or multiple short stories from 20th century Japanese literature.

**Lectures and Classes**

Taught Lent and Easter terms.

Total of 16 classes. Number of supervisions to be confirmed.

**Form and Conduct**

The paper is assessed by a three-hour written exam with a selection of texts, which may consist of seen and/or unseen texts. The exam will be scheduled at the end of Easter Term.

**J.6A Japan’s Premodern History (Professor Kushner)**

Borrowed together with Paper J.6B by Part II History students as their Paper 18.

**Supplementary Regulation**

These half-papers explore a variety of narratives and approaches to understanding Japan’s history. Topics will include power politics, religions and ideologies, gender, warfare, and modernity, as well as Japan’s place in the world.

**Course Description**

In total, both half-papers offer a critical survey of Japan's history from its early beginnings to the present with a broad focus on political, intellectual and social history.

J6A Japan’s Premodern History will cover Japan's classical, medieval and early modern eras, up to the 1850s. This course is split into two meetings a week - one lecture and one seminar. Through the lectures, students will be offered narratives based on the latest research, which frequently challenges conventional wisdom. It is therefore important that students attend all lectures, engage with the material covered and stay active in class.

**Lectures and Classes**

Taught in Michaelmas

Total of 8 lectures, 8 seminars and supervisions.

**Form and Conduct**

The paper is assessed by one research essay of a maximum of 2500 words, including footnotes and excluding bibliography, due by 20 December. One electronic copy (pdf) of the
Supplementary Regulation

These half-papers explore a variety of narratives and approaches to understanding Japan’s history. Topics will include power politics, religions and ideologies, gender, warfare, and modernity, as well as Japan’s place in the world.

Course Description

In total, both half-papers offer a critical survey of Japan’s history from its early beginnings to the present with a broad focus on political, intellectual and social history.

J6B Japan’s Modern History will be devoted to Japan’s modern age (1850s to the present). This course is split into two meetings a week - one lecture and one seminar. Through the lectures, students will be offered narratives based on the latest research, which frequently challenges conventional wisdom. It is therefore important that students attend all lectures, engage with the material covered and stay active in class.

Lectures and Classes

Taught in Lent

Total of 8 lectures, 8 seminars and supervisions.

Form and Conduct

The paper is assessed by one research essay of a maximum of 2500 words, including footnotes and excluding bibliography, due by the first day (Thursday) of Easter Term. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the AMES Faculty Office ugpa@ames.cam.ac.uk

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J.0 Japanese Oral (Japanese Language Teachers)

The oral examination consists of three parts. All oral tests will be recorded.

Supervisions: see under J.4

Form and Conduct

The examination will contain three sections:

(a) Listening comprehension: candidates are asked to listen to recorded passages in Japanese and answer questions in English and/or in Japanese.

(b) Reading: candidates prepare a short text and then read it aloud to the examiners.

(c) Role play.
Optional courses
J7 Premodern Japanese Texts (Dr Moretti)

Supplementary Regulation

This one-term language paper builds on J5A (Introduction to Premodern Japanese) with a view to consolidate and expand knowledge of Classical Japanese (bungo) while allowing students to develop skills to read a wide gamut of texts independently.

Course Description

Do you wish to gain the linguistic skills that are necessary for you to read independently a wide range of Japanese texts written well into the twentieth century? Do you wish to push your knowledge of the Japanese language to higher proficiency? Do you wish to impress Japanese people by showing a level of education akin to their own? If so, Premodern Japanese Texts is the paper for you!

This one-term paper builds on J5A and is designed to make you proficient in reading Classical Japanese (bungo). It offers a rich syllabus that exposes you to a much wider selection of premodern and early modern texts than the one covered in Michaelmas Term. This allows you to both consolidate and expand your knowledge of the Classical Grammar as well as to gain confidence in reading and translating all sorts of primary sources.

The syllabus and all texts will be available on Moodle at the beginning of Michaelmas term. In 2022-23 we will be translating excerpts from the materials below (not necessarily in this order), among others, and we will read about several topics that are still relevant today.

- Torikaebaya monogatari (Heian period): male or female?
- Henjō nanshi (late Edo period; ukiyo-e print): switching gender
- Saikaku shokoku banashi (early Edo period): a cool woman working as a carpenter
- Hōjōki (medieval period): on natural disasters
- Kanameishi (Edo period): human dramas in natural disasters
- Genji monogatari (Heian period): a suspicious murder
- Toinhiji (early Edo period, Japan’s first collection of detective fiction): solving crimes
- Kawaraban news sheet (late Edo period) and passages from illustrated Meiji-period newspapers: reporting shocking news
- Neko no sōshi (medieval period): animals take over
- Mi no ue (early Edo period): ethical issues in keeping pets
- Jigabachi monogatari (early Edo period): turning into an animal
- Selections of passages from early modern graphic narratives (often viewed as precursors to manga...but is it so?!?)
- Selection of humorous stories that inspire contemporary rakugo comic storytelling
- Selection of poetry (waka, kyōka, senryū)

* Please note that minor changes could be made before the start of the paper.

The pedagogical goals of the paper are as follows:

1. Consolidate and expand knowledge of Classical Japanese (bungo), both in terms of grammar and vocabulary.
2. Develop strategies to read a wide range of premodern and early modern texts on your own.
3. Become proficient in using several online resources that are useful to read not only premodern and early modern texts but also modern and contemporary texts.
4. Delve into a wider range of texts, including fictional prose, non-fictional prose, and poetry.
5. Expand the study of Japanese literature by reading texts that you do not necessarily encounter in J8B.
6. Develop knowledge on how to track down and access premodern and early modern primary sources.
7. Reflect on how to translate effectively Japanese into English.

**Structure**

The classes are taught in seminar format. All students are expected to attend seminars regularly and prepare the analysis of the texts and their translation in advance.

**Lectures and Classes**

This course meets weekly for a total of 8 weeks in Lent Term with 3 hours of seminars per week.

Total of 24 classes and a minimum of 2 supervisions.

**Form and Conduct**

The paper is assessed by coursework to be submitted digitally by the last day (Friday) of Lent Term. The coursework assignment consists of translating unseen pre-modern text(s), contextualising them within their cultural context, and delineating the translation strategies. The length of the contextualisation should be no more than 800 words. The word count for the translation is not set.

**J.8A Japanese Literature (Dr Young)**

Borrowed together with J.8B by students from the Faculty of English

**Supplementary Regulation**

This paper is a survey of modern Japanese literature. By reading a wide selection of primary sources in English translation, students will learn about authors, genres, texts, and themes that populate Japanese literary culture.

**Course Description**

This syllabus presents an opportunity for students to read a fascinating range of canonical and lesser-studied works of Japanese literature in English translation. It follows a chronological order, from the advent of the ‘modern novel’ in the Meiji era to very contemporary texts. The close reading of primary sources will be complemented by secondary readings and lectures that help to familiarize students with the historical, cultural, and thematic context of the selected texts.

Our aims are as follows:

1) Gain insight into the chronological development of modern Japanese literature based on selected key Japanese literary works (in English translation) from within and beyond the canon.
2) Learn to read and situate these literary works within the historical, social, political, and cultural contexts that inform them.
3) Learn to analyse literary works critically by drawing on relevant concepts and theories.
4) Challenge the canon by paying attention to celebrated works as well as texts that challenge the dominant perceptions of specific writers, periods, genres, etc. You are encouraged to reflect upon a) how and why a literary canon is fixed in a certain way and b) how close analysis might equip us to affirm, challenge and deconstruct that canon in meaningful ways.
5) Explore Japanese literature not from a Eurocentric point of view.

FAMES Undergraduate Handbook 2022-23: last updated July 2022 (version 1.0)
The Handbook may be revised. For the latest version see the Faculty intranet.
6) Develop communication skills through in-class discussions and presentations. The benefits of seminars include: a) providing a non-judgmental space in which to test out/rehearse tentative ideas; b) being interactive, dialogic, and therefore a lot of fun!; c) encouraging students to work collaboratively in assembling thoughts and receiving immediate feedback; and d) helping students to develop valuable transferable skills such as critical discussion and public speaking.

7) Cultivate good writing and research skills by preparing for timed essays under exam conditions as well as providing training for developing longer essays on texts and topics of your choosing.

Lectures and Classes

The course will be taught in two weekly sessions for a total of 8 weeks in Michaelmas Term. Sessions will comprise participatory lectures and seminars. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the literary texts and the issues that they raise.

Taught in Michaelmas

Total of 16 participatory lectures and seminars, plus supervisions

Form and Conduct

The assessment consists of one research essay grounded in analysis of a literary text (or choice of texts) to be submitted by the first day (Thursday) of Lent Term. The maximum word limit for the essay is 2500 words, including footnotes and excluding references. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the Faculty Office.

* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

J8B Premodern and Early Modern Japanese Literature (Dr Moretti)

Borrowed together with J.8A by students from the Faculty of English

Supplementary Regulation

This paper is a survey of premodern and early modern Japanese literature. By reading a wide selection of primary sources in English translation, students will learn about authors, genres, texts, and themes that populate premodern and early modern Japanese literary culture.

Course Description

This paper presents an opportunity for students to read a fascinating range of canonical and lesser-studied works of Japanese literature in English translation. It follows a chronological order, covering premodern literature from its origins to the mid-19th century. The close reading of primary sources will be complemented by secondary readings and lectures that help to familiarize students with the historical and cultural context of the selected texts.

Our aims are as follows:

1) Gain insight into the chronological development of Japanese literature based on selected key Japanese literary works (in English translation) from within and beyond the canon.
2) Learn to read and situate these literary works within the historical, social, political, and cultural contexts that inform them.
3) Learn to read and discuss literary works critically by drawing on relevant concepts and theories.
4) Challenge the canon by paying attention to celebrated works as well as texts that challenge the dominant perceptions of specific writers, periods, genres, etc. You are encouraged to reflect upon a) how and why a literary canon is fixed in a certain way and b) how close analysis might equip us to affirm, challenge and deconstruct that canon in meaningful ways.
5) Challenge received views of what is literature and what makes texts “literary”.
6) Explore Japanese literature not from a Eurocentric point of view.
7) Develop communication skills through in-class discussions and presentations. The benefits of seminars include: a) providing a non-judgmental space in which to test out/rehearse tentative ideas; b) being interactive, dialogic, and therefore a lot of fun!; c) encouraging students to work collaboratively in assembling thoughts and receiving immediate feedback; and d) helping students to develop valuable transferable skills such as critical discussion and public speaking.
8) Cultivate good writing and research skills by preparing for timed essays under exam conditions as well as providing training for developing longer essays on texts and topics of your choosing.

The syllabus and all the readings are available at the beginning of Michaelmas Term (although the paper is taught in Lent Term). The sessions will cover the following topics, although minor changes could be put in place before the start of the paper.

Session 1 At the intersection of prose and poetry (seminar)
Session 2 Japanese poetry (waka): the basics (lecture)
Session 3 The art of monogatari (seminar)
Session 4 Femininity between language and aesthetics (seminar)
Session 5 Democratizing literature (lecture)
Extracurricular The shape of literature (hands-on workshop with early modern books and woodblocks)
Session 6 Engaging audiences with medieval tales (group presentations)
Session 7 Writing about war (seminar)
Session 8 Writing about disaster I (seminar)
Session 9 Writing about disaster II (seminar)
Session 10 Picturebooks and graphic narratives (lecture)
Session 11 Refashioning classics: the case of Ise monogatari (seminar)
Section 12 Playboys and wannabe (seminar)
Session 13 Behind the glittering surface of the pleasure quarters (seminar)
Session 14 Playful reading in early modern Japan (lecture)
Section 15 Mad poetry and haikai spirit (seminar)
Section 16 Wrap-up (seminar)

Lectures and Classes

The course is taught in two weekly sessions for a total of 8 weeks in Lent Term. Sessions comprise participatory lectures and seminars. Students may be asked on occasion to make presentations and lead seminars based on the weekly readings, stimulating discussions about the literary texts and the issues that they raise.

Total of 16 participatory lectures and seminars, plus 3 supervisions organized by the Faculty.

Form and Conduct

The assessment consists of one research essay grounded in analysis of a literary text (or choice of texts) to be submitted by the first day (Thursday) of Easter Term. The maximum
word limit for the essay is 2500 words, including footnotes and excluding references. One electronic copy (pdf) of the essay is to be submitted to the Programmes Administrator in the Faculty Office.
* The convenors reserve the right to alter specific assessment requirements for students from other faculties taking this paper.

**J.9 Japanese Society (Dr Steger)**

Borrowed by Social Anthropology students.

**Supplementary Regulation**

This course provides an introduction to Japanese society, its current phenomena and their historical/cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate family, gender, sexuality, demography, education, work, and leisure, as well as life-stages and different aspects of the daily (and nightly) life of the various social groups.

**Course Description**

The course also shows how the study of a society always depends on the questions one asks, on the theoretical and methodological assumptions, the methods one uses to gather data, the kind of sources one uses (or generates) as well as methods of analysis. These issues will be explored by closely looking at a variety of studies, both in content and style, and also by exercises using primary source material, and of course by essay writing. Last but not least, the lectures and seminars are also aimed at preparing students for their one-year stay in Japan. It should help them to adjust to the new social environment as well as to make sense of their observations, their experiences and their feelings.

**Lectures and Classes**

The course is a combined lecture seminar course and lasts 16 weeks à 2 hours, 8 weeks in Michaelmas, 8 in Lent term. – Michaelmas term classes will give an overview of some of the main areas of research on Japanese society, in particular family, gender and socialisation issues, including the issue of cleanliness. In Lent term we will discuss education, work, social diversity as well as topics that integrate knowledge from the first part of the course but takes on new perspectives from the perspectives of time and space. Lectures and seminars will not be strictly separate. Students should prepare by reading the compulsory reading, so that they are able to present the articles and chapters in a few minutes and to engage about both content and form of the reading. Seminar members are encouraged to have their presentations focus on communicating their argument extemporaneously rather than reading from a prepared text and to participate actively in discussion of their colleagues’ work. We will also spend some time on discussing academic research and writing.

**Aims and Learning Outcomes**

The overall aims are

1. to provide students with an understanding of key themes and shifts in Japanese society
2. to contextualize Japanese society themes within wider cultural, historical and social frameworks
3. to equip students with basic analytical and theoretical tools to approach such issues
4. to enable students to critically reflect common-sense notions of gender, sex and sexuality, family, education, cleanliness, space etc through literary/historical
analysis and cross-cultural comparison, for which Japan provides a fascinating example

**Teaching Format**

Each week will be dedicated to a certain topic, for which students are expected to prepare the weeks’ required readings. Student learning and independent engagement with the week’s topic is facilitated by a combination of teaching methods; this includes

- a weekly, introductory **lecture-style segment**, which provides background information on the set texts
- and **seminar-style discussions** of the core readings, which are structured to develop independence and a deeper understanding of the subject matter.

Discussion sessions provide an opportunity for students to communicate ideas, identifying, exploring and debating a range of themes and arguments, and are designed to maximise student participation. Students are required to prepare the core readings in advance and be able to present their ideas to their colleagues.

**Requirements**

Written work during the course consists of academic essays, dealing with topics covered in the syllabus. These essays form the basis for discussion during individual supervisions. Essays should be relatively short (2500 words, plus/minus 5 percent, demonstrating understanding of the different interpretations on a given subject and citing sources where appropriate. For each essay there will be two supervisions, discussing content as well as methodology, arguments, presentation etc. After the first supervision, students are required to revise their work, present it to the group and resubmit a polished essay for a second supervision. Written work for the first part of the course will consist of an academic essay on a chosen topic relating to the larger field of Japanese family, gender and sexuality. Essays should fulfil the standards pointed out above. In Lent term the essay will be on a chosen topic on issues related to Japanese society, but not to gender, sexuality and family. It should be based on the required and additional reading. Those students with an interest in a topic not formally covered in the syllabus should feel free to raise the issue with me early in the course and discuss possible questions and appropriate supplementary reading.

**Form and Conduct**

The final examination will be a three-hour paper consisting of ten questions, divided into two sections, based on the material covered in the course. Students should attempt three out of the ten questions (at least one of each section), succinctly demonstrating their familiarity with the course work and arguing clearly and persuasively. They will be in the style of pre covid exam questions. (See past exam papers at the FAMES faculty library website.)

**J.10A Japanese Politics: Modernization, Cultural and Political and Economic Exceptionalism (Dr Nilsson-Wright)**

**Supplementary Regulation**

The course is an introduction to post-1945 Japanese politics examining Japan’s political parties and institutions from a comparative perspective, particularly with reference to other liberal-democracies including the Republic of Korea. In considering the distinctiveness of the Japanese political system, it addresses a number of central issues including some (albeit not necessarily all of the following themes): the role of the United States during the Occupation of Japan in shaping Japan’s postwar political evolution; Japan’s rapid post-war economic
growth and subsequent slow down in the 1990s and beyond; central-local government
relations; the legal system; the nature of prime ministerial leadership; populism and
identity politics; and the politics of defence and foreign policy. The paper pays particular
attention to the nature of domestic political change since the early 21st century as well as
the economic and security policy challenges for a country that is increasingly active both
globally and regionally. While a stand-alone course, J.10A complements J.10B which
addresses comparable themes

**Lectures and Classes**

Taught in Michaelmas

Total of 6 to 7 participatory lectures, seminars and 2 supervisions

**Form and Conduct**

The assessment consists of one essay from a selection of topics/questions assigned by
instructor, of no more than 3,000 words, to be submitted digitally by the first Friday of Lent
Term.

**J.10B Korean Politics: Fractured Identities and the Struggle for Legitimacy on the
Korean Peninsula (Dr Nilsson-Wright)**

**Supplementary Regulation**

The course is an introduction to the politics of the Korean Peninsula. It analyses the
emergence of two separate nation-states, the Republic of Korea (ROK) and the Democratic
People’s Republic of Korea (DPRK) in the aftermath of the peninsula’s liberation from
Japan’s colonial rule in 1945. Topics included in the course include the Korean War as both a
civil and an international conflict, the tensions between authoritarianism and democracy in
the ROK over the course of six Republics, the ROK’s post-1945 political economy, the nature
of authoritarian leadership in the DPRK, the foreign policy of the DPRK; US alliance relations
with the ROK, the foreign policy of the ROK (particularly its “middle power” diplomacy),
ROK-Japan bilateral relations and issues of historical identity, and the nuclear crisis on the
Korean peninsula. While a stand-alone course, J.10B complements J.10A and builds on
some of the comparative insights developed in J.10A.

**Lectures and Classes**

Taught in Lent

Total of 7 to 8 participatory lectures, seminars and 2 supervisions

**Form and Conduct**

The assessment consists of a take-home, open book examination. Students should answer 3
out of 10 questions set by the instructor, to be completed within a 48-hour period.
Questions will be distributed to students at 17.00 on first Wednesday of full Easter term and
answers to be provided by 17.00 on first Friday of full Easter term.

**AMES.1 Cinema East (Dr Inwood, Dr Ghaffari et al)**

**Supplementary Regulation**

This course provides students with the opportunity to explore the film traditions of East Asia
and the Middle East through a number of possible themes, including modernity, identity and
nation, and genre. These broad concerns encompass common themes of comparative
significance, such as gender, city and countryside, love, marriage, and family and violence
and are expressed in genres such as melodrama.
This paper will only run with a minimum number of 4 students from each Department.

Course Description

Cinema was the major globalizing cultural medium of 20th-century modernity, at once transnational and yet deeply embedded in the lived experience of particular societies. East Asian and Middle Eastern countries have developed indigenous and independent film industries since the very early days of cinema, and film has played an important role in the cultural imagination of the different modern nations. The importance of cinema has, if anything, increased in this new century of the internet and a wide area of electronic means of conveying, storing, consuming (and stealing) moving images. All have combined to significantly broaden access to film and film culture for individuals and audiences around the world. Apart from being a subject of study in its own right, film can be an invaluable adjunct to the study of literature and history. It can offer a window on social reality and visual culture, and, like literature, can pose new questions or offer new perspectives. Finally, although this is not a language-based course, it can offer as by-product a record of living voices exercising the widest range of linguistic expression for students working with films from the area of their specialisation.

This course provides students with the opportunity to explore the film traditions of East Asia and the Middle East through a number of possible themes, including modernity, identity and nation, and genre. These broad concerns encompass common themes of comparative significance, such as gender, city and countryside, love, marriage, and family and violence and are expressed in genres such as melodrama. Students will be given access to a range of interesting classic and less well-known films while developing the skills and vocabulary to perform good cinematic analysis. Secondary readings and lectures will help to familiarise students with the historical, social, political and cultural contexts behind each film and thus deepen their understanding and appreciation for the films discussed.

Lectures and Classes

The course will be taught in weekly sessions for a total of 16 weeks (8 each in Michaelmas & Lent terms). Sessions will comprise participatory lectures and seminars, with some content provided in a pre-recorded form. Students may be asked on occasion to lead seminars and make presentations based on the weekly readings that should stimulate discussions about the films viewed and issues that they raise. Each student will also write a minimum of two essays each term. Feedback on these will be given in supervisions or in group discussions.

Taught in Michaelmas and Lent (final supervisions may be held at the beginning of Easter Term)

Total of 16 participatory lectures and seminars, plus 4 supervisions.

Form and Conduct

The examination paper will consist of ten questions divided between two sections. Candidates will be required to attempt three questions in total, including at least one from each section.

K.1 Modern Korean 1 (Dr Harker)

Supplementary Regulations

The aim of this course is to help students acquire solid basic skills of language learning and to foster students’ cultural awareness and understanding of contemporary Korean society and culture.

Course Description
The aim of this course is to help students acquire solid basic skills of language learning, both receptive (reading and listening) and productive (writing and speaking). Students are introduced to the Korean alphabet, Hangeul, along with distinctive features of modern Korean grammar. They will learn to understand a variety of elementary level Korean texts and be led to communicate effectively both orally and in writing on topics. Topics may include situations students may encounter when living and studying in South Korea, such as greetings, shopping, seasonal issues, family and housing etc. Students’ cultural awareness and understanding of contemporary Korean society and culture will also be developed.

**Classes and Supervisions**

A total of 60 hours of classes; and a number of supervisions as appropriate over Michaelmas, Lent and Easter terms

**Form and Conduct**

This paper consists of an oral examination (50%) and a written examination (50%). The written assessment comprises three sections: Section A tests candidates’ grammatical knowledge; Section B reading comprehension; and Section C writing ability in Korean.

**X.3 Structures and meanings (Paper Li.2 from the Modern and Medieval Languages Tripos)**

For details consult the Faculty of Modern and Medieval Languages and Linguistics [www.mmll.cam.ac.uk](http://www.mmll.cam.ac.uk)

Places on this course are limited. To book a place on the course contact the Undergraduate Programmes Administrator ([ugpa@ames.cam.ac.uk](mailto:ugpa@ames.cam.ac.uk))