

HIST 102 East Asian Civilization: Japan

Spring 2015

MTWR 9:00-9:50

Jones Hall 302

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Course Description

In this course we will survey Japan's long history from its origins to the present. Special focus will be given to social developments. We will investigate novels, movies, comics, poetry, and artwork in order to delve into the nuances of such topics as the importance of rice; the meaning of family; the rise and fall of the samurai; Japanese imperialism, and Japanese economic life since WWII.

Ribbons of Excellence Goals

As you know, Adrian College is guided by Five Ribbons of Excellence. In brief, they are:

1. Caring for humanity and the world
2. Learning throughout a lifetime
3. Thinking critically
4. Crossing boundaries and disciplines
5. Developing creativity

This course hopes to promote all 5, but will repeatedly challenge you to develop 1, 2, 3, and 4. We will regularly discuss the relationship of our subjects of study to these ribbons.

Course Goals and Objectives

In addition to the Ribbons, this course is designed for students to achieve the following:

Goal/Objective	Assessed Through
A basic understanding of key events in Japanese history and their chronology.	Class Participation Homework Quizzes Game Project Exams
Exposure to important trends in Japanese history and how those trends compare with other societies.	Newspaper Quizzes Exams Papers
Apply historical knowledge to contemporary issues.	Newspaper Quizzes
Improvement in the ability to analyze primary sources.	Homeworks In-Class Assignments
Development of better techniques for communicating ideas.	Review Essay

These course goals are shaped by Learning Objectives determined by the history department. See the appendix for an explanation of how departmental goals and the Ribbons of Excellence are related in intent.

Prerequisites

None.

Designations

This course is designated as “Humanities” and “Non-Western”. As a humanities course, it will use primary sources (including government records, newspaper articles, memoirs, arts, and literature) and critical texts (textbooks and various academic articles) to investigate the history of a human culture (Japanese). As a non-western course, students will learn about the values, language, religions, governments, and other aspects of a non-European society (Japan).

Course Requirements

Class Participation (15%)

Participating in discussions is an essential component of this course. Participation includes responding to other students and to me with intelligent comments and raising interesting questions. Do not blow this off—I will give you a zero if you do not participate.

Attendance Policy

Students are allowed four absences. Each absence beyond four—no matter what the reason, including sickness, incarceration, and death (yours or a relatives)—will result in a reduction of 1% off your final grade. Play close attention to the specifics of this rule.

Homework and Other Assignments (15%)

You will regularly receive short assignments based on readings and lectures. These assignments must be typed. Late homework will not be accepted, unless the instructor has agreed in advance.

Newspaper Quizzes (5%)

Students will be given newspaper quizzes throughout the semester. For each quiz, the instructor will email 1-3 links to articles from online Japanese newspapers. After reading the newspaper articles, students will take a quiz in BlackBoard sometime before class. Newspaper articles will be discussed in class. The lowest quiz score will be dropped.

Article Reviews (15%)

Students will identify academic readings on a topic of their interest, choose one reading to complete, and write a review of the reading. Topic and reading must be approved by instructor.

Map Quiz (5%)

You will take a map quiz based on the locations at the end of this syllabus. This should be an easy 5 points for your final grade, so please take the time to study.

Exams (30%--Midterm=15% / Final=15%)

You will be given two exams. Possible questions will be supplied to you ahead of time. The final exam will include an extra cumulative question which will ask you to compare modern Japan with premodern Japan.

***Musui's Story Homework and Discussion* (5%)**

You will complete an extended homework and take part in a discussion on this book. This homework and discussion will weigh more heavily than regular ones, so prepare and get the book read.

Game Project (10%)

Students will work in groups to create a game for the class to play. Games should teach fellow students about a topic in Japanese history. Groups and due dates will be assigned during the second week of class. Further description and rubric available at end of syllabus.

Other Items

Course PowerPoints

As much as possible, PowerPoint presentations will be available on Blackboard. The purpose of this is to allow students to come to class with a rough outline of the issues to be discussed in class. Copying the PowerPoint will not substitute for taking actual notes in class, and relying exclusively on the PowerPoints will certainly lead to poor grades on the exams. Disclaimer: PowerPoints will not always be followed exactly.

BlackBoard

All assignments and much of the readings for this course will be made available on BlackBoard. If any student is unfamiliar with BlackBoard and needs help navigate the course within BlackBoard, s(he) should talk to the instructor immediately.

Academic Honesty and Dishonesty

You are expected to conduct yourself with integrity in this class. That means that cheating and plagiarism will not be tolerated. Plagiarism is the borrowing of ideas or writing of another without proper citations, and it applies to information that you find on websites or get from friends as well. Violating these policies will result in an F for the assignment and may result in an F for the course. You will sign a non-cheating statement for this class, which I will keep on file.

Technology and Student Responsibility—Blackboard, Emails, Printers, and Cell Phones

I expect students to behave **RESPONSIBLY** with technology in this course. You are all adults, and should conduct yourself that way.

Blackboard readings You will receive many reading assignments through Blackboard. The pdf's are sometimes large, and this can occasionally cause problems when retrieving them. Therefore, you should get your reading assignments from Blackboard well ahead of time. Inability to open a pdf is not a valid excuse for coming to class unprepared!

Emailed assignments Unless otherwise specified, all assignments should be turned in as hard copies and on time. If you email me an assignment and I don't receive it or can't open it—too bad for you! Your email problems are not my responsibility.

Printers Your printer problems are not my problem. Assignments turned in late will be counted as late, even if the printer in the computer lab wasn't working or you ran out of ink.

Cell phones Cell phones are fun and useful, and completely inappropriate

to use in class. For each time I catch you looking at your cell phone during a regular class periods, I will remove 1% from your final grade. You will not be notified every time I catch you. So just because I don't say anything to you when you're doing it, doesn't mean you aren't losing the points. If I catch you looking at your cell phone during a quiz or exam, you will receive a 0 on that quiz or exam.

Disability Statement

If you have a documented disability, accommodations can be made to class assignments. Please speak to me and to the staff in the Academic Services.

Instructor Responsibilities

The instructor will provide an encouraging environment in which to learn. Any student who feels confused, uncomfortable, or unsafe in the classroom should bring it to the instructor's attention. The instructor will work to remedy the situation as expeditiously as possible.

The instructor will provide timely feedback on assignments. Students should feel comfortable inquiring about their performance and standing in the class at any time.

The instructor will be available to students. Please feel free to come to office hours or make arrangements to meet and discuss issues related to the course.

Required Reading

The Heritage of Japanese Civilization **H** by Albert Craig

Musui's Story **MS** by Katsu Kaishu

Japanese Popular Culture and Globalization **JP** by William Tsutsui

Other readings to be distributed through BlackBoard **BB**

Class Schedule

(Professor reserves the right to change schedule and assignments at any time)

Date	Era	Topic	Readings	Assignments
		The Classical Era		WEEK 1
1/12			Origins of Japan	Homework BB 2 Map Quiz (1 folder)
				WEEK 2

1/19

1/26

2/2

2/9

Learning from
China
MILE-19 Day
Classical
Edassd(Mon)
Folder
work 3
News Quiz 1
(Tues)
How to do
research

WEEK 3

Creating a
Japanese
Identity
Folder
work 4
Bibliography
Dife'(Folder)

The Medieval Era

WEEK 4

Rise of
Samurai and
Buddhism
Folder
work 5
Bibliography
Quiz 2
Buddhism
Folder
to write a
review

WEEK 5

The Shogun
Folder
work 6
Bibliography
Practice Paper

WEEK 6

2/16

2/23

3/2

3/9

The Early Modern Era

Warring States
HSTBA
HW
BB “Confucius in Motion”
Article Review (Thurs)

WEEK 7

Exam Exam (Thurs)

WEEK 8

Spring Break—Begin Reading DW

WEEK 9

Pax Tokugawa
HW
MS Begin Reading
BB “Tokugawa Literature”
Folder

WEEK 10

3/16			Women, Samurai, and Pax Undone	HomeWork 9 MSV Quiz 4 (Mok) Study Japanese Discussion Folder
			WEEK 11	
3/23			Entering the World: Revolution Nation	HomeWork 10 Instructor at Observation ²² No Class (Thurs)
The Modern Era			WEEK 12	
3/30			Modern Japan: Follower, Leader, Oppressor	HomeWork 11 News Quiz 5 ("Imperialism") Folder
			WEEK 13	

4/6		Into Darkne	H	12/13/12 BB E Day (Wednesday) War to Classer
		WEEK 14		
4/13		Affluence of Ashes	H	13/16/13 BB “Economic Boom and Globalization” Folder
		WEEK 15		
4/20		Life Today	H	15/16/14 BB “Progress and Failure” Folder
		WEEK 16		
4/2		Final Exam—Thursday 3:30-5:30 Jones 302		

Explanation of Grading with Rubrics
Class Participation (15%)

Description	Grade	Possible Percentage Points
Provides interesting, creative, and thoughtful contribution frequently during every class.	A- — A	13.5-15
Provides interesting, creative, and thoughtful contributions most classes	B — B+	12-13
Provides contributions a few times each week.	C+ — B-	11.5-12
Rarely contributes, but usually seems interested and pays attention.	C	11
Contributes once in a blue moon.	C-	10.5
Never participates and rarely engages in class.	D — D+	9.5-10
Never participates or engages in class.	F — D-	0-9

Homework (15%)

Each homework will be assessed using the rubric below. At the end of the semester homework points will be converted to a percentage towards the final grade out of a possible 15%.

Rubric

Description	Assessment	Possible Points
Homework meets all expectations, which include: Typed. Written in the acceptable format (ie., as an essay) with good grammar and spelling. Thoughtfully answer all questions asked. Incorporates details from readings or research effectively and thoroughly. Displays a strong understanding of the readings or research done.	Well done	4
Homework meets only 3-4 of the expectations listed above. Or homework meets all 5, but not all are met strongly.	Satisfactory	3
Homework meets 2 or less of the expectations listed above. Or does a poor job in most categories, though there is indication that some reading was done.	Poor	2
Homework seems to be mostly guesswork with little indication that the readings/ research has been completed.	Unsatisfactory	1
Homework not turned in.	Missing	0

Homework Assignments

Unless otherwise indicated by the instructor, homework answers should be approached as small essays. In other words, they should have an introduction with a thesis statement; sub-points which help explain the thesis statement; specific details from the reading which support the subpoints and thesis statement; and a concluding statement. Homework must be typed (double-spaced) and should pay attention to proper grammar and spelling. Homework will only be accepted on time, unless an arrangement has been made with the professor in advance.

Number	Reading	Question
1	None	Complete the table provided in class on the geography of Japan
2	“Mythohistories”	In what ways do the <i>Nihongi</i> and <i>Kojiki</i> (“Mythohistory” folder) reflect the geographical environment of the early Japanese?
3	“Classical Foundations”	How did Prince Shotoku’s 17-Article Constitution reflect the values of Confucianism and Buddhism? Why might they values be useful in establishing a strong central government?
4	“Court Life”	Based on this week’s readings and images viewed in class, what social rules guided the lives of women in Japanese court? How did their lives compare to the lives of men and court and to commoners?
5	“Popular Buddhism”	In what ways would these forms of Buddhism be both more attractive and more accessible to the average people of Japan than the type of Buddhism practiced by the elite earlier?
6	“Samurai”	What are the most important ideals for the samurai class? What role, if any, do religion or family play in those ideals?

7	“Culture in Wartime”	Why were the warlords of the 16 th century so interested in cultural pursuits such as Christianity and tea ceremonies?
8	“Tokugawa Literature”	What do these readings teach us about the life of <i>chonin</i> (city commoners) during the Tokugawa period?
9	“Japanese Women”	How do the readings in this week’s folder show a conflict in the definitions of gender in Tokugawa Japan?
10	“Restoration”	Based on our discussions and readings this week, analyze the image provided by the instructor in BlackBoard. In what ways is this image propaganda? How does it promote the various goals of the state in the Meiji period?
11	“Imperialism”	What political, economics, social, and cultural factors did Japanese writers use to justify imperialism in the modern period? Be specific in your answer by referring to details from the readings
12	“Life during War”	What do the readings in the “Life during War” folder and testimonies of “comfort” women teach us about the WWII that a basic military history might not?
13	“Economic Boom and Globalization”	TBA

14	“Postwar Progress and Failure”	According to these readings, how has “progress” been a double edged sword for Japan socially and environmentally?
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Newspaper Quizzes (5%)

Each quiz will be assessed using the rubric below. At the end of the semester newspaper quiz points will be converted to a percentage towards the final grade out of a possible 5%.

Description	Grade	Possible Points
Quiz answer meets all of the following criteria: 1. Shows understanding of newspaper readings. 2. Provides specific reference to content of article. 3. Answers question.	Well done	2
Quiz answer meets two of the criteria outlined above.	Satisfactory	1
Quiz answer meets one or less criteria listed above.	Unsatisfactory	0

Article Review (15%)

For this assignment, students will identify various academic writing on a topic of their own interest. They will then pick one of those writings to read critically and review.

Category/Score	2	1	0
Bibliography			
Timeliness		On Time	Late
Appropriateness	All sources are academic.	Some, but not all, sources are academic	No sources are academic.
Completeness	Includes 4 sources.	Includes 2-3 sources.	Less than 2 sources.
Format		Correct use of Chicago Style.	Incorrect style.
Review 1			
Timeliness		On Time	Up to 2 Days Late (Review will not be accepted after this)
Thesis	Identifies main argument from the article.	Identifies topic of the article, but not the thesis.	Doesn't make topic or thesis clear.
Important Points	Identifies several important and interesting points made by the author.	Identifies one interesting point well.	Little effort made to identify points made by the author.

Analysis/Judgment	The validity and significance of points; the appropriateness of sources; the soundness of argumentation; and the readability are discussed.	Some efforts made to judge and comment on the points made by the author.	No effort made at analysis.
Writing	Grammar and spelling are sound. Reads well with descriptive language and complex sentences.	Some grammatical and spelling mistakes.	Very difficult to read. Many grammatical and spelling mistakes.
Total Points (15 possible points)			

5. Map Quiz (5%)

Japanese Location (Blank Map 1)

Hokkaido
Honshu
Kyushu
Shikoku
Ise
Nara
Kyoto
Sea of Japan
Inland Sea
Edo
Osaka
Nagasaki
Tokaido Road
Inland Sea
Choshu
Satsuma
Nagoya

Asian Locations(Blank Map 2)

China
Shanghai
Nanjing
Beijing
French Indochina
The Philippines
Okinawa
Manchukuo
Manchuria
Korea

Blank Map 1

Blank Map 2

Short Paper Assignments

Exams (30%--15% each)

Exams will be composed of Identifications and Essays. Identification questions will typically ask you to provide the who, what, when, and why-its-important to a term, event, or person. These questions should be answerable in 4-7 sentences, but to do well on them you need to make sure you can clearly explain why the term is significant to this course. Identifications are graded out of 5 possible points. Essays ask you to answer a question which covers readings, discussions, and lectures from several classes. You will write one essay for the midterm exam and two for the final exam. A good essay will answer the questions directly with a thesis statement, provide a nuanced understanding of the issue with sound evidence to support the thesis statement, and indicate that the student has completed all related assignments and prepared well. Essays will typically be graded from a possible 20-25 points. A study guide will be provided for each exam.

Musui's Story Homework and Discussion (5%)

Musui's Story is a primary source, written by a samurai in the late 19th century. It will be used to provide a better understanding of the social changes occurring as the Tokugawa government is starting to wane. We will spend at least on full class talking about this book. An extended homework assignment will be given. That homework assignment will help you prepare for the class discussion. This assignment will be graded according to the following rubric.

Criteria43210Written Homework

1 Typed. 2 Well-written. 3 Understood writing. 4 Referred to details in reading.	Met only 3 of the criteria to the left.	Met only 2 criteria.	Met only 1 criteria.	None	
Class Discussion	Spoke (or tried to speak) frequently. Comments showed strong understanding of reading. Comments showed thoughtful and insight.	Spoke a little. Seemed to have read.	Seemed engaged in discussion, but did not speak.	Seemed unengaged in discussion.	Absent

Game Project (10%)

Students will work in groups to design and run a game in class. The game should teach fellow students about some aspect of Japanese history. The topic for the game must be approved by the

instructor, and students will be required to do research on that topic. Students will determine what kind of game they want to run, and should be imaginative. In addition to running the game in class, students must submit a write-up describing the game and any materials used in the game. Further description to be provided in class.

Rubric

Category	Notes	Maximum Points	Points Awarded
Topic Does your game cover an acceptable topic?		2	
Research/Sources Did your group use at least 3 academic sources on your topics for your research? Did you provide a bibliography with your game with proper citation form (Chicago-style)?		3	
Goal Do you make the goal of the game clear in the directions?		2	
Directions/Explanation/Comprehensibility Are the directions clear? Do they indicate how to win? Did players (classmates) understand the game and its various elements (including specific questions used in the game)?		3	
Learning Elements Does your game teach players at least 15 things about Japanese history?		3	
Creativity/Fun Does your game seem as if you spent time coming up with an interesting concept? Does it look “fun” to play?		2	
Polish/Preparedness/Organization Does the game look polished? Is it clear you spent time constructing it? Are the directions written with proper grammar? Did you run the game smoothly?		3	

Accuracy Were your facts accurate?		3	
Time Management Were you able to complete the game within the classtime?		1	
Involvement How much effort did your fellow group members players make? Were they easy to work with?	Rate each of your group mates out of a possible 3 points	3	
Total		25	

Appendix 1: Objections and Goals for HIST 102

Departmental Learning Outcomes		Explanation			Ribbons of Excellence	
Constructing Persuasive Arguments	Thesis-driven essay assignments and presentations, supported by appropriate evidence.		X		X	X
Expressing Ideas Effectively	Emphasis on multiple drafts, rhetorical precision, and coherence of argument. Discussion-driven classes.		X		X	X
Formulating Analytical Questions	Open-ended research assignments. Responsibility for leading class discussions. Formulation of thesis statements. Assessment of primary and secondary historical evidence.		X		X	X
Considering Various Perspectives	Comparative analysis of primary and secondary sources. Inclusion of categories of race, class, and gender whenever appropriate.	X	X	X		

Understanding Important Historical Trends and Their Relationship to Modern Society	Assignments and discussions that link past and present.	X	X			X
Obtaining Knowledge of Local, regional, and global cultural systems	Art history periods are paired with case studies to connect international trends with local iterations.	X	X	X		X
Developing Visual Literacy	Study of art and visual culture in order to recognize iconographies and visual grammars that reoccur across materials, cultures, and time.		X	X	X	XX

Caring For Humanity Thinking Critically Crossing Boundaries and Disciplines Developing Creativity Learning Throughout a Lifetime

Appendix 2: Adrian College History Department Academic Honesty Contract

I. Plagiarism

Plagiarism is the theft of another person's words or ideas.

You are plagiarizing if you take ideas, sentences, research, or phrases from a book, internet website, friend, classmate, or another source and then insert them into your paper without citation.

You are also plagiarizing if you use more than two consecutive words from a source and insert them into your paper without putting quotation marks around them in addition to citing them. It is also plagiarism if you paraphrase a source and do not provide a citation.

II. Academic Dishonesty and Cheating

Submitting the same paper for two different classes without clearing it with both professors is academic dishonesty.

Submitting a paper that you did not write yourself is academic dishonesty.

Unless the assignment is specified as a group project, collaborating with friends and classmates is academic dishonesty. If you have any questions about this, ask your professor.

III. Consequences

If you plagiarize or commit academic dishonesty, you will receive a zero for the assignment and possibly fail the class. Your professor will also take official disciplinary action by filing reports with the Deans for Student Affairs and Academic Affairs.