



ARIZONA STATE UNIVERSITY

MR

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 2/28/10

1. ACADEMIC UNIT: SHPRS (history)

2. COURSE PROPOSED: HST 387 Japan 3  
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Catherine O'Donnell Phone:             
 Mail Code: 4302 E-Mail: Codonnella@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
- Mathematical Studies-MA  CS
- Humanities, Fine Arts and Design-HU
- Social and Behavioral Sciences-SB
- Natural Sciences-SQ  SG

- Global Awareness-G
- Historical Awareness-H
- Cultural Diversity in the United States-C

6. DOCUMENTATION REQUIRED.
- (1) Course Description
  - (2) Course Syllabus
  - (3) Criteria Checklist for the area
  - (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES:  No  Yes; Please identify courses: \_\_\_\_\_

Is this amultisection course?:  No  Yes; Is it governed by a common syllabus? \_\_\_\_\_



ARIZONA STATE UNIVERSITY

Kevin Wright

Chair/Director (Print or Type)

Date:

8/3/10

[Signature]

Chair/Director (Signature)

HST 387 – Japan

Course description: The history of Japan from prehistoric times to about 1700, with a brief introduction to developments to 1868.

## Arizona State University Criteria Checklist for

### LITERACY AND CRITICAL INQUIRY - [L]

#### Rationale and Objectives

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

#### Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-1".           </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	discussed in class; confirmed in Blackboard announcement
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-2".           </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	syllabus: 2 papers of 6-8 full pages; 6 to pass, 8 to get an A
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-3".           </div> C-3			

<b>ASU - [L] CRITERIA</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus, deadlines for students to turn in outlines and drafts for comments and approval
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;">             Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".           </div>			
<b>C-4</b>			

Course Prefix	Number	Title	Designation
HST	387	Japan [premodern to 1700]	GS--L status removed in 2001 without consulting me and while I was in Japan; nevertheless, I have continued to teach the course as an L course

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	assignment is on the syllabus --2 papers for 25% of grade each, or 50% of grade. 5 tests at 10% each make up the other 50%	under "Grades"
C1	This is part of class discussion: where to find material--texts assigned for reading, textbook, pre-approved online sites, library databases, etc. See also below.	
C2	2 research papers are assigned of 6-8 full pages (6 to pass, 8 to get an A). Does not include cover sheet, title, footnotes, or works cited page. Questions are assigned and designed to prevent plagiarism and to facilitate focusing on topic, e.g., "Where did Japanese civilization come from?" Because students have learned that civilization is characterized by city, writing, and hi-tech, students have to prove through artifacts and archaeological finds that these come from mainland Asia. The second question ties together the semester 7 <sup>th</sup> -17 <sup>th</sup> centuries: "Discuss the role of succession disputes in Japanese history." Students must know what a succession dispute is and must identify examples across time and across social strata before	syllabus under "Assignments"

	they can organize them into an outline. Outlines must be approved before drafts may be written and drafts too must be approved.	
--	---	--



Fall 2009

[Premodern] Japan

HST 387 73892 3 units LL Asian Studies Major FT 18

This syllabus is subject to revision.

Only the web version of this syllabus is the final and definitive version.

This includes any links existing or added to the web site.

Time: TTH 3-4:15 pm	Instructor: S.A. Thornton
Place: Coor L1-88 (basement)	Office: Coor 4532
Email: <a href="mailto:sybil.thornton@asu.edu">sybil.thornton@asu.edu</a>	Hours: TTh 1:45-2:45 T 4:45-5:45 and by appt.
Web Site: Blackboard	Tel: 480-965-5778/4472

**Course Content:** The history of Japan from prehistoric times to about 1700, with a brief introduction to developments to 1868.

**Required Texts:**

Mason, *A History of Japan: Revised Edition* (1997) and web readings (see syllabus)

**The Regents have mandated a minimum of two hours of study for every hour in class.**

**Grade Distribution:** Grades are based on five exams for 50% and for 50% two written assignments of an absolute minimum of 1500 words to pass, eight full pages minimum to get an A. This is an LL course. See web site for further instructions.

**C3**

Comment [g1]: C3

**Attendance Policy:** 5 absences; after that, .5 taken off final grade for each class missed (e.g., from 4 to 3.5). I do take roll at the beginning of class and in my lectures I do introduce material not in the texts but on the tests. Assignments are handed in by email on the day before due by 5 p.m. or at the beginning of class--I am not required to accept papers handed in late. Students failing the class upon withdrawal may expect to receive an E. Students intending to withdraw are advised to do so immediately or face the necessity of applying for an Academic Record Change--which is not automatically granted.

All university regulations apply. Participants in extra-curricular programs such as sports and the learning challenged must contact me ahead of time and each time to make any special arrangements for quizzes and exams (information regarding disability is confidential). Make-up exams given only 1) to those who have made arrangements ahead of time or 2) to those with legitimate excuses and/or proper documentation. Take nothing for granted: late assignments and make-up exams have to be negotiated with me personally. As in the real world, it is preferable to let people know ahead of time rather than after the fact if you are going to a wedding.

**Classroom courtesy:** All courtesies of the lecture hall are to be observed. No coming in late. No leaving early without prior notification. No chatting. No cell phones. No cd/radio/Ipods/ Blackberries--**if I see it, I keep it** (well, for the hour at least; then I hand it to the chair). No eating. No drinking. No sleeping. No reading the newspaper/other reading material. No doing homework in class. No feet on the desks. No anything you know you shouldn't be doing, even though not listed. These disturbances are highly disrespectful to other students--not to mention myself--and will be treated as such. As disturbances, they interfere with the focus and learning of others and, since maintaining the learning environment is the responsibility of the instructor, the instructor will put a very quick end to them. Laptops are allowed for taking notes only; any misuse during class time will be treated as a disturbance and dealt with accordingly.

**Academic Honesty:** Students found cheating on exams or plagiarizing material on their papers can expect to get an E or XE for the course. Plagiarism is the use of information in a paper, whether direct quotations or paraphrases, without proper acknowledgement– a footnote. **Any copying or cutting and pasting of written material of more than three words will be considered plagiarism. So is cutting and pasting together sentences or parts of sentences from different places or sites or simply changing words.** I do spot checks. If you have questions, please ask. Click here for the [ASU Student Academic Integrity Policy](#).

**Names, phone numbers, email addresses of other students:** Keep in touch with each other; contact another student if you miss a class.


# Schedule

Subject to revision

Tuesday	Thursday	Academic Deadlines
<p>Aug 25 Pre-historical Japan: Jomon M: Chap 1 <u>Ancient Japan</u> [1999] <u>Jomon</u>, [1999] <u>Jomon</u> [2009]</p> <p><b>Do not miss this class</b></p>	<p>Aug 27 Pre-historical Japan: Yayoi and Kofun M: Chap 2 <u>Yayoi</u> [1999], <u>Yayoi</u> [2006] <u>Kofun</u> [2009] <u>Expansion</u> [2004] <u>Archaeology</u> [2006]</p>	<p>August 28, 2009 Residency Classification Petition Deadline</p> <p>August 24-28, 2009 Late Registration &amp; Drop/Add Deadline - In Person</p> <p>August 24-30, 2009 Late Registration &amp; Drop/Add Deadline - Online</p>
<p>Sep 1 Shinto <u>Shinto</u>, <u>Kami</u>, <u>Shinto Creation Stories</u>, <u>Jimmu</u>, <u>Nintoku</u> <u>Kojiki</u> (THE AUGUST DECLARATION ..., THE AUGUST RAVAGES..., THE DOOR) <u>Kojiki</u></p>	<p>Sep 3 Buddhism <u>Siddhartha Gautama</u>, <u>Mahayana</u>, <u>Theravada</u> [1999] The Soga Clan and Prince Shotoku M: Chap 3 <u>Prince Shotoku</u>, <u>17 Article Constitution</u> <u>Archaeology</u> [2006]</p>	<p>Sept 6, 2009 Tuition &amp; Fees 100% Refund Deadline Tuition/Fee Payment Deadline- for registration from August 16 - September 6, 2009</p>
<p><b>Sep 8 Test One</b></p>	<p>Sep 10 12 Taika Reforms and Jito <u>Taika Reform Edicts</u> [1999] <u>Fujiwara no miya</u> [1995] <u>Asuka and Fujiwara Palaces</u> <u>Archaeology</u> [2000] <u>Kojiki and Nihon Shoki</u> [2006]</p>	<p>September 14, 2009 Tuition/Fee Payment Deadline- for registration from September 7 - 14, 2009</p>
<p>Sep 15 Nara: Heijo-kyo Female Emperors M: Chap 4 <u>Japanese Women</u> [1999] <u>Nara</u>, [1999] find Gagaku and Bugaku on Youtube "Silkworms and Consorts in Nara Japan," by Michael Como, <u>Asian Folklore Studies</u>, Vol. 64, 2005</p>	<p>Sep 17 Heian: Heian-kyo M: Chap 5 <u>Heian Japan</u> [1999] Saicho and Kukai M: Chap 7 <u>Mount Hiei</u>, <u>Kukai and Shingon</u> [1999]</p>	
<p>Sep 22 The Fujiwara: Michinaga M: Chap 6, 8 Murasaki Shikibu and <i>The Tale of Genji</i> <u>Genji links</u> [2001]</p>	<p>Sep 24 <i>Tale of Genji</i> film</p>	<p>Sep 26, by 10 pm email outlines <b>C4</b></p>
<p>Sep 29 <b>Test Two</b></p>	<p>Oct 1 Rise of the Samurai Chap: 9 <u>Samurai</u></p>	<p>October 2, 2009 Deadline for Appealing Residency Classification Decision</p>
<p>Oct 6 Taira Kiyomori and the Fall of the Heike</p>	<p>Oct 8 <i>Earless Hoichi</i> [film]</p>	<p>Oct. 10, by 10 pm email drafts <b>C4</b></p>

Comment [g2]: C4

Comment [g3]: C4

<u>Heiji War</u> [2006] find Heike biwa on Youtube Minamoto Yoritomo, Hojo Masako: Kamakura <u>Kamakura Bakufu</u> [1999]	<u>Hoichi the Earless</u> [1904/2006]	October 15, 2009 Graduation Filing Deadline
Oct 13 Popular Religious Movements <u>Amida, Zen, Nichiren</u> [1999]	Oct 15 the Mongol Invasions <u>Genghis Khan on Youtube</u> <u>Mongol Scrolls</u> [13 <sup>th</sup> c.] <u>Mongol Empire on Youtube</u>	
<b>Oct 20 Test Three</b>	Oct 22 The court in decline Godaigo and imperial restoration <u>Taiheiki</u> [2002] <u>Modern Descendants of the Southern  Line...</u> Ashikaga: the new shogunate M: Chap 10 <u>Ashikaga Bakufu</u> <u>Ikko ikki</u>	
Oct 27 Warrior Art and Architecture M: Chap 11 <u>Art Catfish Gardens</u> Warrior arts: Tea and Noh <u>Tea Ceremony</u> <u>Tea on Youtube</u> , find Kyogen and Noh on Youtube	Oct 29 Onin War and fragmentation of Japan M: Chap 12 <u>Onin War</u>  Warring States Daimyo culture [film] <u>Warring States</u>	Oct 30 1 <sup>st</sup> paper due in History department by 4:30 pm <b>C4</b>  November 6, 2009 Course Withdrawal Deadline - In Person November 8, 2009 Course Withdrawal Deadline -- Online
Nov 3 Unification: Nobunaga, Hideyoshi, and Ieyasu <u>Oda Nobunaga, Toyotomi  Hideyoshi, Tokugawa Ieyasu  Nobunaga, Hideyoshi,  Ieyasu</u> [1999]	Nov 5 <i>Women of the Revolt of Higo  Province</i>	Nov. 7, email outlines of paper 2 by 10 pm <b>C4</b>
Nov 10 Tokugawa: a culture of segregation M: Chap 13 <u>Life in Tokugawa Japan</u> [1999]	Nov 12 Intellectual Life M: Chap 14 <u>Neoconfucianism, Kokugaku, Motoori  Norinaga</u> [1999]	
Nov 17 <b>Test Four</b>	Nov 19 To be announced	Nov 21, email drafts of paper 2 by 10 pm <b>C4</b>
Nov. 24 The Economy and Popular Theater find Bunraku, Kabuki and shamisen/samisen on Youtube The Forty-seven ronin incident <u>Chushingura</u>	Nov 26 Thanksgiving – No Class	November 26-27, 2009 Thanksgiving Holiday Observed
Dec 1 The Breakdown in the	Dec 3 Trouble within, danger without	Dec 5 December 8, 2009 Complete

Comment [g4]: C4

Comment [g5]: C4

Comment [g6]: C4

Segregation System M: Chap 16: Restoration	<b>Bakumatsu</b>		Withdrawal Deadline - Online & In Person
Dec 8 Test Five	Dec 9 Reading Day		Dec 10 12:10-2:00 2 <sup>nd</sup> paper due <b>C4</b>

Comment [g7]: C4

Paper instructions:

Question: Answer the question: Discuss the establishment of civilization in Japan as the result of imports from the mainland.

The outline:

The title of the paper is capitalized and centered (do not capitalize little words like the, and, or, as unless first word of title or first word after colon (:)).

[The thesis statement starts on the left-hand margin.] Japanese civilization came from the mainland.

- I. First characteristic of civilization: writing C2
  - A. First example
  - B. Second example
  
- II. Second characteristic: city
  - A. First example
  - B. Second example
  
- III. Third characteristic: high-tech
  - A. First example
  - B. Second example

The absolute minimum number of pages to pass is 6. If you write one-half page paragraphs (and you should be able to describe an artifact with enough detail to fill out a half page), you will need 6 x 2 or twelve paragraphs. 12 divided by 3, the absolute minimum number of topics [in this case, characteristics of civilization], equals 4—you will need four examples per topic. One more paragraph for your introduction takes you over the minimum.

In order to write a full 8 pages, you will need 16 paragraph/examples. 16 divided by 3 is five: you will need 5 examples per topic. Your introduction paragraph makes for a full 16 paragraphs.

Look for artifacts online, from online course readings, JSTOR, and from hardcopy—books.

Format:

Margins: one inch—Word users, the default is set at 1 1/4 inches.

Spacing: double-space—no extra spacing between paragraphs

Font: Times New Roman 12 pt. throughout

Cover page:

Name, class number, date in upper left-hand corner

Paper title centered in upper half of page--no quote marks, underline or italics.

Paper title must answer the question but not be a full sentence.

Next page:

Do not repeat title.

Organization:

Intro paragraph:

1. introduce mainland contacts with Japan as recorded in history
2. introduce importations from mainland
3. thesis statement must answer question as asked

The thesis statement comes at the end of the introductory paragraph.

Count ways, reasons, etc. (First way, second way).

Count examples (First example, second example).

One example, one paragraph.

One paragraph is 1/3 to 1/2 page. Content should include 1) where an artifact was found, 2) where an artifact is presently kept, 3) materials, 4) size, and 5) what it looks like.

Make sure all your information is correct, that all names are spelled correctly, that all mechanical errors are corrected. Your finished work indicates how much you care about the details.

Works Cited page. The title of the page is centered.

For Turabian footnotes and Works Cited page entries, including web page and video/dvd:

<http://www.lkwdpl.org/study/research/footnote.htm>

Entries in the Works Cited page are arranged alphabetically and never numbered. The entries are single spaced with the second line indented. There is a double space between entries.

Go to [The Five Page Paper](#)

Go to [Citing Sources](#)

Reader	Writer	Historian
Does the essay address the question posed?	Writer knows where assignment is; writer knows what the assignment is.	
Is the assignment the minimum length?	The writer understands the assignment and meets all minimum requirements. Writer is able to find enough information and edit to fit length required.	
Is there a thesis statement (title and last sentence of first paragraph, each section)?	Writer is able to convert question to short statement.	Student has learned and understands basic concepts that govern discussion of the historical topic.
Are there at least three topics?	Writer has three proofs or examples to support thesis; writer is able to construct an argument.	Student is able to draw connections between basic concepts of an historical topic and the historical data which prove or exemplify the concept.
Does the information/discussion/quote support the argument of the paragraph?	Writer is able to understand what information supports the argument and to edit out all extraneous material.	Student is able to distinguish among various historical data and to prioritize them in terms of their value to the discussion of the topic of the section.
Are the quotes and other information integrated by narrative?	Writer is able to organize information and to communicate the relationships among different data.	Student is able to classify and communicate the types of historical data: causes, results, independent indexes, etc.
Are there footnotes and do they follow the required form?	Writer is understands the meaning of plagiarism as well as the responsibility to support argument with the sources of highest quality.	Student communicates confidence in information used to support argument by giving full information; student learns the conventions of communicating information obtaining among historians
Is there a Bibliography/Works Cited page? Is it formatted	Writer understands responsibility to reader to provide a full list of sources	Student understands commitment as historian to full disclosure of sources; has



correctly?	cited so that the reader can find and check sources.	learned the conventions of the field.
Mechanics: are there mistakes in spelling, grammar, or punctuation?	Writer understands that mistakes function like static in a bad TV/radio reception and prevents complete delivery of information to reader.	Student understands that mistakes at the micro-level undermine the confidence in the argument at the macro-level.
Diction: is the language simple and idiomatic?	Writer is able communicate in a way that highlights argument and proof.	Student demonstrates confidence in research and thesis by avoiding exaggerations, obfuscations, and jargon.