

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	SILC
Prefix:	JPN	Number:	394
Title:	Japanese Civilization: From the Ice Age to Last Thursday		Units:
			3

Course description:

JPN 394 provides an overview of the entire sweep of Japanese history and culture from the earliest inhabitants of the Japanese archipelago, c. 30,000 BCE, to the earthquake and tsunami of March 2011 and beyond. The course covers the main events, narratives, and individuals of Japanese history through documentary sources and literary works such as plays, novels, poetry, and manga. The course is particularly focused on three main topics as key narratives in Japanese history and historiography:

- **the centralization and fragmentation of political power, and shifts between the two**
- **the nature and exercise of political power in Japan (i.e., who runs the country - or appears to)**
- **how different social groups (nobles/commoners, warriors/peasants, men/women, etc) have experienced life in Japan in different ways**

In addition, the course introduces important events and individuals, recurring themes, and prominent literary and artistic works. Particular attention will be paid to the interconnections between religious, economic, social, political, and literary aspects of Japanese history and culture. No previous knowledge of Japan or the Japanese language is required; the course will be taught entirely in English, and all required readings will be provided in English translation.

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials _____(Required)

Requested designation: Humanities, Arts and Design–HU **Mandatory Review:** Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Robert Tuck E-mail rjtuck@asu.edu Phone 480-965-8411

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 2/11/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

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

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	See syllabus.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	See syllabus.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	See syllabus.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	See syllabus.
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
JPN	394	Japanese Civilization: From the Ice Age to Last Thursday	HU

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience	The course features extensive discussion of Japanese cultural values and modes of thought, covering both religious thought and political philosophy (which are in any case usually not separable). Examples include the importance of the earliest myths of Japan, as detailed in the Kojiki, to the claims to power of the Yamato Kings and subsequent imperial lineage; the importance of Buddhism to the Nara and Heian courts, both as religious practice and as avenue to political power; and the importance of Confucian ideas of kingship and just rule to the Tokugawa shogunate and the Meiji government. The exploration of beliefs and values is not limited to the religious; in the modern period in particular, the course explores the growth and development of modern Japanese nationalism prior to and during the Pacific War, through texts such as recollections of and interviews with Japanese citizens who lived through it.	See readings for e.g.: Week 1 (Walter Edwards, “In Pursuit of Himiko: Postwar Archaeology and the Location of Yamatai”); Week 2 (Preface to and excerpts from the Kojiki; Temmu’s Proclamation on Buddhism); Week 4 (Tale of the Heike, as example of Buddhist aesthetics in literature); Week 6 (The Love Suicides at Sonezaki, as example of commoner values of ‘obligation’ versus ‘emotion’ in the Edo period); Week 9 (Text of Meiji Constitution and Imperial Rescript on Education); Week 11 (Yoshino Sakuzō’s On the Meaning of Constitutional Government); Week 12-13 (Japan At War: An Oral History).
Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	The course has a heavy emphasis on the reading and analysis of written texts from all period of Japanese history. This includes the late Heian literary masterworks Tale of Genji and Tale of the Heike; the introduction and development of dramatic forms, such as Noh drama and Edo-period kabuki and puppet plays; modern novels, such as Mori Ōgai’s The Dancing Girl and Tanizaki Jun’ichirō’s Naomi; and other forms of visual texts, including manga (graphic novels) such as	See e.g. readings for Week 3 (The Tale of Genji and the poetry of Sugawara no Michizane), Week 4 (The Tale of the Heike), Week 6 (The Love Suicides at Sonezaki), Week 9 (The Dancing Girl), Week 10 (The Soil), Week 11 (Naomi), and Week 14 (parallel texts of Meiji and postwar Constitutions, and Barefoot Gen).

	<p>Barefoot Gen (a so-called ‘cartoon story of Hiroshima’), and propaganda posters from the Sino-Japanese and Russo-Japanese Wars (accessible via MIT’s Visualizing Cultures project website). The course also examines other texts which, while not literary in nature, still require careful parsing and analysis, notably the Meiji and 1947 Constitutions of Japan, and various autobiographical or memoir-style works that provide detailed pictures of the late Edo and early Pacific War periods. Regardless of the precise nature of the text, the emphasis of the course is consistent and twofold: on reading the text for what it can tell us about the concerns of the historical period in which it was composed, and on discussing and exploring the aesthetic, visual, and other effects at work in the text itself.</p>	
<p>Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought</p>	<p>Development and influence of religious traditions and political philosophy is emphasized in almost every period of Japanese history, ranging from early kami-based religious practices, the introduction and development of different forms of Buddhism, and Confucian social and political philosophy.</p>	<p>See readings for e.g.: Week 1 (Walter Edwards, “In Pursuit of Himiko: Postwar Archaeology and the Location of Yamatai”); Week 2 (Preface to and excerpts from the Kojiki; Temmu’s Proclamation on Buddhism); Week 4 (Tale of the Heike, as example of Buddhist aesthetics in literature); Week 6 (The Love Suicides at Sonezaki, as example of commoner values of ‘obligation’ versus ‘emotion’ in the Edo period); Week 9 (Text of Meiji Constitution and Imperial Rescript on Education); Week 11 (Yoshino Sakuzō’s On the Meaning of Constitutional Government); Week 12-13 (Japan At War: An Oral History).</p>
<p>Concerns the analysis of literature and the development of literary traditions</p>	<p>As noted above, the majority of the texts covered in class are either literary in nature (prose narratives, poetry, drama, autobiography, novels etc) or are approached using the techniques of literary analysis, such as close reading, imagery, intertextuality, cultural and historical resonances, structure, etc.</p>	<p>See e.g. readings for Week 3 (The Tale of Genji and the poetry of Sugawara no Michizane), Week 4 (The Tale of the Heike), Week 6 (The Love Suicides at Sonezaki), Week 9 (The Dancing Girl), Week 10 (The Soil), Week 11 (Naomi), and Week 14 (parallel texts of Meiji and postwar Constitutions, and Barefoot Gen).</p>

Required Texts

This course does not use a main textbook, and so no table of contents is available.

Three novels or short stories are required reading during the semester:

- Tanizaki Jun'ichirō, trans. Anthony Chambers, *Naomi* (ISBN 9780375724749)
- Katsu Kokichi, trans. Teruko Craig, *Musui's Story: The Autobiography of a Tokugawa Samurai* (ISBN 9780816512560)
- Nakazawa Keiji, trans. Project Gen, *Barefoot Gen II: The Day After* (ISBN 9780867196191)

JPN 394

Japanese Civilization from the Ice Age to Last Thursday

Fall 2019

- Instructor: Robert Tuck (rjtuck@asu.edu)
- Office: LL 647C
- Student Hours: TBC Fall '19
- Phone Number 480-965-8411

A Reading list is presented below—there is no main textbook for this course.

Course Description:

JPN 394 provides an overview of the entire sweep of Japanese history and culture from the earliest inhabitants of the Japanese archipelago, c. 30,000 BCE, to the earthquake and tsunami of March 2011 and beyond. The course covers the main events, narratives, and individuals of Japanese history through documentary sources and literary works such as plays, novels, poetry, and manga. The course is particularly focused on three main topics as key narratives in Japanese history and historiography:

- the centralization and fragmentation of political power, and shifts between the two
- the nature and exercise of political power in Japan (i.e., who runs the country - or appears to)
- how different social groups (nobles/commoners, warriors/peasants, men/women, etc) have experienced life in Japan in different ways

In addition, the course introduces important events and individuals, recurring themes, and prominent literary and artistic works. Particular attention will be paid to the interconnections between religious, economic, social, political, and literary aspects of Japanese history and culture. **No previous knowledge of Japan or the Japanese language is required**; the course will be taught entirely in English, and all required

readings will be provided in English translation.

Learning Outcomes

By the end of the course, students will be able to:

- demonstrate their cultural literacy about Japan and the Japanese people
- describe major events and the basic characteristics of the principal periods of Japanese history, including the Jōmon, Yayoi, Nara, Heian, Kamakura, Ashikaga, Warring States, Edo, Meiji, Taishō, Shōwa, and Heisei periods
- identify major geographic sites, including principal Asian countries, Japanese islands, and Japanese cities
- explain the significance of important political, social, cultural, artistic, and literary events for each of the principal periods covered
- read and analyze primary and secondary sources, and do independent research on Japan-related topics using English-language sources.

Required Texts

- The course does not use a main textbook. Selected readings for each week will be posted on Canvas for you to print or download.
- The following literary texts will also be used later in the semester (and so are **REQUIRED**); they are available for purchase from the ASU Bookstore. They will also be placed on 4-hour course reserve at Hayden Library:
 - Tanizaki Jun'ichirō, trans. Anthony Chambers, *Naomi* (ISBN 9780375724749)
 - Katsu Kokichi, trans. Teruko Craig, *Musui's Story: The Autobiography of a Tokugawa Samurai* (ISBN 9780816512560)
 - Nakazawa Keiji, trans. Project Gen, *Barefoot Gen II: The Day After* (ISBN 9780867196191)

Course Structure

Classroom activity consists of two main methods of instruction, lectures and discussion section. Usually (though not always – make sure to check the schedule) the first two sessions of a given week will be lectures, with the third given over for discussion section, where students can address the issues raised in each week's primary texts and lectures in more depth, and also ask questions of their own.

It is recommended that students read the primary sources assigned for each week at the earliest possible opportunity. A short response paper, consisting of a 1-2 paragraph response to each week's assigned readings, is **due by 9 a.m. the day of** discussion section every week and should be posted to the discussion board section of the Canvas course site. These responses are an important part of the course and failing to turn them in, or turning them in late, will have a significant negative impact on students' grades. Questions relating to each week's readings will be posted in advance, which students may wish to consider in formulating their responses.

Assessment and Grading:

- Participation, postings and attendance: 35%
- Midterm exam: 15%
- Final Exam (comprehensive): 20%
- Written Assignments 1 & 2 (research exercises): 10% (combined score)
- Written Assignments 3 & 4 (term paper first and second drafts): 20% (combined score)

Grade Distribution

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79 C: 73-76 C-: 70-72 D+: 67-69
D: 63-66 D-: 60-62 F: below 60

Absence Policy

Attendance at all scheduled sessions of the course is **MANDATORY**; the two halves of the class, the lectures and discussion section, are intended to work in concert, and skipping one or other will have a negative effect on student's performance in the course. Students are permitted up to **THREE** absences without penalty; any further absences beyond this will result in a deduction from the final course grade of two percentage points per session missed beyond the first two (so, for example, a student with a raw grade of 84% who misses six class sessions will receive a deduction of six points from the final grade (3 absences excused, then the remaining $3 \times 2 = 6$ point deduction, for a final grade of 78%).

This policy can be adjusted in the case of documented, serious personal or family emergencies (for instance, the death of an immediate relative). In such cases, it is important to contact me ASAP so that arrangements can be made. Please note that the course covers a considerable volume of material, and that it is usually not possible to 'catch up' once a student has fallen behind. Additionally, other than in the extreme circumstances mentioned above (with suitable documentation), **no make-up assignments** will be offered.

Participation, Postings and Attendance

Your grade for Participation, postings and attendance will depend on three elements; regular attendance at all scheduled class sessions, your contributions to in-class discussion, and the quality of your weekly postings. You should write all postings in appropriate academic style, as if you were writing a formal paper, and your postings should show evidence of engagement with each week's assigned reading material, as well as with the set of study questions posted at the beginning of each week. You are encouraged to read your classmates' responses prior to discussion section each week so as to better contribute to the in-class discussion.

At the instructor's discretion, more than two missed postings may result in a grade penalty assessed to a student's final grade of one point per missed posting (so four missed postings = -2 to final grade).

Written Assignments

In addition to weekly postings, please note the following written assignments:

- Assignment 1 - Research Exercise, Part I. Each student should pick a topic that has appeared on the class term lists (to be chosen in consultation with instructor) and locate at least five secondary academic sources on this topic. This exercise consists of two parts; first, listing the sources found (Wikipedia and other non-peer-reviewed popular sources, especially web-based ones, are generally **NOT** acceptable), and 2) describe how you found them, and assess their reliability, as well as how you might use them in a possible paper.
- Assignment 2 – Research Exercise, Part II. Complete a preliminary outline of a 5 page paper on your chosen topic. This should include a thesis statement, a select bibliography and a structural outline of the paper. Changes in topic are possible between Assignments 1 and 2, but students must have instructor approval before doing so.
- Assignment 3 – Term Paper, Draft #1. Using the information and structure developed in the preceding assignments, students should complete a first draft of a 5-7 page paper on their chosen topic.
- Assignment 4 – Final Draft of Term Paper. Incorporating instructor feedback and suggestions on the first draft, students should complete a substantially revised draft of a 5-7 page paper on the chosen topic.

Extra Credit Assignments

Extra credit assignments may be offered at certain points throughout the semester, usually related to Japan-related speakers and/or cultural opportunities in the Phoenix metropolitan area. These will be announced to the class when available; no other extra-credit will be offered under any circumstances.

Classroom Behavior

You may use personal computers or tablet computers to display course materials for class discussion, but please refrain from using them for any other purpose during class, as nonacademic use is a distraction to you and your classmates. Please do not use cell phones or pagers.

Recording the class is strictly forbidden without express permission from the instructor.

Attendance

You are expected to attend all class sessions. Up to THREE absences (for whatever reason) are permitted without penalty. Reserve these for situations where absence is genuinely unavoidable. Further absences beyond the third will result in a deduction of two points per absence from a student's final grade (so eight absences would result in a 10-point overall penalty; 8 less three allowed = 5, $5 \times 2 = 10$).

Arizona State University will make accommodations for students who must miss class due to: university sanctioned activities, religious practices, or medical leave. Students should notify faculty at the beginning of the semester about the need to be absent from class due to religious observances or university sanctioned activities. For an excused absence, please contact your instructor in person, by email, or by phone ahead of time. Students are responsible for bringing written proof for excuse of absence (i.e. a doctor's note). You must make a copy of this written proof for your instructor's records. It is the student's responsibility to find out the homework of the day, obtaining any handouts or pertinent notes (it might be a good idea to ask your classmates to get an extra copy for you), and studying for the missed classes to catch up. Three tardies of more than ten minutes late will be counted toward one absence. Leaving the class early will be treated as tardiness.

For ASU's policy on accommodations for religious practices, please see:

<https://www.asu.edu/aad/manuals/acd/acd304-04.html>

For ASU's policy on absences due to university-sanctioned events, please see:

<https://www.asu.edu/aad/manuals/acd/acd304-02.html>

Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, automatic course failure, loss of registration privileges, disqualification, and dismissal from the University. For more information, see <http://provost.asu.edu/academicintegrity>.

Academic dishonesty includes, but is not limited to:

Plagiarism

1. Using another writer's words or ideas without citing the writer.
2. Not using quotation marks and citing the source when you use other's words and ideas; "others" includes your teachers, fellow students (lab reports, computer programs as well as papers), the Internet books, published papers, newspapers, and magazines.

Double submission

Submitting the same paper for two (or more) different classes, without permission from your professor(s).

Inappropriate Collaboration

1. Working with others when you should be doing the work individually.
2. Not doing your share of work when assigned to a group project.

Zero Tolerance at ASU and the Consequences of Cheating

Cheating is not wise. ASU's policy on cheating is zero tolerance. If you are caught cheating, you could face severe short-and-long term consequences, such as:

Grades: You may fail the test or get a failing grade on the paper; you may fail the course.

"XE": You may receive this grade on your transcript, signaling that you failed because you cheated. It's on your record!

Suspension: You may be forced to leave the program (major) you are in and/or the university.

Disability Accommodations

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

COURSE SCHEDULE AND READINGS

Week 1 – Prehistoric Japan, Myth and Power: c. 30,000 BCE-c. 500 CE

Readings (posted to Canvas):

“The Earliest Records of Japan”

Walter Edwards, “In Pursuit of Himiko: Postwar Archaeology and the Location of Yamatai”

Wayne Farris, “Ancient Japan’s Korean Connection”

1. Monday, August 29th Introductory Session. Aims and Structure of Course. The Japanese Archipelago – Jōmon and Yayoi Civilizations
2. Wednesday, August 31st The Yamato Kings, Horseriders, and Continental Influence
3. Friday, September 2nd Discussion Section

Week 2 – Early “Japan,” Buddhism and Continental Influence (c. 600 -c. 794)

Phillipi, trans., Preface to and excerpts from the *Kojiki*

Temmu's Proclamation on Buddhism

Excerpts from the Yōrō legal code

4. Mon 9/5 Labor Day – **NO CLASS.**
5. Weds 9/7 Gods, Legitimacy, and Conflict – “Shintō,” Buddhism, and the Early Japanese State.
6. Fri 9/9 Discussion Section.

Week 3 – Days of Glory – Heian Society, 794-1185

McCullough, trans., “Introduction” “Kiritsubo” “Aoi” in Murasaki Shikibu, *Tale of Genji*

Excerpts from Sei Shōnagon, *The Pillow Book*

Excerpts of poetry by Sugawara no Michizane

7. Mon 9/12 Aesthetics, Love, and Power – Court Life in Heian Japan
8. Weds 9/14 Rise of the Fujiwara and the Regent System
9. Fri 9/16 Discussion Section

Week 4 – Court, Countryside, and the Rise of the Warrior, 1185-1467

McCullough, trans., *The Tale of the Heike*: 1.1 “Gion Shōja,” 1.6 “Giō,” 1.11 “Horsemen Encounter the Regent,” 1.12 “Shishi-no-tani” (pp. 266-277); 6.7 “Death of Kiyomori” (pp. 341-343); 7.8 “Sanemori” (pp. 353-361); everything from 9:2 “The First Man Across the Uji River” to 9:10 “First and Second Attackers” (pp. 373-388); everything from 9:12 “The Assault from the Cliff” to 9:16 “The Death of Atsumori” (pp. 390-397); 11:8 “Distant Arrows,” 11:9 “The Drowning of the Former Emperor.” (pp. 423-425).

10. Mon 9/19 Land Rights and the Beginning of the End for Aristocratic Rule
11. Weds 9/21 Vassalship and Warrior Alliances: The Rise of the ‘Samurai’
12. Fri 9/23 Discussion Section

Week 5 – Medieval and Warring States Japan – Rise of the Conquering Warlords

Kamakura Legal Code: Goseibai shikimoku

Lazy Tarō

They Came to Japan: Jesuit Chronicles

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|---------------|---|
| 13. Mon 9/26 | From Kamakura to Ashikaga – Seeds of the Warring States |
| 14. Weds 9/28 | Nobunaga, Hideyoshi, and Ieyasu – Conquerors and Unifiers |
| 15. Fri 9/30 | Discussion Section |

Week 6 – Rise of the Conquering Warlords/Pax Tokugawa, 1600-1800

Excerpts from the *Hagakure*

Karl Friday, “Bushido or Bull?: A Medieval Historian’s Perspective on the Imperial Army and the Japanese Warrior Tradition”

Keene (trans.), *The Love Suicides at Sonezaki*

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| 16. Mon 10/03 | The Samurai at Peace |
| 17. Weds 10/05 | The Floating World: Commoners, Sex, and Urban Culture |
| 18. Fri 10/07 | Discussion Section |

Week 7 – Late Tokugawa and the Fall of the Bakufu, 1800-1867

Katsu Kokichi, *Musui’s Story*; read the entire book, but pay particular attention to “Childhood,” pp. 9-13; pp. 17-21. “Youth,” pp. 44-49; 52-55; “Adult Years”, pp. 71-81; 94-97; “Life After Retirement” pp. 119-142.

Women of the Mito Domain

“The Arrival of the Americans” (personal diary of Matthew Perry)

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|----------------|--|
| 19. Mon 10/10 | Cracks in the Polity – Late Tokugawa Japan |
| 20. Weds 10/12 | Perry’s Arrival and the Fall of the Bakufu |
| 21. Fri 10/14 | Discussion section |

ASSIGNMENT #1: Preliminary Research Due in Class Friday 10/14

Week 8 – Civilization and Enlightenment – Early Meiji

Text of Charter Oath

Kanagaki Robun, *The Beefeater*

Fukuzawa Yukichi, excerpts from *Encouragement to Learning, Outline of a Theory of Civilization*

22. Mon 10/17 Challenges of a New Polity: Nation-Building in Early Meiji

23. Weds 10/19 Review session ahead of midterm

24. Fri 10/21 **MIDTERM EXAM**

Week 9 – The Rise of the Modern Nation-State: Meiji Japan

Text of Meiji Constitution

Text of Imperial Rescript on Education

Mori Ōgai, *The Dancing Girl*

Sino-Japanese and Russo-Japanese War Propaganda Posters (available at https://visualizingcultures.mit.edu/throwing_off_asia_01/gallery/index.htm)

25. Mon 10/24 Civilization and its Discontents: *Bunmei kaika*

26. Weds 10/26 The Growth of a Nation: War, Politics, and Industry

27. Fri 10/28 Discussion Section

Week 10 – Imperial Ambition: Cost and Consequences in Late Meiji

THIS WEEK: Mandatory meeting with instructor to discuss paper topic, structure, and sources

Excerpts from Nagatsuka Takashi, *The Soil*

Alan Stone, *Japan's Muckrakers*

28. Mon 10/31 A “First-Class Nation:” Japan at the Turn of the Century

29. Weds 11/2 Death, Dissent, and Divisions: Late Meiji to Early Taishō

30. Fri 11/4 Discussion Section

Assignment #2: Further Research, Proposal, and Outline Due in class Friday 11/4.

Week 11 – “Taishō Democracy?” – Japan as Cosmopolitan Playground

Tanizaki, *Naomi*

Yoshino Sakuzō, *On the Meaning of Constitutional Government*

- 31. Mon 11/7 (Lecture) WWI and Taishō Democracy: Promise Unfulfilled?
- 32. Weds 11/9 (Lecture) Modern Girls, Modern Boys: Japan’s Interwar Years
- 33. Fri 11/11 Veterans Day Holiday – **NO CLASS**

Week 12 – The Road to Disaster: Shōwa Japan and the Growth of Militarism

Excerpts from Haruko Taya Cook, et al., *Japan at War: An Oral History*

- 34. Monday 11/14 Discussion Section (from Week 11) – Postings due TODAY at 9 a.m.
- 35. Weds 11/16 (Lecture). Militarism, Ideology, and the Breakdown of the Civil Order
- 36. Fri 11/18 (Lecture). “One Hundred Million Hearts Beating As One:” Japan under Militarist Rule

Assignment #3 First Draft of Paper due in class Friday 11/18.

Week 13 – Conquest, Total War, and Destruction

Continued: *Japan at War: An Oral History*

- 37. Mon 11/21 Discussion Section from Week 12 (postings due TODAY 9 a.m.)
- 38. Weds 11/23 Student Travel Day – **NO CLASS**
- 39. Fri 11/25 Thanksgiving Holiday – **NO CLASS**

Week 14 – Defeat, Occupation, and Memory: Japan’s “Long Postwar”

Parallel text of Meiji and Postwar Constitutions

Nakazawa Keiji, *Barefoot Gen*

- 40. Mon 11/28 “Enduring the Unendurable:” Japan in the Immediate Postwar

41. Weds 11/30 Rejoining Civilization: Memory, Rebuilding and the Tokyo Olympics
42. Fri 12/2 Discussion Section.

Week 15 – Postwar to Postmodern: Issues in Contemporary Japan

True Stories of the Korean Comfort Women

McGray, “Japan’s Gross National Cool”

43. Mon 12/5 Japan’s Economic Miracle: Tensions and Narratives in Postwar Prosperity
44. Weds 12/7 Where After the Bubble?: Questions and Directions in Present-Day Japan
45. Fri 12/9 Discussion Section

Assignment #4 Revised draft of final paper due in class 12/9.

Week 16 – Wrap-up and Review

46. Mon 12/12 Review session ahead of Final Exam

FINAL EXAM 8:00-10:00 a.m., Wednesday December 14th.