

LSC Use Only Proposal No:
LSC Action-Date: **AP 9/11/14**

UWUCC Use Only Proposal No: **14-520**
UWUCC Action-Date: **AP-9/30/14** Senate Action Date: **App 11/4/14**

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Geisha and Samurai:
Current course prefix, number and full title: **HIST 436 The Cultural and Social History of Early Modern Japan**
Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____
Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Alan Baumler</i>	4/25/14
Department Chairperson(s)	<i>Matthew Moore</i>	4/25/14
College Curriculum Committee Chair	<i>John Kelly</i>	5/17/14
College Dean	<i>Sam</i>	6/11/14
Director of Liberal Studies (as needed)	<i>David H. ...</i>	9/25/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schriest</i>	10/1/14

Liberal Studies Received Received
 OCT 1 2014 SEP 25 2014 JUN 12 2014
 Received Liberal Studies Liberal Studies

SAMPLE SYLLABUS OF RECORD I.
Catalog Description

HIST 436 Geisha and Samurai: The Cultural and Social History of Early Modern Japan

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: Sophomore standing and 3cr of college history

Examines the cultural and social history of Early Modern Japan, including both Sengoku and the Tokugawa. Includes elite attempts at creating a stratified social order and also how less powerful groups altered or challenged this vision. Discusses the role of commercialization and commercial culture and Japan as an Early Modern society.

II. Course Outcomes:

IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)

Be able to:

Objective 1:

Explain the major themes in Early Modern Japanese History

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to demonstrate their ability to analyze some of the major themes in Early Modern Japanese History. These include the nature of Tokugawa society, the role of the *bushi* and the *daimyo*, ecological stress, *genroku* culture, the changes in rural life and the rise of the *gono*. As *Informed Learners* students will demonstrate knowledge and understanding of the interrelationships within and across cultures and global communities. As *Empowered Learners* students will demonstrate critical thinking skills including analysis, application and evaluation and reflective thinking and the ability to synthesize information and ideas

Objective 2:

Demonstrate their understanding of some of the major themes in the historiography of Early Modern Japan.

Expected Student Learning Outcome 2:

Empowered Learners

Rationale:

Assignments will require students to demonstrate some knowledge of the major debates in the historiography of Early Modern Japan. These include the debates about the nature of Tokugawa ideology, the various theories explaining peasant unrest and the connection between urban and rural Japan and the role of ecological crisis in the decline of the Tokugawa order. As *Empowered Learners* students will demonstrate critical thinking skills including analysis, application and evaluation and reflective thinking and the ability to synthesize information and ideas.

Objective 3:

Learn to work with and analyze primary and secondary sources

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Assignments will require students to analyze both primary and secondary sources. Readings will vary from semester to semester, but the current version is typical in that includes several secondary sources, one entirely primary source (Basho) and, in the final version, many other readings from primary sources. As *Informed Learners* students will demonstrate knowledge and understanding of: -the past and present from historical, philosophical and social perspectives As *Empowered Learners* students will demonstrate critical thinking skills including analysis, application and evaluation reflective thinking and the ability to synthesize information and ideas

Objective 4:

Demonstrate their understanding of the complex relationships between dominant and non-dominant groups in Early Modern Japanese society. Ethnic minorities, women, and peasants will be examined.

Expected Student Learning Outcomes 2 and 3:

Empowered and Responsible learners

Rationale:

Assignments will require students to demonstrate their ability to analyze these issues. The relationship between the Tokugawa elite and the various groups they controlled is central to the class. Although students will come into the class with an image of pre-modern Japan as an isolated and static society, one of the purposes of the course is have them learn how inaccurate this stereotype is. As Empowered learners they will demonstrate information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources. As *Responsible Learners* students will demonstrate:- an understanding of themselves and a respect for the identities, histories, and cultures of others

Week 1 The Ashikaga Legacy and the Tokugawa today. Why this class matters for understanding modern Japan. The legacy of Pre-Onin War Japanese culture.

Week 2 War and Warrior Culture. The age of war and the nature of the *bushi* and *daimyo*. War and warriors in reality and in literature.

Week 3 *Ikko* and *Ikki* during Sengoku. Peasants and townsmen in the age of war. Peasant organizations, popular Buddhism and local autonomy.

Week 4 Cultures of unification. Hideyoshi, the tea ceremony, and taming the samurai. Castles and the symbolism of power.

Week 5 *Sankin Kotai*. The Tokugawa order and its cultural and economic impact. The container society and its ideological justification.

Week 6 *Chonin* and urban life. Commercialization and the transformation of social relations. Sumo, *burakumin*, social control and the threat of disorder.

Week 7 Edo, Kyoto, Osaka and *Chonin* identity. The great cities and life on the Tokaido. Merchant academies, popular education and the emergence of a *Chonin* identity.

Week 8 Basho and the Chonin. Literary and cultural definitions of commoner status. Saikaku and the theater. Poetry networks, prints, and spreading urban culture.

Week 9 Women, Geisha and the Ukiyo-e. The floating world and commercialization. Mass production of culture. Commercialization as a threat to social order.

Week 10 Village practice. The village and its inhabitants. Elite and peasant understandings of rural life. Rural industry, rural poetry, and rise of the *gono*.

Week 11 Rebellion. Peasant and urban violence. Moral economy and understanding revolt. *Chushigura* and samurai discontent.

Week 12 Carnival of the Aliens. Dutch, Koreans, Ainu and the outside world. Understanding the Tokugawa in global context.

Week 13 Nativism. Understanding Japan, from Hayashi Razan to Motoori Norinaga to Oshio Heihachiro.

Week 14 Tempo and disaster. Famine, Russians, and the crisis of the Tokugawa order. Ecological problems and economic crisis.

Final Exam -Take Home, turned in during the final exam period. This is the culminating activity.

Evaluation methods

Exam essays 15%

You will each write 3 take-home exam type essays of 2-3 pages during the course of the semester.

Final 15%

Take-home final. Turned in during the final exam period.

Short papers 5 x 10 = 50%

Each of you will write 5 short analysis papers on primary or secondary sources that you select. From our readings.

Quizzes and other short assignments 20%

Everything else you do in class; map quizzes, movie reviews, other written assignments, short oral presentations, etc, is part of your quiz grade.

Grades

90+ =A, 80-90 =B, 70-79 =C, 60-69 =D, 60> =F

VI. Undergraduate Course Attendance Policy

The IUP Attendance policy, as found in the undergraduate catalog, will be followed.

VII. Required Textbook

No textbook.

Non-textbook reading

Ooms, Herman. *Tokugawa Village Practice: Class, Status, Power, Law*. Berkeley: University of California Press, 1996.

Stanley, Amy. *Selling Women: Prostitution, Markets, and the Household in Early Modern Japan*. Berkeley: University of California Press, 2012.

Vaporis, Constantine Nomikos. *Tour of Duty Samurai, Military Service in Edo, and the Culture of Early Modern Japan*. Honolulu: University of Hawai'i Press, 2008.

Basho. *The Narrow Road to the Deep North, and Other Travel Sketches*; Harmondsworth: Penguin, 1966.

Plus a course reader with various primary and secondary sources.

VIII. Special Resource Requirements

None

IX. Bibliography

Adolphson, Mikael S. *The Gates of Power: Monks, Courtiers, and Warriors in Premodern Japan*. University of Hawaii Press, 2000.

Berry, Mary Elizabeth. *Japan in Print: Information and Nation in the Early Modern Period*. 1st ed. University of California Press, 2007.

Botsman, Daniel V. *Punishment and Power in the Making of Modern Japan*. Princeton University Press, 2007.

Gramlich-oka, Bettina, and Gregory Smits, eds. *Economic Thought in Early Modern Japan*. Brill Academic Pub, 2010.

Guth, Christine. *Art of Edo Japan: The Artist and the City 1615-1868*. New Haven: Yale University Press, 2010.

Ikegami, Eiko. *Bonds of Civility: Aesthetic Networks and the Political Origins of Japanese Culture*. Cambridge University Press, 2005.

Kalland, Arne. *Fishing Villages in Tokugawa Japan*. 1st ed. Routledge, 1995.

Keene, Donald. *Frog in the Well: Portraits of Japan by Watanabe Kazan, 1793-1841 (Asia Perspectives: History, Society, and Culture)*. Columbia University Press, 2012.

Leupp, Gary P. *Servants, Shophands, and Laborers in the Cities of Tokugawa Japan*. Princeton, N.J.: Princeton University Press, 1992.

Vaporis, Constantine Nomikos. *Voices of Early Modern Japan: Contemporary Accounts of Daily Life during the Age of the Shoguns*, 2014.

Walker, Brett L. *The Conquest of Ainu Lands: Ecology and Culture in Japanese Expansion, 1590-1800*. 1st ed. University of California Press, 2006.

Global and Multicultural Awareness justification

The course deals primarily with non-dominant cultures. (Japan) There is also considerable discussion of non-dominant groups inside Japan. Cultures are presented on their own terms, going beyond mere description of a culture. Students will examine the ways Japanese people have established systems of values, norms, and ideas. This is particularly important in the unification period and in the discussion of Confucian and Nativist attempts to legitimate the social order. Students will be enabled to gain knowledge of the past and interrelations among communities.

LS elective justification

The course addresses critical-thinking and scholarly discourse. The assigned readings include a number of scholarly works, and the other readings will include more. There is content that addresses the contributions of racial minorities and of women. The course extends beyond core concepts.

Liberal Studies Elective Competencies (this course meets the standards for Information Literacy)

Students will read, analyze and write about a variety of different types of sources. The assigned readings include different types of sources, and the course reader will contain more. The course will include discussion of how to use different types of sources, which is one of the basic skills students learn in history classes. See the attached guidelines for writing an article review.

Liberal Studies Course Approval General Information

1. This is not a multiple instructor or multiple section course.
2. Although the readings for the course will vary from semester to semester the current version is typical in that includes one work that deals extensively with the role of women. (Stanley) The course also includes readings on the relationship between ethnic majorities and minorities.
3. Although the readings for the course will vary from semester to semester the current version is typical in that includes four non-textbook works of fiction or non-fiction.

Ooms, Herman. *Tokugawa Village Practice: Class, Status, Power, Law*. Berkeley: University of California Press, 1996.

Stanley, Amy. *Selling Women: Prostitution, Markets, and the Household in Early Modern Japan*. Berkeley: University of California Press, 2012.

Vaporis, Constantine Nomikos. *Tour of Duty Samurai, Military Service in Edo, and the Culture of Early Modern Japan*. Honolulu: University of Hawai'i Press, 2008.

Basho. *The Narrow Road to the Deep North, and Other Travel Sketches*; Harmondsworth: Penguin, 1966.

4. Although this course will enroll both majors and non-majors it does not assume any knowledge of Japanese history or of historical method.

Course Analysis Questionnaire

How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The course will be part of the regular upper-division offerings of the History Department, and will also expand the Japan offerings for Asian Studies. The course will be open to majors and non-majors, and assumes no knowledge of history beyond the prerequisite 3 cr. The course material would not fit into any other course at IUP.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No changes at present. After the new Japan courses are in the catalog we will delete the old HIST 337

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has not been offered, but HIST 337, which is being split into two courses, has been offered many times.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

No

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course will not be offered for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Harvard University JAPNHIST 150 Early Modern Japan

Cleveland State HIST 372 Early Modern Japan 1600-1868

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by one faculty member from the History Department.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

n/a

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

No

- B4 Will seats in this course be made available to students in the School of Continuing Education?

No

Section C

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

This course will fit into the regular rotation for the department's East Asian historian. It should be offered about once every two years.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Resources are adequate

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

It should be offered about once every two years.

- C5 How many sections of this course do you anticipate offering in any single semester?

0-1

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Course size will be 25, which is the standard number for an upper-division history course

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

N/A

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

The division of Modern Japanese history into two courses is intended to serve a number of aims.

-Give students more opportunities to study East Asian history. At present a student can take all of our upper-division East Asia classes in three semesters. Offering more classes will be beneficial to History majors, Asian Studies majors, and others interested in Asia.

-Follow the trend in the field towards splitting the Japan classes in two. While it is possible to deal with both Early Modern history (which tends to focus more on social and cultural history) and the modern period (which tends to focus on political change) in a single class, it does make a good deal of sense to divide these.

Sample Assignment

Writing an article (or chapter) review

When I ask you to write a review of a scholarly article there are a number of things you need to do. **-Pick an article.** (assuming I have not done it for you)

Theoretically you could pick anything. In practice you need to look for something that is enjoyable and that you can review. (Just like a book review) By enjoyable I mean something that you are interested in. There are countless articles out there, why waste your time on something you don't want to do? The article also has to be something that you are capable of commenting on. If it is a highly technical discussion of the development of the hermeneutics Mootori Norinaga's ideas about *ki* and you have no idea what any of those words mean it is probably not for you. A review-able article is one that you can engage with and say something about. Note that if I have asked you to select an article part of your grade is based on how well you have done at it. If you have picked a rotten article you can't say much about it and thus can't get as good a grade as someone who picked a good article.

-Note that in some classes I give you a choice between reading articles from scholarly journals or book (monograph) chapters. These are slightly different, as the chapters will usually be connected to other chapters you have not read.

-Read the article

This is pretty straightforward, but remember that you need to read this in an informed way. You have to be able to follow the author's argument, and there will probably be a lot of terms and concepts in here that you don't know. If you realize that you are not following the article because it keeps using terms like *bakufu* or *hoplite* you might want to look them up. There may be other terms others you can probably skip over. Figuring out which names and terms are important enough that you need to look them up and which ones you can get by without and still understand the author's points is an important skill you need to develop.

-Write the paper

There are a number of things you need to deal with in a review, and how much time you spend on each of them depends on what the article is and what you most want to say about it. Remember, this is your review of the book, not a summary, so you need to decide what you want to talk about most.

-What does the article say?. In a review you should always assume that the reader has not read what you are writing about. People often use reviews to help them decide what to bother reading or even as a substitute for reading. So you need to tell the reader what the basic argument of the article is and how it is developed. You probably do not need a long summary for this, although you may if it is a complex article.

-An article is supposed to say something and convince you of some point or tell a story. What was this one trying to do and how well did it do so? The author is not just stringing words together, they are constructing an argument, or a narrative, and you need to explain how they are doing it and what they are expecting you to get out of this. Note that it is possible for parts of an article, or even the whole thing, to just be a collection of facts without a clear argument. Feel free to point that out, but be sure you are correct and are not just missing the author's points.

-Evidence is quite important in assessing an article. How is the author proving things? What sort of sources are they using? You need to be critical of what they are doing. This involves a certain amount of arrogance. The author obviously knows a lot more about this topic than you do, but you still need to be able to point out if there are places where the argument is not as strong as it could be. You also need to be a little modest. If you can't understand what the author is doing be sure that it is their fault rather than yours. You may have to do a bit of research to figure out what the author is saying. Note that you may not be able to assess their sources at all, as the notes may be to foreign-language sources or they otherwise may not be something you are capable of dealing with. It is fine to say that you don't feel you are able to assess the author's used of sources and evidence.

-How does this article fit into the wider literature? You will not be able to answer this question as thoroughly as a more experienced historian, but you should be able to do a fairly good job of it. What does this article tell us that is interesting or important, that relates to some question or topic that historians are interested in? To some extent all articles are good, in that they tell you more than you knew before about the specific topic they are dealing with. A really good article sheds light on larger themes, however, and you should explain how it does that.

Unless I have said otherwise, the paper should be 2-3 pages, with a full citation to the article/book at the top, and either footnotes or parenthetical page numbers.

[Here](#) is a link to a sample article review