

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

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UWUCC Use Only Proposal No:
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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Proposing Department/Unit History	Phone 7-2284

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

Current course prefix, number and full title: **HIST 437 The History of Modern Japan: From the Floating World to Present**

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>[Signature]</i>	4/25/14
Department Chairperson(s)	<i>[Signature]</i>	4/25/14
College Curriculum Committee Chair	<i>[Signature]</i>	5/7/14
College Dean	<i>[Signature]</i>	6/1/14
Director of Liberal Studies (as needed)	<i>[Signature]</i>	9/25/14
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schust</i>	10/1/14

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

SAMPLE SYLLABUS OF RECORD I.

Catalog Description

HIST 437 The History of Modern Japan: From the Floating World to the Present

3 class hours

0 lab hours

3 credits

(3c-0l-3cr)

Prerequisites: Sophomore standing and 3cr of college history

Japan's modern transformation from the age of the samurai to the present. Looks at both the Japanese elites' quest for wealth and power in the late 19th and the 20th centuries and the impact this quest has had on ordinary people.

II. Course Outcomes:

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

Objective 1:

Explain the major themes in 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 Modern Japanese History. These include the impact of the Meiji Ishin, the changes in social structure before and after 1888, the impact of industrialization, the rise of the idea of the *kokutai* and of the Japanese Empire, the impact of war and occupation and the impact of export-led growth.

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 - reflective thinking and the ability to synthesize information and ideas.

This Objective meets the Informed Learners Outcome as a Liberal Studies Elective, and specifically as an Information Literacy elective.

Objective 2:

Demonstrate their understanding of some of the major themes in the historiography of 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 Modern Japan. These include the nature of the Tokugawa container society, the best way to understand *bakumatsu*, reasons for Japan's rapid industrialization, the impact of political change on social life, especially for women, the rise of left wing and right wing critiques of the Taisho order, the relationship between Japan and the empire and the emergence of a pacifist Japan. 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 3:

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 (*Soldiers Alive*) 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 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. 1269 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 Tokugawa legacy. Political and social nature of the container society. Tokugawa as an early modern society and what that means.

Week 2 Tempo. Ecological, Confucian and Buddhist understandings of the crisis. Bakufu, han, and popular responses.

Week 3 Black ships and Japanese understandings of foreigners. *Bakumatsu* Japan in the East Asian imperial order, the threat of China (both ways) and the Shogun's reforms.

Week 4 Patriots and redeemers. The *shishi* and their social background from Fukuzawa to Matsuo. The imperial option and the situation in Edo and Kyoto.

Week 5 Meiji. All the things *Ishin* can mean. War, revolution and social disorder. The life and death of Saigo Takamori.

Week 6 Meiji constitution. Constitutionalism vs. autocracy. The creation of the Emperor and Shinto. The German model and the Yamato model. The *genro*.

Week 7 Ashio. Women and men in mills and mines. Labor protest, class identity and the new middle class. Copper, silk and Japan's position in the global economy.

Week 8 War and Taisho Democracy. Wars with China, Russia and Germany. Militarism and national identity. Empire and Toyama. Hara Kei and the process of democratization.

Week 9 Cultures of democracy. Liberating women, defining Koreans, and making consumers happy. Jazz, socialism and free love.

Week 10 The other Japan. Rural poverty before and during the depression. Peasant leagues and preserving the village. Empire, agricultural colonies, and the *kokutai*.

Week 11 War and Empire. China, Manchuria and Pan-Asianism. War fever and changing Japanese society. Zaibatsu and the command economy. The experience of war for soldiers and civilians.

Week 12 Occupation. The final year and the atom bombs. Building a democratic Japan and the Reverse Course. The Korea dividend and the Happy Apple song. AMPO crisis.

Week 13 Japan Inc. Office ladies, the window tribe and the Japanese model of employment, work and life. Export led growth and the Japanese miracle.

Week 14 Japan today. End of the boom and Japan in the stagnation lane. Relations with the U.S., Korea, and China. Otaku and Fukushima

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

Goto-Jones, Christopher S. *Modern Japan a Very Short Introduction*. Oxford: Oxford University Press, 2009.

Non-textbook reading

Copeland, Rebecca L, and Ortabasi. *The Modern Murasaki Writing by Women of Meiji Japan*. New York: Columbia University Press, 2006.

Dower, John W. *Embracing Defeat: Japan in the Wake of World War II*. New York: Norton, 2012.

Ishikawa, Tatsuzō. *Soldiers Alive*. Honolulu: University of Hawaii Press, 2003.

Nagatsuka, Takashi, and Ann Waswo. *The Soil: A Portrait of Rural Life in Meiji Japan*. Berkeley: Univ. of California Press, 1989.

Young, Louise. *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. Berkeley: University of California Press, 1998.

Plus a course reader with various primary and secondary sources.

VIII. Special Resource Requirements

None

IX. Bibliography

Aso, Noriko. *Public Properties: Museums in Imperial Japan* Durham: Duke University Press, 2013.

Atkins, E. Taylor. *Blue Nippon Authenticating Jazz in Japan*. Durham: Duke University Press, 2001.

Bourdaghs, Michael K. *Sayonara Amerika, Sayonara Nippon: A Geopolitical Prehistory of J-Pop*. New York: Columbia University Press, 2012.

Itō, Mizuko, Daisuke Okabe, and Izumi Tsuji. *Fandom Unbound: Otaku Culture in a Connected World*. New Haven: Yale University Press, 2012.

Kingsberg, Miriam. *Moral Nation: Modern Japan and Narcotics in Global History* Berkeley: University of California Press, 2013.

Moore, Aaron. *Constructing East Asia: Technology, Ideology, and Empire in Japan's Wartime Era, 1931-1945*. Stanford: Stanford University Press, 2013.

Pai, Hyung Il. *Heritage Management in Korea and Japan: The Politics of Antiquity and Identity* Seattle: University of Washington Press, 2013.

Schenking, J. Charles. *The Great Kanto Earthquake and the Chimera of National Reconstruction in Japan* New York: Columbia University Press, 2013.

Weisenfeld, Gennifer S. *Imaging Disaster: Tokyo and the Visual Culture of Japan's Great Earthquake of 1923*, Berkeley: University of California Press, 2012.

Young, Louise. *Beyond the Metropolis: Second Cities and Modern Life in Interwar Japan* Berkeley: University of California Press, 2013.

Global and Multicultural Awareness justification

The course deals primarily with non-dominant cultures. (Japan) The course also includes extensive discussion of non-dominant groups in Japanese society, including women and peasants. These groups are particularly important in the Meiji and Taisho periods. 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 discussions of the growth of national power after 1888 and the importance and meaning of the Japanese Empire after the Toyama Rice Riots. 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. All of the readings are either scholarly works or primary sources. There is content that addresses the contributions of racial minorities (Ainu) 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 a primary source analysis.

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 deal extensively with the role of women. The course also includes readings on the relationship between ethnic majorities and minorities, most notably Koreans and *barakumin*.
3. Although the readings for the course will vary from semester to semester the current version is typical in that includes five non-textbook works of fiction or non-fiction

Copeland, Rebecca L, and Ortabasi. *The Modern Murasaki Writing by Women of Meiji Japan*. New York: Columbia University Press, 2006.

Dower, John W. *Embracing Defeat: Japan in the Wake of World War II*. New York: Norton, 2012.

Ishikawa, Tatsuzō. *Soldiers Alive*. Honolulu: University of Hawaii Press, 2003.

Nagatsuka, Takashi, and Ann Waswo. *The Soil: A Portrait of Rural Life in Meiji Japan*. Berkeley: Univ. of California Press, 1989.

Young, Louise. *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism*. Berkeley: University of California Press, 1998.

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

- 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).

No

- 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).

Amherst College HIST 176 Modern Japanese History

Stanford University HISTORY 95C: Modern Japanese History: From Samurai to Pokemon

- 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).

This course does not overlap with any taught by another department.

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?

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 Chinese and 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 Modern China/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 zillions of 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 of *hadith* under the Abbasids and you have no idea what any of those words mean it is probably not for you. A reviewable 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 sample article review