

This syllabus and schedule are available on Blackboard:  
<https://bb-winthrop.blackboard.com/>

## HIST 335 001 Modern Japan

(CRN Number: 12837)

Fall 2020 (8/25-12/11)  
Online Course | 3 Credit Hours

Instructor: Dr. Catherine C. Chang

*The instructor understands the challenges students are facing during this pandemic. Please use emails or attend the Blackboard's discussion and virtual office hours to stay in close contact with me so that I can accommodate your needs with timely measures.*

Email: [change@winthrop.edu](mailto:change@winthrop.edu)

*I will reply to your email within 24 hours if you use your Winthrop email account, clearly tell me who you are, and give a clear subject in the subject line. Otherwise, I would not know your identity and cannot reply to you. You can also ask me questions on Blackboard: Go to our class on Blackboard and find "Discussions" in the content area on the left of our course homepage. Click on "Discussions," and then create a thread in the "I have a question" forum.*

### Class Location

- On [Blackboard](#). Here are the tutorial to log in and more tutorials of other resources.
  - [Log in to Blackboard](#)
  - [Online Learning: Student Training & Resources](#)
  - [Preparing for Remote Learning](#).
- **You should check your Winthrop email daily and access Blackboard several times a week to participate and stay on track.**

### Class Meeting Time

**Class materials such as instructor's notes (PDF files) are on Blackboard. Discussions and quizzes are also conducted on Blackboard. On Thursday at 12:30 pm the instructor offers classes to help students to understand the class contents because each chapter in the textbook includes many key points which are foreign for many of you and hard to be connected, but the classes are not mandatory.**

### Office Hours:

- **I will be on Blackboard Collaborate Ultra on [Wednesday @ 12:20-3:20](#) and on [Thursday @ 5:00-8:00](#)**

- If you'd like to schedule an appointment outside the time listed above, please email me at [changc@winthrop.edu](mailto:changc@winthrop.edu)

## Course Description

This course will explore the history of Japan mainly from the mid-19<sup>th</sup> century to the present, including topics of socioeconomic changes and gender issues, the modern state formation, nationalism and imperialism, World War II, the U.S. occupation, democracy, diplomacy, and economy. We will draw upon translations of original documents, historical writing, memoirs, *manga*, reportage, movies and documentaries. Students will assess a range of diverse historical experiences and struggles shaping Japanese society and world views.

*This course satisfies the requirements of global perspectives and historical perspectives of the General Education Program.*

## Technology Requirements

### Required Hardware

- A modern computer running Windows 7 or later or Mac OSX 10.7 or later
- A reliable internet connection
- Built-in or external computer speakers
- Webcam and microphone

***If the Internet fails in class (real-life situation) or during office hours on my side, e.g. my monitor freezes, which I might not notice, please speak up to tell me immediately online. If I can't resolve the issue and have to pause the class or office hours, I will email the class ASAP to guarantee students' progress.***

***Should you have any tech need, laptops and hotspots are being coordinated via IT and the Dacus Library, and the process for tech requests and support can be found here: [Laptop Request Information](#). All requests should begin with an email from your official WU email account to [servicedesk@winthrop.edu](mailto:servicedesk@winthrop.edu), and include the following information: First name, Last name, CWID (Campus Wide ID – Log into Wingspan to locate it) , or Specific software you may need.***

### Required Software

- Microsoft Office
- Google Chrome or Mozilla Firefox

***Note: Faculty and students need a safe space in which to discuss topics that can be difficult due to differing experiences and points of views. Students and faculty must agree that course materials and/or discussions in any format are safe from the fear of being posted or shared with individuals outside of the course section. No recordings of any format (audio and/or video) may be captured WITHOUT the express consent from the instructor and speaker, and if consent is granted, must be properly cited. Recordings or copies of classroom proceedings (lectures, discussions, chats, etc.) or materials (syllabus, handouts, lecture notes, slides, readings, etc.) may not be published or used in any way that denigrates and/or***

***decontextualizes the instructor or any student whose class remarks are recorded. If any personal copy of recording of class lectures or discussions is made, it must be destroyed (deleted and removed from trash) at the end of the semester.***

## Texts and Materials

If you regularly do the readings and actively raise analytical questions in weekly discussions and in virtual classes, I will move on to enrich the lectures with more cultural dynamics, movies/documentaries, and individual “stories” in class, from perspectives such as social history, gender politics, and from American, Chinese, Korean or more national perspectives. Such practice would help you understand the reasons why there are numerous narratives (or “stories”) of any certain historical event.

- **Gordon, Andrew. *A Modern History of Japan: From Tokugawa Times to the Present*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2014. (ISBN-13: 978-0199930159)**

This is one of *the* textbooks (**tertiary source**) most commonly adopted by American professors teaching this course, with very detailed facts but few anecdotes. If you are interested in Japanese history, this is a useful tool book to hold on until you deeply remember the facts. In class, I will first focus on important subjects and keywords and drop other details and his comments.

- **Hills, Ben. *Princess Masako: Prisoner of the Chrysanthemum Throne*. New York: Jeremy P. Tarcher/Penguin, 2006. (ISBN-13: 978-1585426102)**

This book (**secondary source**) is written by a journalist and misses many required portions for academic use. It is even controversial. Taking a gender perspective, this book centers on the newly crowned empress Owada Masako [Owada is her original surname. I am adopting the Japanese custom with the surname placed before the given name] and her husband Naruhito or the Reiwa emperor (r. 2019 ~). The book’s controversial nature also offers us an opportunity to practice our skills to evaluate sources and to understand the dynamics of Japanese society. In addition, it is still very informative.

- **Lu, David J. *Japan: A Documentary History: v. 1: The Dawn of History to the Late Eighteenth Century*. Taylor & Francis Group, 2015. (Selected Pieces from the eBook, unlimited access to this book on PASCAL through Winthrop)**

**Lu, David J. *Japan: A Documentary History: v. 2: The Late Tokugawa Period to the Present*. M. E. Sharpe, 1997. (Selected Pieces from the eBook)**

These two books constitute one of the most commonly used anthologies of **primary sources** regarding Japanese history. Their eBooks are also available in a special format online for rent with reasonable prices if you are interested in Japanese history or you want to hold them at hand.

**Note: You need to obtain a Winthrop library account to access any eBook or articles in the library’s databases. How do you obtain a Winthrop library account? Click**

[here](#). For more information about the Dacus Library, click on this [New Students Library Orientation](#) and more [Tutorials](#) on various topics such as basic library search, databases, citations, research skills, and the “book a librarian” function. In addition, PASCAL is the Partnership among South Carolina Academic Libraries.

- **Supplementary materials such as book chapters or news links**

Available in the Content Area on Blackboard by week. They are mandatory readings, used to balance Gordon’s book, and they are related, useful, or fun.

- **Lecture Notes (in PowerPoint Slides or PDF files) and/or Videos**

Available in the Content Area on Blackboard by week (under Week 1, Week 2, etc.). The PowerPoint Slides on the designated readings will be available in the beginning of each week on Blackboard. They are to help your understanding of the readings.

### Grading System

Because this is an online course, it demands a high degree of self-motivation and self-discipline for successful completion. Start from Week One to develop the critical reading skills. The course requirements are as follows.

Active Participation and Discussion on Blackboard	26 %
Quizzes on Blackboard	13 %
Three Essays (submitted to Turnitin, due on Oct 2, Nov 6, Dec 4)	45 %
Final Exam on Blackboard	16 %
Total	100%

This course will be graded on a plus/minus basis. All course components will receive a number grade, but the final grade will be a letter grade and result from a weighted average of the grades of these course components. I will only give incompletes in extraordinary circumstances.

According to the Winthrop’s academic regulations, the letter grades are assigned as follows:

93-100 =A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 59 or less=F

***In Fall 2020, a grade below C- or U (if it is on an S/U base) has no impact on the cumulative GPA. A letter grade above C- will contribute to the GPA. All itemized grades will appear in the section of “My Grade” on Blackboard when they are ready.***

***Every*** student is expected to regularly and actively participated in all course activities, including quizzes and weekly discussions. According to the school policy, **if a student does not log in to the course for 21 days, the student will receive a grade of N** if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University Catalogs, a grade of **F or U** shall be assigned.

## 26% Active Participation and Discussions

*All meetings and office hours will use Blackboard Collaborate Ultra. Find [tutorials](#) here.*

Demonstrate your active participation, i.e. raising questions and making critical arguments about the readings and to respond to other students' findings and questions. I will look at your participation time and quality on Blackboard to decide the grades.

**Each weekly discussion lasts from its Monday to Sunday. Each student is expected to join the discussion at least twice — 1) to submit your opinion or analysis of a topic or historical event that you did not know of before; 2) read other classmates' posts and then respond to at least one thread to give your suggestions and help each other.**

Manage your time to do readings and watch lecture notes as early as possible to join the discussion. The grade is based on your participation time on Blackboard and the evidence of your critical reading, thinking, and writing skills.

To help students better understand the textbook's contents, the instructor offers classes on Thursday at 12:30 pm. **Attending the class is not mandatory.** But you are welcome to join the class and ask questions because most chapters are big and foreign.

## 13% Quizzes

To ensure that students are obtaining the evidentiary base – keywords and themes of the readings, there will be a quiz (multiple-choice questions) **on Blackboard** after each Thursday class, **starting from Week 2**. There will be no makeup quizzes without the instructor's prior approval.

## 45% Three Essays

- Grade, Length, and Format: You must submit three essays at least 1,000 words each. Each essay consists of 15 percent of the final grade. All essays must be typed, double-spaced, in Times New Roman 12-point font with 1-inch margins, and documented in the MLA or Chicago Documentation style. Prompts will be provided in separate handouts.
- Electronic Submission: Submit your electronic copy of each essay to [Turnitin](#) by the end of the due date (**Oct 2, Nov 6, Dec 4 @ 11:59 p.m.**) with the ID and enrollment key below. Please create an account first if you haven't use it before. See [student tutorials](#) here. Then, use the ID and enrollment key to find the folder for our class.

**Turnitin ID: 26028084**

**Turnitin Enrollment Key: MJ202001**

- Failure to Meet the Requirements: Failure to meet any requirement of an essay will result in an automatic deduction of the grade. If it is a failure to meet the minimum 1,000-word length requirement, the deduction will be in accordance with the ratio to the length requirement.

- Essay Workshop and Reading Drafts:
  - Before the due date of the first essay, there will be a brief essay workshop incorporated into the virtual class on the nature of the essay, the MLA or Chicago documentation style, and plagiarism.
  - I will happily comment on your drafts submitted at least 48 hours before the deadline. Email me your drafts. For the best result, please make an appointment and discuss your essay virtually with me after submission. Submitting drafts does not guarantee your grades if your final draft shows little revision and progress after the draft(s).
- Late Essay Policy:
  - If you have an illness or an extreme emergency that will force you to miss a deadline, please email me — at least one day before the deadline — a written explanation and a firm deadline by which you will be able to complete the essay. You must also submit written verification from a physician, advisor, or administrator as soon as possible for rescheduling the deadline.
  - Without the instructor’s prior consent, late essays will not be accepted for full credit. They must be submitted to me via email and will receive a late penalty of one letter grade for each day (including non-class days and weekends) because they would be rejected by Turnitin after deadline. No more essay will be accepted after Dec 3.

## 16% Final Exam

**TBD but it is asynchronous.** It will cover all lectures, discussion, and materials. Detailed information will be provided later. There is no makeup exam without the instructor’s prior consent.

## Student Code of Conduct—Cheating and Plagiarism

- Responsibility for good conduct rests with students as adult individuals. All academic work (including tests, essays, journal entries, presentations, and discussion) produced by you is the result of your own efforts and the explicit acknowledgement of other people’s contribution. Cheating and plagiarism are intellectual thefts and have been considered two of the most common forms of academic dishonesty. **Academic misconduct can result in failure of the assignment, failure of the course and even expulsion from the university.** Read Section V, “Student Academic Misconduct,” of the [\*Student Conduct Code\*](#).
- Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another’s test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, “cheat sheets,” or other information devices inappropriate to the prescribed test conditions. Any student caught cheating, either conscious or unconscious, in any quiz or exam will receive Zero for it. The Dean of Students will be notified; additional measures could be imposed.
- **Plagiarism is defined as the act of using the ideas or works of another person or**

**persons as if they were one's own without giving proper credit to the source.** Such an act is not plagiarism if it is ascertained that the ideas were derived through independent reasoning or logic or that the thought or idea is common knowledge. **Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, in-text citations, footnotes, or commentary. Paraphrasing one or more paragraphs of any source and copying the structure of any source are also plagiarism.** Examples of plagiarism include but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit. **No proper documentation of sources in writing assignments will be considered plagiarism. If any part of your essays is plagiarized, or if you recycle your or anyone's old writing assignments (part or whole), you will receive punishments such as a grade of zero on the writing assignment or F for the course grade. The Dean of Students will be notified; additional measures could be imposed.**

### Students with Disabilities / Need of Accommodations for Access

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students.

In Fall 2020, the Office of Accessibility (OA) will be working remotely. They can be reached via email, and they can explore options such as Skype, telephone, or other online options to engage in discussion and conversation if you have any concern (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and if you anticipate or experience academic barriers due to the condition. Please contact OA for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

OA contact information: [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu) and at [OA\\_Team@winthrop.edu](mailto:OA_Team@winthrop.edu)

### Writing Center

In Fall 2020, the Writing Center will continue to virtually support students in need of improving skills and knowledge. You are invited to utilize Writing Center services at a variety of stages in your writing processes: understanding assignment directions; brainstorming ideas; creating "maps" or outlines; checking to see that your project specifically meets the directions specified by your instructor; exploring practical routes for revision and development; and adhering to format and style guides (e.g. APA, CBE, Chicago, and MLA). Tutors can help you become conscious of, and proactive about, particular patterns that emerge in your written work and discuss strategies and resources that you can use as you write, revise and edit your own work.

You can make appointments using the [scheduling calendar](#). If you have never used the Center

before, please register for an account before scheduling your appointment. 30 minutes before your consultation, upload or share the writing that you'd like to chat about to the Writing Center Gmail: [winthrop.writingcenter@gmail.com](mailto:winthrop.writingcenter@gmail.com). Click on [Writing Center](#) for more information.

## Manners and Communication

Students are expected to exhibit responsible and mature behavior as college students and adult learners. This includes actively participating in class discussions/activities, respect all students' rights to express their opinions, and follow email etiquettes. You are encouraged to think, question, and debate with each other, to develop your critical thinking skills. But give evidence such as facts, data, and sources to support your opinions. When emailing me, use your Winthrop email account, give a clear subject line to indicate your email, use a professional salutation to address the instructor, tell me who you are, and remember your signature.

## Student Goals of the Course

This course satisfies the goals of University-Level Competencies (ULC) for the undergraduate students:

Competency 1: Winthrop graduates think critically and solve problems.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Competency 4: Winthrop graduates communicate effectively.

By its very nature, this course participates in the Global Learning Initiative.

## Student Learning Outcomes

In order to satisfy these complex goals, the course will have the following student learning outcomes:

Students in this course are expected to achieve the following learning objectives of the History Department:

1. History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments (department outcome 2).
2. History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form (department outcome 4).
3. History majors understand and critically discuss important developments of global history, especially issues and events significant to areas outside the United States (department outcome 5).

Students in this course are expected to achieve the following learning objectives related to the historical perspective component:



1. Read, write, and speak standard English on historical topics.
2. Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages.
3. Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competence appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments.
4. Identify sound and unsound historical reasoning.
5. Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus.
6. Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another.
7. Demonstrate an understanding of how historical change occurs and what causes it.
8. Articulate a philosophy of history or be able to use the “tools” of historiographical study and research.
9. Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed.
10. Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong.”
11. Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience.
12. Demonstrate awareness of interrelationships that foster change among societies, regions, nations, and cultures.
13. Identify the root causes of historical changes or conflict and articulate methods of conflict resolution.
14. Demonstrate recognition of historical causes for present realities.
15. Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities.
16. Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines
17. Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
18. Critically evaluate the connections between the arts and society.

Students in this course are expected to achieve the following learning objectives related to the global perspective component:

1. To expose students to multiple perspective such as the influences of economic, historical, political, social, and cultural forces in the development and functioning of the world.
2. To study the effects of such forces on particular countries, cultures, and geographic regions.
3. To apply critical thinking and analytical skills.
4. To recognize human diversity (both past and present)

Students in this course are expected to achieve the following learning objectives related to the humanities and arts perspective component:

1. Demonstrate knowledge of and appreciation for diverse intellectual and/or cultural viewpoints.
2. Critically evaluate diverse intellectual and/or cultural viewpoints.
3. Demonstrate knowledge of the history of the arts.
4. Demonstrate understanding of the relationships among various art forms within their sociohistorical contexts.
5. Demonstrate knowledge of and appreciation for diverse values and beliefs.
6. Critically evaluate those values and beliefs.
7. Examine their own values and beliefs.
8. Critically evaluate materials in a variety of formats (e.g., written, oral, visual, etc.)
9. Gather information and to develop and effectively communicate ideas in Standard English.

This course conforms to the General Education guidelines by requiring **4 written assignments**.

### Global Learning Component

This course participates in the Global Learning Initiative by its very nature. The global learning component of this course is the following: It will compare cultures of different areas, political polities, socioeconomic systems, philosophical thoughts, and religions in the world.

### Syllabus Change Policy

The instructor will do her best to adhere to the syllabus, but circumstances (such as the class’s own experiences, world events, weather conditions, or health conditions) may require changes in syllabus. I will use the midterm survey to collect your opinions to revise the schedule and contents in order to help you. Therefore, any change and modification of the classroom policies, events, or items on this syllabus will be posted on Blackboard and conveyed in emails. All students are responsible for knowing these changes.

### Schedule of Classes

All readings are selected from the required texts and materials listed on p. 3 of this syllabus. Complete readings before the beginning of each Wednesday class and *have the readings at hand* to attend the class. Meanwhile, attend the discussion on Blackboard before and after class to respond to questions, discuss with classmates, share your experiences, and take the quizzes.

<b>Week</b>	<b>Topics</b>	<b>Readings and Class Activities</b>
Week 1: Aug 25 - Aug30	Introduction	• <b>Syllabus Quiz (extra credit)</b>
Week 2: Aug 31 - Sep 6	Early Modern Japan: The Sengoku (Warring States) &	• <b>Readings</b> ○ Gordon, Chap 1 ○ Lu, “Free Market and Abolition of Za,

	Tokugawa Periods	1577,” and “Collection of Swords, 1588,” 189, 191-2 ( <b>eBook</b> ) <ul style="list-style-type: none"> <li>• <b>Discussion on Blackboard</b></li> <li>• <b>Quiz on Blackboard</b></li> </ul>
Week 3: Sep 7 - Sep 13	Early Modern Japan: Tokugawa Samurai, Genders and Society	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chap 2</li> <li>○ Lu, “Laws of Military Households (<i>Buke Shohatto</i>) 1615,” “Amendments of Kanei to Buke Shohatto, 1635,” “Regulations for the Residents of Edo, 1655,” 206-9, 215-8</li> </ul> </li> <li>• Discussion</li> <li>• Quiz</li> </ul>
Week 4: Sep 14 - Sep 20	The Black Ships and the End of the Tokugawa Period	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chap 4</li> <li>○ Lu, “The Treaty of Amity and Commerce Between the United States and Japan, 1858,” and “Sakamoto Ryōma’s Eight-Point Program, 1867,” 289-91, 301-2</li> </ul> </li> <li>• Discussion</li> <li>• Quiz</li> </ul>
Week 5: Sep 21 - Sep 27	The Meiji Restoration: A Samurai Revolution	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chaps 5</li> <li>○ Lu, “Ito Hirobumi’s Memorial on Constitutional Government,” 334-8</li> </ul> </li> <li>• Discussion</li> <li>• Quiz</li> </ul>
Week 6: Sep 28 - Oct 4	Meiji Politics	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chap 6</li> <li>○ Lu, “Commentaries on Constitutional Provisions Relating to the Emperor’s Position, 1889,” 339-43</li> <li>○ <a href="#">“The Constitution of the Empire of Japan”</a></li> </ul> </li> <li>• Discussion</li> <li>• Quiz</li> <li>• <b>Essay One Due on Oct 2</b></li> </ul>
<b>Interim Grade due on Oct 8</b>		
Week 7: Oct 5 - Oct 11	Meiji Social, Economic, Cultural Transformation, and the Empire	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chaps 7-8</li> <li>○ Lu, “Good-bye Asia, 1885,” 351-3</li> </ul> </li> <li>• Discussion</li> <li>• Quiz</li> </ul>
Week 8: Oct 12 - Oct 18	Imperial Japan and the Taisho Period	<ul style="list-style-type: none"> <li>• Readings <ul style="list-style-type: none"> <li>○ Gordon, Chaps 9-10</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Lu, “Restoring Women’s Talents, 1911,” “Peace Preservation Law, April 22, 1925,” 397-9</li> <li>● Discussion</li> <li>● Quiz</li> </ul>
Week 9: Oct 19 - Oct 25	From the Depression to WWII, esp. the Gender and Social History Perspectives	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>○ Gordon, Chaps 11-12</li> <li>○ Lu, “Excerpts from Lamentations of Female Factory Workers, 1925,” “Fundamental Principles of National Polity” and “Joint Declaration of the Assembly of Greater East Asiatic Nations, 1943,” 392-4, 418-20, 423-4</li> </ul> </li> <li>● Discussion</li> <li>● Quiz</li> </ul>
Week 10: Oct 26 - Nov 1	Occupied Japan	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>○ Gordon, Chap 13-14</li> <li>○ Lu, “Initial Postsurrender Policy for Japan, 1945,” “Plan to Double Individual Income, December 27, 1960,” “Background for Income Doubling Plan, November 1, 1960,” 461-6, 527-31.</li> </ul> </li> <li>● Discussion</li> <li>● Quiz</li> </ul>
Week 11: Nov 2 - Nov 8	Genders in Japan	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>○ Hills, <i>Princess Masako</i>, xi-121</li> </ul> </li> <li>● Discussion</li> <li>● Quiz</li> <li>● <b>Essay 2 Due on Nov 6</b></li> </ul>
Week 12: Nov 9 - Nov 15	Genders in Japan	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>● Hills, <i>Princess Masako</i>, 122-287</li> </ul> </li> <li>● Discussion</li> <li>● Quiz</li> </ul>
Week 13: Nov 16 - Nov 22	Postwar Japan	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>○ Gordon, Chaps 15-16</li> <li>○ Lu, “Yoshida’s Reflection on Japanese Politics, 1957,” “Formation of the People’s Council for Preventing Revision of the Security Treaty, 1959,” 509-12, 514-6</li> </ul> </li> <li>● Discussion</li> <li>● Quiz</li> </ul>
Week 14: Nov 23 - Nov 29	<b><i>Happy Thanksgiving!</i></b>	
Week 15: Nov 30 - Dec 3	Postwar Japan and Popular History	<ul style="list-style-type: none"> <li>● Readings <ul style="list-style-type: none"> <li>○ Gordon, Chap 17</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Tsutsui, “Sources of the Japanese Popular Imagination,” 23-34 (on Bb)</li> <li>• Discussion</li> <li>• Quiz</li> <li>• <b>Essay Three Due on Dec 4</b></li> </ul>
<b>TBD</b>	<b>Final Exam on Blackboard during the Final Exam Week</b>	

## Assessment of Goals and Learning Outcomes

Goals and Learning Outcomes	Student Performance Assessments
<p>After taking this course, you will be able to:</p> <ol style="list-style-type: none"> <li>1. Remember, understand, and apply the basic facts regarding Japanese history to demonstrate the causation of events in Japanese history and in world history;</li> <li>2. analyze and evaluate different types of narratives from a diversity of viewpoints and national perspectives to distinguish facts and reasonable predictions from fake news short of evidential base;</li> <li>3. generate your research interest and original projects or develop your skills in other fields related to Japanese studies.</li> </ol>	<p>Participation/Discussion</p> <p>Quizzes and Exams</p> <p>Assignments: comparative essays, research papers, or projects.</p>
<p>Winthrop graduates think critically and solve problems.</p> <p>History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.</p>	<p>Participation/Discussion</p> <p>Quizzes and Exams</p> <p>Assignments: comparative essays, research papers, or projects.</p>
<p>Winthrop graduates are personally and socially responsible.</p> <p>History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments.</p>	<p>Participation/Discussion</p> <p>Quizzes and Exams</p> <p>Assignments: comparative essays, research papers, or projects.</p>
<p>Winthrop graduates understand the interconnected nature of the world and the time in which they live.</p> <p>History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.</p>	<p>Participation/Discussion</p> <p>Quizzes and Exams</p> <p>Assignments: comparative essays, research papers, or projects.</p>

<p>Winthrop graduates communicate effectively. History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.</p>	<p>Participation/Discussion Quizzes and Exams Assignments: comparative essays, research papers, or projects.</p>
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