

開講年度／Academic year	2023年度	開講開始学期／Start date	秋学期
授業コード／Course code	S0030	授業名／Course title	Japanese History [EAS][金3+金4]
授業区分／Course classification	講義	単位数／Credits	4単位
曜日時限／Period	金曜3限、金曜4限	教室／Classroom	3216教室
担当教員／Instructor	コリン・タイナー	科目ナンバリングコード／Subjects numbering code	JPS32010
キーワード／Keywords	History, Modern Japan, Modern East Asia		
授業の概要／Course outline	This course covers the cultural history of Japan and its East Asian neighbours from the mid-1850s to the mid-1960s. The course was designed for students without any background in Japanese history. We will begin with an examination of the construction the nation-state of the Japan in the context of an imperialized East Asia. Through a selection of translations, secondary sources, and field trips, we will discuss how people were enrolled in the making of Japan and how their participation in the construction of this empire differed depending on their gender, class, and ethnicity. Students will be evaluated based on participation, short writing assignments, a mid-term, and final examination. English is the language of instruction and evaluation.		
到達目標／Learning objectives	Understand key moments in modern Japanese history through a close critical reading and classroom discussion; strengthen your reading and analysis of complex texts; acquire a perspective on modern Japanese history embedded, entangled with the politics, economies, and ecologies of its Northeast Asian neighbours.		
授業を通して身につく能力／Abilities to be acquired in this class	○専門的知識 ○主体的に学ぶ力 ○批判的に学ぶ力 ○多様性を理解する力 ○他者と協働する力		
PC等デバイスの持参／Bring your own PC or other device			
履修上の注意事項／Course guidelines	This course is open to students who can communicate in the target language of instruction, which is predominantly English.		
-	授業計画／Class outline	授業外学修（予習および復習）／Preparation & review	目安時間（分）／Approx. time (min)
第1回／Class outline session 1	Course Introductions	None	60
第2回／Class outline session 2	Course Orientations	Lectures	60
第3回／Class outline session 3	Threats from Within and Without	Lecture	60
第4回／Class outline session 4	Reading Discussion	Readings: Lu, David John. "The End of Tokugawa Rule." In Japan: A Documentary History: The Late Togugawa Period to the Present, Armonk: M.E. Sharpe, 1996., 273-303.	90
第5回／Class outline session 5	Fall of the Old Regime and New Beginnings	Lecture	60
第6回／Class outline session 6	Reading discussion	Readings: Lu, David John. "The End of Tokugawa Rule." In Japan: A Documentary History: The Late Tokugawa Period to the Present, Armonk: M.E. Sharpe, 1996., 305-326.	90
第7回／Class outline session 7	Civilization and Enlightenment	Lecture	60
第8回／Class outline session 8	Reading discussion	Craig, Albert. "Chapter 36: Civilization and Enlightenment" and "Japan and the World in Cultural Debate". In Sources of Japanese	90

		Tradition, Vol. Two: 1600 to 2000, Abridged, edited by William Theodore de Barry, Carol Gluck and Arthur E. Tiedemann. New York: Columbia University Press, 2006.	
第9回／Class outline session 9	The Movement for Popular Rights	Lecture	60
第10回／Class outline session 10	Reading Discussion	Readings:	90
第11回／Class outline session 11	Lu, David John. "The End of Tokugawa Rule." In Japan: A Documentary History: The Late Tokugawa Period to the Present, Armonk: M.E. Sharpe, 1996., 326-344.	Looking at the Japanese Empire from the "Right Point of View"	60
第12回／Class outline session 12	Lecture	Reading discussion	90
第13回／Class outline session 13	Readings: "Through the Eye of a Needle" and "A Red Line Marks My Record" from Under the Black Umbrella: Voices from Colonial Korea, 1910-1945	A Crisis of Modernity	60
第14回／Class outline session 14	Lecture	Reading discussion	90
第15回／Class outline session 15	Readings: "Socialism and the Left" and "The Rise of Revolutionary Nationalism" In Sources of Japanese Tradition, Vol. Two: 1600 to 2000, Abridged, edited by William Theodore de Barry, Carol Gluck and Arthur E. Tiedemann. 212-287. New York: Columbia University Press, 2006.	Review	90
第16回／Class outline session 16	Review your readings for the midterm examination.	Midterm	120
第17回／Class outline session 17	I will provide a study guide for the exam two weeks in advance of the test. Please look at the section on required work and form of assessment for more information on form of the examination.	The Fifteen Year War Begins	60
第18回／Class outline session 18	Lecture	Reading Discussion	90
第19回／Class outline session 19	Reading: Selections from Haruko Cook and Theodore F. Cook, ed. Japan at War: An Oral History. New York: New Press, 1992.	The Fifteen Year War Ends	60
第20回／Class outline session 20	Lecture	Reading Discussion	90
第21回／Class outline session 21	Reading: Selections from Haruko Cook and Theodore F. Cook, ed. Japan at War: An Oral History. New York: New Press, 1992.	Japan Colonized	60
第22回／Class outline session 22	Lecture	Reading discussion	90
第23回／Class outline session 23	Readings: Lu, David John. "The End of Tokugawa Rule." In Japan: A Documentary History: The Late Tokugawa Period to the Present, Armonk: M.E. Sharpe, 1996., 459-504.	Towards a Brighter Life	60
第24回／Class outline session 24	Lecture	Reading discussion	90
第25回／Class outline session 25	Readings: Partner, Simon. Assembled in Japan: Electrical Goods and	Japan Comes of Age	60

	the Making of the Japanese Consumer. Berkeley: University of California Press, 1999.,137-192.		
第26回／Class outline session 26	Lecture	Readings: Watch Otomo, Katsuhiro. Akira. Toho, 1988.	90
オンラインで実施する授業の回数／Number of sessions to be conducted online	0回		
評価方法／Evaluation method			
種別／Category	割合／% (1~100)		評価基準等／Evaluation criteria
定期試験／Regular Exam	40	%	- The in-class exam will be written in the final week of class. Students must be present for the final exam.
授業時間内に実施するテスト／In-class/mid-term tests	20	%	- The midterm exam will be held in the eighth week of the class. It will consist of short identifications. - The examination is meant to measure what learned in class. Therefore, I am measuring you competency in what we have covered in class, not on how much you have been able to draw from Wikipedia articles.
レポート／Report	30	%	Weekly Reaction Papers (30%): - You must turn in 5 out a possible 10 1-page reaction "papers".Your papers should engage directly with the readings and course themes of the week. Your reactions need not be profound. They can be a series of questions about the readings. But they should help you prime your mind for in-class discussion and help motivate you to keep up with the readings that you will be examined. - Please turn in your typed paper in Word format by email by the night before our second class of our unit. I will give you a letter mark for each reaction, so make sure you proofread your work.
授業への取り組み／Effort/Participation	10	%	- Active participation is expected and evaluated. Before you come to class be ready to discuss what you have read. Bring up what you get and what you don't get. You can demonstrate you have done your homework by beginning points of discussion, summarizing the main points of discussion, bringing up parts of the readings that are unclear, and asking your fellow participants questions. (I take note of -- and give first-class grades to -- students that ask their fellow students questions because it is rare.) - Your participation is evaluated qualitatively. I realize that some people are more comfortable than others with speaking in class, and I will take note of active listening as well as speaking. I hope that those comfortable with talking in class will work on their listening skills, while those more comfortable listening will be prepared to talk as well.
評価方法に関する備考／Remarks for Evaluation method	Your weekly attendance is expected – and required by the university. Attending class means that you will be on time, awake, and attentive. Students who are asleep, passing around notes, or chatting with their classmates will be asked to leave the class.		
課題等（試験やレポート等）に対するフィードバック／Feedback method	<p>Students will receive narrative feedback on all of their work.</p> <p>S - Your writing will take my breath away. It will be a thoughtful, articulate conversation with what we have read and discussed in class. The writing will be a well-organized piece of prose that does not show any prejudice or ethnocentrism. It will have few passive constructions, typos, or noun contractions. The writing might not be perfect, but I will wonder if I could have written anything better when I was an undergraduate student. (I probably could not have written something so polished, organized.)</p> <p>A - The writing in this range may have decent ideas but will probably be roughened by basic flaws or the absence of concrete information like proper nouns, dates, and numbers. It will rely on adjectives and adjectives that attempt to cover the gristle of the writing. If you want to push the description, use more proper nouns; otherwise, you risk writing an interpretation that is pedestrian. If the video essay or the writing in your exams spends time simply recounting content. But it is not going to get you an A grade. You need to push the analysis further. It may receive a B grade or lower. (B grades are fine, by the way.)</p> <p>B - Writing of a B grade will not be of the required length and present superficial arguments. It might fail to engage the readings. It might forgo chronology. It will be poorly written with numerous spelling and grammatical mistakes. That generally shows a lack of effort. (It might look like you wrote your essay 15 minutes before class.) If the problems mentioned here are severe enough, I will fail the essay. (As I am a pretty soft touch, the writing has to be really bad for</p>		

	me to fail it.)
教科書／Textbooks	None
参考書／Reference books	
URL	Readings: All of the readings are located in our Google Classroom page. I will provide the link to all registered students.
補足情報／Supplementary information	この科目は、副専攻のコア科目または関連科目です。
備考／Remarks	