

開講年度／Academic year	2024年度	開講開始学期／Start date	春学期
授業コード／Course code	S0200	授業名／Course title	Environmental Issues in a Global Context/Environmental Issues in East Asia [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	3223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	AST32140
キーワード／Keywords			
授業の概要／Course outline	The aim of this course is to provide an introduction changing relationship between human beings and nature from the mid-nineteenth century to beginning of the twenty-first century. The chronological focus will be on the early modern and modern periods. Themes covered in this course include, but are not limited, to the impact of colonialism on environmental change, resource use and development, disasters and vulnerability, migration and conflict, environmental dynamics of cities, and the impact of climate change on human societies. The language of instruction for this course is in English.		
到達目標／Learning objectives	I hope that by the by the end of the course the students will have: 1. Achieved a firm understanding of the ways in which Asia is connected through nonhuman and human actors and actants that transgress state and jurisdictional boundaries 2. Have a better understanding and appreciation for themes and methods employed in the disciplines of environmental studies and environmental history 3. Have improved their reading and oral composition skills in academic English		
授業を通して身につく能力／Abilities to be acquired in this class	○専門的知識 ○主体的な学習態度 ○批判的な学習態度 ○共感力 ○対話力		
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			
-	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	Introductions and course mechanics	All course materials will be made available by the instructor.	30
第2回／Class outline session 2	What is Environmental History?	Readings: Oosthoek, Jan. "What Is Environmental History?" In, Environmental History Resources (2011). http://www.eh-resources.org/environmental_history.html . J.R. McNeill, "The State of the Field of Environmental History," Annual Review of Environment and Resources 2010 35:1, 345-374	60
第3回／Class outline session 3	Reading the Old Regime through Environmental History	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第4回／Class outline session 4	Reading discussion	Readings: Walker, Brett L. "Commercial Growth and Environmental Change in Early Modern Japan: Hachinohe's Wild Boar Famine of 1749." The Journal of Asian Studies 60:2 (2001): 329-51. Recommended Reading: Marks, Robert. "The (Modern) World since 1500." A Companion to Global Environmental History, Edited by J. R.	60

		McNeill and Erin Stewart Mauldin. London: Blackwell, 2012: 57-78.	
第5回／Class outline session 5	Controlling Disease in East Asia	Students are required to read all materials and prepare to be able to actively engage in the classroom	90
第6回／Class outline session 6	Reading Discussion	Readings: Waka, Hirokawa. "A colony or a sanitarium? A comparative history of segregation politics of Hansen's disease in modern Japan." In Science, Technology, and Medicine in the Modern Japanese Empire. David G. Wittner, and Philip C. Brown, Eds. Routledge, 2016: 117-129. Todd Henry, "Sanitizing Empire: Articulations of Korean Otherness and the Construction of Early Colonial Seoul" in Journal of Asian Studies, Vol. 64, No. 3 (August 2005), 639-675.	90
第7回／Class outline session 7	Reading Civilization and Enlightenment through Animal Human Interactions	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第8回／Class outline session 8	Reading discussions	Reading: Skabelund, Aaron. Empire of Dogs: Canines, Japan, and the Making of the Modern Imperial World, Studies of the Weatherhead East Asian Institute. New York: Columbia University Press, 2011, 87-170. Joseph Seeley, Aaron Skabelund, Tigers—Real and Imagined—in Korea's Physical and Cultural Landscape, Environmental History, 20:3 (July 2015): 475-503	60
第9回／Class outline session 9	Pelagic Empire	Recommended Reading: W. Jeffrey Bolster, "Opportunities in Marine Environmental History," Environmental History 11, no. 3 (2006): 567-597.	90
第10回／Class outline session 10	Reading discussion	Reading: Muscolino, Micah. "The Yellow Croaker War: Fishery Disputes between China and Japan, 1925-1935." Environmental History 13 (April 2008): 305-24.	90
第11回／Class outline session 11	Reading Disasters in East Asia	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第12回／Class outline session 12	Reading Discussion	Reading: Clancey, Gregory. "The Meiji Earthquake: Nature, Nation, and the Ambiguities of Catastrophe." Modern Asian Studies 40, no. 4 (October 2006): 909-51.	60
第13回／Class outline session 13	Hydraulic Engineering in East Asia	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第14回／Class outline session 14	Reading discussion	Reading: Moore, Aaron S. "The Yalu River Era of Developing Asia": Japanese Expertise, Colonial Power, and the Construction of Sup'ung Dam." The Journal of Asian Studies, 72: 1 (2013): 115-139.	90
第15回／Class outline session 15	Warfare and the Environment	Recommended reading:	60

		Pearson, Chris. "Researching Militarized Landscapes: A Literature Review on War and the Militarization of the Environment." <i>Landscape Research</i> , 37:1 (February 2012):115–133	
第16回／Class outline session 16	Students are required to read all materials and prepare to be able to actively engage in the classroom	Reading: Biggs, David. <i>Footprints of War: Militarized Landscapes in Vietnam</i> . Seattle: University of Washington Press, 2018., 1-80.	90
第17回／Class outline session 17	Field Trip to University of Tokyo Botanical Garden Part 2	Recommended reading: Brockway, Lucile H. "Science and Colonial Expansion: The Role of the British Royal Botanic Gardens." In <i>The Postcolonial Science and Technology Studies Reader</i> , edited by Sandra Harding, 127–39. Durham: Duke University Press, 2011.	60
第18回／Class outline session 18	Field Trip to University of Tokyo Botanical Garden Part 1	Students will fill engage with the landscape of the botanical garden by answering questions about the garden. The answers to those questions are in the garden itself.	90
第19回／Class outline session 19	Nuclear Anxieties	Recommended reading: Aldrich, Daniel P. <i>Site Fights: Divisive Facilities and Civil Society in Japan and the West</i> . Ithaca: Cornell University Press, 2010.	60
第20回／Class outline session 20	Reading discussion	Reading: Sara Pritchard, "An Envirotechnical Disaster: Nature, Technology, and Politics at Fukushima" in <i>Environmental History</i> , Vol. 17, No. 2 (February 2012), 219–243.	90
第21回／Class outline session 21	Transnational Environmental Histories and Problems	Recommended reading: White, Richard. "The Nationalization of Nature." <i>The Journal of American History</i> 86 (December 1999): 976–86.	60
第22回／Class outline session 22	Reading discussion:	Reading: Watanabe, Hiroyuki. <i>Japan's Whaling: The Politics of Culture in Historical Perspective</i> . Translated by Hughe Clarke. Melbourne: Trans Pacific Press, 2009., selections	60
第23回／Class outline session 23	Industrialization and disease	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第24回／Class outline session 24	Reading discussion	Reading: Approaches to Community, Justice, and Decolonizing Disability, edited by Nishida, Akemi, Block, Pamela, Kasnitz, Devva, and Pollard, Nick, 31–45. New York: Springer, 2016.	60
第25回／Class outline session 25	Conclusions	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
第26回／Class outline session 26	Conclusions	Students are required to read all materials and prepare to be able to actively engage in the classroom	60
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	

授業時間内に実施するテスト ／In-class/mid-term tests	30	%	<p>Midterm Presentation:</p> <ul style="list-style-type: none"> - The midterm assessment will be a short audio recording that synthesizes information that we have read and discussed in class from units one through seven. <ul style="list-style-type: none"> - You will engage with a prompt that should help you demonstrate what you have learned over the course. The assessment is meant to measure what learned in class. Therefore, I am measuring your competency in what we have covered in class, not on how much you have been able to draw from Wikipedia articles. - You may record the recording as power point presentation or simple audio recording using your "smart phone." I will require a script. The length of the presentation should be about 3-4 double space pages.
レポート／Report	30	%	<p>Short Review Papers (3X10%=30%):</p> <ul style="list-style-type: none"> - Students are required to draft 3 short 2-3 page review "papers". These papers are meant to demonstrate an engagement with the readings and course themes over 2-3 units of work. - Please show me engagement with what we covered in class. They are supposed to show me that you have command over what we have discussion and read. - The due dates and essay prompts are in full syllabus. More instructions will be given in the first week of class. <p>Grading Rubric:</p> <p>A - The writing in this piece of writing will take my breath away. Your paper writing will be a thoughtful, articulate conversation with what we have read and discussed in class. The paper will be a well-organized piece of academic writing that does not show any prejudice or ethnocentrism. It will have few passive constructions, typos, or noun contractions. I will wonder if I could have written anything better when I was an undergraduate student. (I probably could not have.)</p> <p>B - Papers in this range may have decent ideas but may have basic flaws or crucial omissions. 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 essay spends time simply recounting the content of the readings, that is fine. But it is not going to get you an A grade. It may receive a B grade or lower. (A B-grade is a fine grade, by the way.)</p> <p>C - Papers will receive a C-grade when they are not of the required length and/or present superficial arguments. The paper might fall into anachronism. It might fail to engage the readings. It will be poorly written with numerous spelling and grammatical mistakes. (It might look like you wrote your paper 15-minutes before the start of the class — on your iPhone.) If the problems mentioned here are severe enough, I will fail the paper. (As I am a pretty soft touch, the writing has to be really bad for me to fail anything that you write.)</p> <p>The above criteria applies to the writing of short essays and identifications in your exams. (For more on the exams please look at the descriptions above.)</p>
授業への取り組み／ Effort/Participation	10	%	<ul style="list-style-type: none"> - 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.
その他 1／Other 1	30	%	<p>Take-Home Final Exam</p> <ul style="list-style-type: none"> - The final assessment will be a take-home final exam covers material studied over the entire course. Think of it as an extended reaction paper. - You will engage with a prompt that should help you demonstrate what you have learned over the course. The assessment is meant to measure what learned in class. Therefore, I am measuring your competency in what we have covered in class, not on how much you have been able to draw from Wikipedia articles.
評価方法に関する備考／ Remarks for Evaluation method	<p>You cannot participate without being in class. 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.</p>		

課題等（試験やレポート等）に対するフィードバック／ Feedback method	Students will receive narrative evaluations on all of their assignments. More details are in the syllabus above.
教科書／Textbooks	All readings will be supplied by the instructor. The readings for the course are in the following link: https://www.dropbox.com/sh/uxyin2fv6172vbt/AABuo40TJw1kAbDYaPmNnOm4a?dl=0
参考書／Reference books	
URL	
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	