

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts and Sciences Today's Date: May 14, 2010
- b. Department/Division: MCL/Russian and Eastern Studies Japan Studies
- c. Is there a change in "ownership" of the course? YES NO
- If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Inoue, Masamichi S. Email: msinoue@uky.edu Phone: 257-7024
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series³;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
 d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: JPN 320 Proposed Prefix & Number: No change
- b. Full Title: INTRODUCTION TO JAPANESE CULTURE, PRE-MODERN TO 1868 Proposed Title: No change
- c. Current Transcript Title (if full title is more than 40 characters): INTR TO JAPANESE CULT PRE-MOD TO 1868
- d. Proposed Transcript Title (if full title is more than 40 characters): No change
- e. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
- Proposed – ADD³ Cross-listing (Prefix & Number): N/A
- Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): N/A

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.

- Current: 3 hours per week Lecture _____ Laboratory⁵ _____ Recitation _____ Discussion _____ Indep. Study _____
- _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
- _____ Seminar _____ Studio _____ Other – Please explain: _____
- Proposed: No change Lecture _____ Laboratory _____ Recitation _____ Discussion _____ Indep. Study _____
- _____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency _____
- _____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail

g. Current number of credit hours: 3 Proposed number of credit hours: No change

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be repeatable for additional credit? YES NO

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester? YES NO

i. Current Course Description for Bulletin:

This course, taught in English, is designed as a general introduction to the culture of pre-modern Japan (up to the Meiji Restoration of 1868). This discussion will focus heavily on the literary arts but will also encompass film, architecture, and the fine arts.

Proposed Course Description for Bulletin:

This course, taught in English, is designed as a general introduction to the culture of pre-modern Japan (up to the Meiji Restoration of 1868). Topics include: Shinto, Buddhism, and Confucianism in ancient Japan; feminine sensibilities in ancient literature; canons of medieval art; the culture of military strife; Christianity in pre-modern Japan; and encounters with the West.

j. Current Prerequisites, if any: N/A

Proposed Prerequisites, if any: No change

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES NO

If YES, explain and offer brief rationale:

5. Course Relationship to Program(s).

a. Are there other depts and/or pgms that could be affected by the proposed change? YES NO

If YES, identify the depts. and/or pgms: _____

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. Check box if _____ If changed to 400G- or 500-level course you must send in a syllabus and you must include the

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

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changed to 400G or 500. *differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other

Proposal Name¹ (course prefix & number, pgm major & degree, etc.): JPN 320
(Gen Ed, crs description update with Gen Ed aspect added, no chg in content)

Proposal Contact Person Name: Inoue, Masamichi S. Phone: 7-7024 Email: msinoue@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MCL, Japan Studies	8/9/10	Ted Fiedler / 7-4642 / tfiedler@uky.edu	<i>Theodore Fiedler</i>
A&S, Dean's Office	8/9/10	Anna Bosch / 7-6689 / bosch@uky.edu	<i>Anna Bosch</i>
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		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	12/07/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

General Education Course Submission Form

Date of Submission: May 14, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input checked="" type="checkbox"/>

2. Provide Course and Department Information.

Department: MCL
 Course Prefix and Number: JPN 320 Credit hours: 3
 Course Title: Introduction to Japanese Culture, Pre-Modern to 1868

This course is listed as one of the courses majors can choose to fulfill 18 hours of Interdisciplinary Core Requirements

Expected Number of Students per Section: 50 Course Required for Majors in your Program?
 Prerequisite(s) for Course? N/A

This request is for (check one): A New Course An Existing Course

Departmental Contact Information

Name: Masamichi ("Marro") S. Inoue Email: msinoue@uky.edu
 Office Address: 975 POT Phone: 257-7024

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative (2-3 pages max) that explains: 1) how the course will address the General Education and Course Template Learning outcomes; and 2) a description of the type(s) of course assignment(s) that could be used for Gen Ed assessment.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Theodore Fiedler Date: 6-18-10

Dean:

Anna R. K. Bosch



Date:

8/5/10

College Deans: Submit all approved proposals electronically to:

Sharon Gill Sharon.Gill@uky.edu

Office of Undergraduate Education

JPN 320: Introduction to Japanese Culture, Pre-Modern to 1868

How does this course address the General Education Course Template?

This course will be offered for the GenEd template of “Global Dynamics.” In this course, students will be introduced to various threads in the general fabric of pre-modern Japanese culture, defined here broadly as changing systems of meaning and power before the Meiji Restoration of 1868. Topics include: Shinto, Buddhism, and Confucianism in ancient Japan; feminine sensibilities in ancient literature; canons of medieval art; the culture of military strife; Christianity in pre-modern Japan; and encounters with the West. Special attention will be paid to the multitude of lived realities of the Japanese in changing historical contexts, as well as the transnational relations of power and history – for instance, between Nara Japan and Tang China in the 8th century, and Tokugawa Japan and the U.S. in the 19th century – in which such realities were articulated. The multitude of lived realities, in turn, will be placed in critical conversation with some of the basic theoretical questions of contemporary cultural studies concerning, for instance, power, culture, and history. In a word, students’ engagement in empirical realities of Japan will serve as a balancing wheel to their critical theoretical inquiry. In the process, in a way that traces the questions of Orientalism, this course will help students challenge and complicate received images of Japanese culture as an assemblage of “exotic” traditions and values untouched by power and history.

Learning Outcomes

By completing this course, students will become able to recognize historical and cultural differences – as well as overlapping resemblances – between Japan and the U.S. as manifested in ideas and thoughts, behaviors, religion, material objects, artifacts, visual arts, language, and

literature, among others. Students will also become able to understand how these differences and resemblances shaped and were shaped by a complex configuration of truth, justice, and beauty across and within cultures of Japan and beyond. Furthermore, students will become able to analyze ethical dilemmas, social tensions, and economic conflicts as they pertain to the problems of culture, power, and history. In short, as the guidelines for General Education Learning Outcomes specify, by taking this course, “[s]tudents will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.”

Course Assessments

In order to assess the learning outcomes of students specified above, this course will implement three types of assignments. First, the learning outcomes will be assessed by in-class written responses to the readings/lectures/class discussions throughout the semester. Typically towards the end of class, students will be asked, for instance, to provide their reactions to the reading assignments, lecture, small group discussion, general class discussion, and/or the video footage of the day. They will be also asked to answer specific dates, facts, and names based on reading assignments. Second, the learning outcomes will be assessed by two exams (mid-term and final), each composed of questions intended to evaluate students’ understanding of important historical facts on the one hand and key theoretical concepts on the other.

Last but not least, each student will complete a paper project on the basis of topics that the instructor assigns. Paper topics will include:

(1) Imagine that you are living in a specific place in a specific period of pre-modern Japan, and describe the ways you and people around you live. Be imaginative and creative, but

your creative imagination must be grounded and framed in concrete historical facts, incidents, and names;

(2) Critically evaluate the following statement appearing in Endo Shusaku's *Silence*: "There is something in this country (Japan) that completely stifles the growth of Christianity";

(3) Critically evaluate the following statement with specific historical evidences and examples of a particular individual (or individuals) in pre-modern Japan: "Women in pre-modern Japan were oppressed"; and

(4) Choose at least 3 recent cultural productions about pre-modern Japan (e.g., a magazine article on Japanese "tradition," a movie on samurai, a story about ninja, an anime about a court lady) in the U.S., and examine (a) how "Japan" is represented, (b) in what ways such a representation of "Japan" both corresponds to and differs from historical facts, and (c) why "Japan" is represented in specific ways in American society.

(5) Observe and participate in Japan-related cultural activities and events on campus, and analyze (a) how "Japan" is represented, (b) in what ways such a representation of "Japan" both corresponds to and differs from historical facts, and (c) why "Japan" is represented in specific ways in American society.

JPN 320 Introduction to Japanese Culture, Pre-Modern to 1868
T/Th 12:30-1:45 at Dickey Hall 135

Instructor: Masamichi S. Inoue, Ph.D.

Patterson Office Tower 975

Office Hours: Tuesday 11-12, Thursday 11-12 (prior appointments are not required);
The instructor will be available also by appointment.

Telephone: 257-7024 Email: msinoue@uky.edu

(Preferred method of contact: Email)

COURSE DESCRIPTION

1) Overview of the Course

In this course, students will be introduced to various threads in the general fabric of pre-modern (before the Meiji Restoration of 1868) Japanese “culture,” defined here broadly as changing systems of meaning and power. Students will explore ideas and thoughts, behaviors, material objects, visual arts, literatures, among others, in pre-modern Japan and examine how these cultural practices have been expressed within changing political, economic, and social contexts. Special attention will be paid to the multitude of lived realities of the Japanese in changing historical contexts, as well as the transnational relations of power and history – for instance, between Nara Japan and Tang China in the 8th century, and Tokugawa Japan and the U.S. in the 19th century – in which such realities were articulated. The multitude of lived realities, in turn, will be placed in critical conversation with some of the basic theoretical questions of contemporary cultural studies concerning power, culture, and history.

2) Student Learning Outcomes

By completing this course, students will become able to:

- 1) Recognize historical and cultural differences – as well as overlapping resemblances – between Japan and the U.S. as manifested in ideas and thoughts, behaviors, religion, material objects, artifacts, visual arts, language, and literature, among others;
- 2) Understand how these differences and resemblances shaped a complex configuration of truth, justice, and beauty across and within cultures; and
- 3) Analyze ethical dilemmas, social tensions, and economic conflicts as they pertain to the problems of culture, power, and history.

In short, as the General Education guidelines specify, by taking this course, “[s]tudents will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.”

3) Course Objectives

This course will aim to address the multitude of lived realities of the Japanese in changing historical contexts, while placing this multitude in critical conversation with the

theoretical questions of contemporary cultural studies. In other words, this course is designed so that students' engagement in empirical realities of Japan will serve as a balancing wheel to their critical theoretical inquiry. In the process, this course will help students challenge and complicate received images of Japanese culture as an assemblage of "exotic" traditions and values untouched by power and history.

4) Outline of the Content

Topics include: Shinto, Buddhism, and Confucianism in ancient Japan; feminine sensibilities in ancient literature; canons of medieval art; the culture of military strife; Christianity in pre-modern Japan; and encounters with the West.

5) Required Readings

- (1) Varley, Paul (2000). *Japanese Culture*, 4th edition. Honolulu, HI: University of Hawai'i Press.
- (2) Endo, Shusaku (1976). *Chinmoku (Silence)*. William Johnston, trans. London: Peter Owen Publishers.
- (3) E-Reserve.
- (4) Course Pack: Available at Johnny Print on S. Limestone St.

6) Grading Procedures

* Your course grade will be based on the following scale: A (distinguished) = 90- 100, B (better than average) = 80-89.9, C (average) = 70-79.9, D = (below average) = 60-69.9, and E (poor) = below 59.9.

* The workload will be approximately 25 pages of reading per class – except Week 11 when students will read a novel titled *Silence* – plus the following assignments:

Midterm	25%
Final (not cumulative)	20%
Paper (7-9 pages, typed, double-spaced)	30%
In-Class Written Responses ("three minutes quizzes")	25%

* As a way to take attendance, I will give you 10 (plus/minus 2) "three-minute quizzes" throughout the semester. Typically, towards the end of class, students will be asked, for instance, to provide their reactions to the reading assignments, lecture, small group discussion, general class discussion, and/or the video footage of the day. You will be also asked to answer specific dates, facts, and names based on the reading assignments. I value interactions in class and encourage all of you speak up in reference to the readings and discussions. I am aware, however that not everyone may be equally comfortable speaking in class, and I judge this component of "engagement in the class" also through your entries in the quizzes. One quiz score—the lowest—will be dropped from the final score.

* The paper topics will be announced early in the semester (before the midterm). Paper due date is November 24. I will be happy to read and comment on your paper drafts. Give me at least two days to respond. I will accept the rewrites of your papers. I will use, however, a stricter criterion to evaluate your rewrites.

* Make sure to read what is assigned before coming to class. Lectures will build on, rather than duplicate, the readings.

* Undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in this syllabus.

7) Course Policies

* If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

* To be considered excused from a missed class (and for a late paper/quiz to be accepted or to make up an exam), written, official documentation must be provided that shows the absence was a direct result of one of the following causes (These policies are spelled out in *Student Rights and Responsibilities*, especially section 5.2.4.2.):

- A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- B. The death of a member of the student's household (permanent or campus) or immediate family.
- C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events.
- D. Major Religious Holidays.
- E. Any other circumstances which the instructor finds reasonable cause for nonattendance.

* This course, along with other courses at UK, honors academic integrity. Cheating and plagiarism will not be tolerated. Decorum and civility must be maintained in classroom.

8) Schedule

Week 1 August 27 Introduction

- Week 2**
- September 1 The Dawn of “Japanese” Civilization (1) [Jomon Period (10,000 B.C. – 300 B.C.)]
* Varley, *Japanese Culture*, 1-14 of Chapter 1
- September 3 The Dawn of “Japanese” Civilization (2) [Yayoi Period (300 B.C. – 300 A.D.) and Early Tomb Period (4th and 5th centuries)]
* Varley, *Japanese Culture*, 14-18 of Chapter 1
* Lu, *Japan: A Documentary History*, 11-14 (E-reserve)
- Week 3**
- September 8 Ancient Japan in Asia – Shinto, Buddhism, and Confucianism [Late Tomb Period (5th and 6th centuries) and Asuka Period (till 645)]
* Varley, *Japanese Culture*, 19-31 of Chapter 2
* Tsunoda and de Bary, *Sources of Japanese Tradition*, 14-15, 17-18, 21-30 (E-reserve).
* Lu, *Japan: A Documentary History*, 22-26 (E-reserve)
- September 10 The Establishment of Ancient Statehood (1) [Hakuho Period (645-710) and Nara Period (710-794)]
* Varley, *Japanese Culture*, 31-47 of Chapter 2
* Lu, *Japan: A Documentary History*, 26-29 (E-reserve)
- Week 4**
- September 15 The Establishment of Ancient Statehood (2) [Nara Period (710-794)]
* *Man'yōshū*, 33-53 (E-reserve)
- September 17 The Court at Its Zenith [Heian Period (794-1192)]
* Varley, *Japanese Culture*, Chapter 3
- Week 5**
- September 22 Feminine Sensibilities in Ancient Japan [Heian Period (794-1192)]
* Murasaki Shikibu, *The Tale of Genji*, 4-17 (E-reserve)
* Sei Shonagon, *the Pillow Book*, 137-144 (E-reserve)
- September 24 Interlude: Examining the “Truth” in Multiple Perspectives
* Video: *Rashōmon* (Kurosawa Akira)
- Week 6**
- September 29 The Advent of a New Age [From Heian to Kamakura]
* Varley, *Japanese Culture*, Chapter 4
* Video: *Biwa Hoshi*
- October 1 The Cannons of Medieval Taste (1) [Kamakura Period (1192-1333)]
* Varley, *Japanese Culture*, 91-105 of Chapter 5

		* Kamo no Choumei, <i>An Account of My Hut</i> , 197-212 (Course Pack)
Week 7	October 6	The Cannons of Medieval Taste (2) [Kenmu Restoration and the Age of the Northern and Southern Courts (14 th century)] * Varley, <i>Japanese Culture</i> , 105-111 of Chapter 5 * <i>The Exile of Godaigo</i> , 242-257 (E-reserve)
	October 8	The Cannons of Medieval Taste (3) [Muromachi Period (late 14 th century – late 16 th century)] * Varley, <i>Japanese Culture</i> , 111-120 of Chapter 5 * Seami (Zeami) Motokiyo, <i>The Art of No</i> , 258-263 (Course Pack) * Video: <i>Japan: The Living Tradition</i>
Week 8	October 13	Review for the Midterm Exam
	October 15	<u>Midterm Exam</u>
Week 9	October 20	Scandals of Medieval Japan * Varley, 120-139 of Chapter 5. * <i>The Three Priests</i> , 322-331 (Course Pack)
	October 22	The Age of Military Strife and the Unification of the County (1) [Sengoku Period (1467-1568) and Azuchi-Momoyama Period (1568-1600)] * Varley, <i>Japanese Culture</i> , Chapter 6. (* Start reading Endo's <i>Silence</i> .)
Week 10	October 27	The Age of Military Strife and the Unification of the County (2) [Sengoku Period (1467-1568) and Azuchi-Momoyama Period (1568-1600)] * Tsunoda and de Bary, <i>Sources of Japanese Tradition</i> , 302-321 (E-reserve) (* Continue to read <i>Silence</i> .)
	October 29	The Foundation of the Tokugawa Shogunate [Tokugawa Period 1603-1867] * Tsunoda and de Bary, <i>Sources of Japanese Tradition</i> , 322-334 (E-reserve) (* Continue to read <i>Silence</i> .)
Week 11	November 3	Christianity in Tokugawa Japan [17 th century] * <u>Class discussion on <i>Silence</i></u>

- November 5 The Flourishing of a Bourgeois Culture (1) [17th and 18th centuries]
* Varley, *Japanese Culture*, Chapter 7
- Week 12** November 10 The Flourishing of a Bourgeois Culture (2) [18th and 19th centuries]
* Ihara Saikaku, *What the Seasons Brought to the Almanac-Maker*, 335-353 (Course Pack)
* Matsuo Basho, *The Narrow Road of Oku*, 363-373 (Course Pack)
- November 12 Heterodox Trends (1)
* Bernstein, *Recreating Japanese Women 1600-1945*, Introduction, 1-6 (E-reserve)
* Lebra, *Women in an All-Male Industry: The Case of Sake Brewer Tatsu'uma Kiyo*, 131-148 (E-reserve)
* Video: *Double Suicide* (Shinoda Masahiro)
- Week 13** November 17 Heterodox Trends (2)
* Varley, *Japanese Culture*, Chapter 8
* Video: *Double Suicide* (Shinoda Masahiro), cont.
- November 19 Encounter with the West
* Varley, *Japanese Culture*, 235-237 of Chapter 9
* Commodore M. C. Perry, *Narrative of the Expedition to the Chinese Seas and Japan*, 3-6, 93-94, 280-303, 416-418 (E-reserve)
- Week 14** November 24 Paper Due
* Interlude: Pre-modern Japan from the Perspectives of the Peripheries
- November 26 Academic Holiday (Thanksgiving)
- Week 15** December 1 The End of Tokugawa Rule
* Lu, *Japan: A Documentary History*, 274-303 (E-Reserve)
- December 3 *The Last Samurai* and the origin/continuation of Orientalism
* Video: *The Last Samurai*
- Week 16** December 8 Concluding Thoughts
- December 10 Review for the Final

December 17 **Final Exam: 10:30 am – 12:30 pm, Dickey Hall 135**