Eastern Illinois University
New Course Proposal
HIS 4880, Modern Japan: From Samurai to Freeters

Please check one:  ☑ New course  ☐ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 4880
2. Title (may not exceed 30 characters, including spaces):  Modern Japan
3. Long title, if any (may not exceed 100 characters, including spaces):  Modern Japan: From Samurai to Freeters
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  ☑ Fall  ☐ Spring  ☐ Summer  ☑ On demand
6. Initial term of offering:  ☑ Fall  ☐ Spring  ☐ Summer  Year:  2008
7. Course description (not to exceed four lines):  This course examines the historical transformation of Japan from Tokugawa times to the present. Particular attention will be given to the most influential political, economic, and social phenomena that the people have faced in the making of modern Japan since the nineteenth century. WI
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  None
   c. Who can waive the prerequisite(s)?  ☐ No one  ☑ Chair  ☐ Instructor  ☐ Advisor  ☐ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status:  ☑ Course may not be repeated.
      ☐ Course may be repeated to a maximum of     hours or     times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:  None
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] writing intensive
10. Grading methods (check all that apply):  ☑ Standard letter  ☐ C/NC  ☐ Audit  ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method:  ☑ lecture  ☐ lab  ☐ lecture/lab combined  ☐ independent study/research
      ☐ internship  ☐ performance  ☐ practicum or clinical  ☐ study abroad  ☐ other
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will be able to 1) identify influential political, economic, and social phenomena and historical events in the making of modern Japan for the past two centuries or so; 2) analyze the changes and continuity in the historical transformation of Japanese material, spiritual, and cultural conditions from Tokugawa times to the twentieth-century; 3) interpret the particular manifestation of shared human experiences of modernity in the context of Japan; 4) identify major historiographical debates and controversies in the studies of modern Japan; 5) demonstrate critical thinking skills by synthesizing the historical knowledge on Japan from a global perspective.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

   All of the aforementioned learning objectives are designed to help graduate students achieve the depth of knowledge about modern Japan as they learn to communicate their findings on the subject matter effectively in writing and through oral presentation upon their critical evaluation of the primary and secondary source materials that are available in English.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives: 1) Preview Questions (1-page reaction to the assigned probing questions regarding the weekly topic), One-Minute Essays (1-page reaction to the assigned reading material for each week), and Class Discussion; 2) Map Quiz during the first week and Review Quiz for each week; 3) Book Review and Film Review; 4) Two Exams; 5) Position Paper (8-10 page) and Reflection Paper (3 page); 6) Class Portfolio (compilation of all class-related materials, written assignments, and lecture and reading notes).

3. Explain how the instructor will determine students’ grades for the course: A. Undergraduate: 1) Preview Questions, One-Minute Essays, and Class Discussion 20%; 2) Map Quiz and Review Quiz 10%; 3) Book/Film Reviews 10%; 4) Two Exams 30%; 5) Position Paper and Reflection Paper 20%; 6) Class Portfolio 10%. B. Graduate: 1) Preview Questions, One-Minute Essays, and Class Discussion 20%; 2) Map Quiz and Review Quiz 10%; 3) Book/Film Reviews 10%; 4) Two Exams 30%; 5) Research Paper 20%; 6) Reflection Paper 10%.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives: N/A
   b. Describe how the integrity of student work will be assured: N/A
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students. For graduate credit, instead of a 8-10 page position paper, students will produce a 15-20 page research paper identifying relevant historiographical debates and key primary source materials available in English. They should consult the instructor for their choice of topic which requires the instructor's approval.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   Writing intensive. Half of the course grade will be determined by the quality of students' writing. This includes a position paper which must be revised after it has been read and commented on by the instructor.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

WEEK ONE  Japan as an Entity and an Idea I: Physical Setting
            Japan as an Entity and an Idea II: Spiritual Setting
WEEK TWO   Japan to the Nineteenth Century I: Court Ladies & Warriors
            Japan to the Nineteenth Century II: Merchants
WEEK THREE Encounter with the West
            Crisis of the Tokugawa Regime
WEEK FOUR  The Meiji Restoration: Rebellion or Revolution?
            Shogun, Samurai, Emperor, and Heimin
            The Culture of Meiji: “Civilization and Enlightenment"
WEEK SIX   Nation-State Building
            Empire Building
WEEK SEVEN Japan at War Part I: The Sino-Japanese War & the Russo-Japanese War
            Imperial Democracy
WEEK EIGHT Japan at War Part II: Japan in WWI
            Japan at War Part III: Japan in WWII
WEEK NINE  Embracing Defeat
            American Occupation and Reconstruction of the Nation
WEEK TEN   Postwar Transformation I: Political Restructuring, 1945-1955
            Postwar Transformation I: Political Restructuring, 1955-1990s
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. Currently, EIU does not offer a course on Japanese history. The course will fill the gap in the existing undergraduate and graduate curricula by offering a course on the history of one of the most influential Asian countries in world economy, politics, and culture in the modern era. Students benefit from the approach the course is taking: the historical transformation of Japan since the nineteenth-century from comparative and global perspective. The course will partially fulfill the requirement for history graduate students whose major or minor is in the newly established field "modern world history."

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. This is not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why. This is not a technologically delivered course.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

   The reading and writing assignments for this course are designed for both upper level undergraduate and graduate students who have background in lower level historical studies.

3. If the course is similar to an existing course or courses, justify its development and offering.

   N/A

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course meets criteria for world history elective requirements for history teachers certificate majors. The course also meets criteria for Asian Studies minor elective requirements.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This course can be used as modern world history graduate major elective requirements.
If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Jinhee Lee, History

   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: N/A

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates): Sample textbooks:
   Ian Reader, Religions in Contemporary Japan (University of Hawai’i Press, 1991)
   Natsume Sōseki, Kokoro (Gateway, 2000)
   John W. Dower, Embracing Defeat: Japan in the Wake of World War II (W.W. Norton, 1999)
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. N/A

PART VII: APPROVALS

Date approved by the department or school: 3/26/07

Date approved by the college curriculum committee: 4/4/07

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 4/19/07        CGS: 9/4/07

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).