History 262: History of Japan
PH 207
TR 2:00 – 3:30

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Office Hours: MW 1:00-2:30 and TR 3:30-4:30; Or by appointment (These may change. I will keep you updated.)

**The image above is a part of Utagawa Hiroshige’s (1797–1858) One Hundred Famous Views of Edo (Shitaya Hirokōji [9th Month, 1856]). See http://www.brooklynmuseum.org/exhibitions/online/edo/.

This course will survey the history of Japan from the obscure origins of the Japanese people to the present. We will cover social, cultural, religious, economic and political trends and examine the contributions of individuals, groups, institutions, and ideas. One theme of the course this semester is Japan’s changing relationship with the rest of the world. We will also explore examples of Japanese cultural traditions, including literature, film, and other traditions on which students will present.

Course Objectives (in no particular order):
1. Students will be able to identify and assess key figures, ideas, events, developments, and periods of Japanese history.
2. Students will be able to identify and assess some social, cultural, religious, economic and political trends found in Japanese history.
3. Students will be able to comment on the evolving relationship between the Japanese people and the world, focusing in particular on the rest of Asia, Europe, and the United States.
4. Students will be able to identify some current events in Japan and evaluate those events using historical perspective.
5. Students will evaluate the past by critically examining primary and secondary sources and considering the importance of perspective.

Required Readings:
- Various other readings posted on D2L.
Requirements and Assignments at a Glance:

- Attendance/Participation/Behavior/In-Class assignments: 30 points [Assesses outcomes 1-5.]
- Reading quizzes and assignments: 100 points [Assesses outcomes 1-3 and 5.]
- Map quiz: 20 points [Assesses and aids outcomes 1-3.]
- Group presentation: 50 points [Assesses outcome 2.]
- Research paper: 100 points [Assesses outcomes 1-3, and 5.]
- Three exams worth 100 points each: 300 points [Assesses outcomes 1-4.]

Grading Scale*:

- A+ 600 – 588 points
- A 587 – 558 points
- A- 557 – 540 points
- B+ 539 – 528 points
- B 527 – 498 points
- B- 497 – 480 points
- C+ 479 – 468 points
- C 467 – 438 points
- C- 437 – 420 points
- D+ 419 – 408 points
- D 407 – 378 points
- D- 377 – 360 points
- F 359 and below

*Please note that I do not “give you” grades; you earn them. I have established grading policies that I apply to all students equally, so asking for a special grade “bump” at the end of the semester won’t get you anywhere. Instead, take full advantage of bonus opportunities, and talk to me about study and notetaking tips.

Accessibility Statement:
Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

Statement on Sensitive Content: This semester we are watching one of Akira Kurosawa’s most well-regarded films Rashōmon (1950). The story examines multiple perspectives on a crime that involves murder and sexual assault. It is based on a short story by Akutagawa Ryūnosuke titled “In the Bamboo Grove,” which I am also asking you to read. If this content is problematic for you, you may request an alternative reading assignment and let me know that you do not feel comfortable watching the film.

Academic Success Center:
If you are having trouble in class, you are always welcome to contact me with questions or for additional help. Utilize my office hours! The Academic Success Center also provides help. For more information, see https://www.westminster.edu/academics/learning-writing-services.cfm.

Academic Integrity:
An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else’s work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of “Turn It In.”) In addition, the following might result:

“After reviewing the instructor’s explanation of the violation and penalty, as well as the student’s record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

‘a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor’s penalty with further action, up to and including suspension and permanent dismissal. . .

‘b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

‘c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

Learning Environment and Professional Behavior:
The following guidelines revolve around respecting others’ thoughts and ideas. Offenses will result in a penalty to the attendance/behavior grade or in a penalty on a relevant assignment.

- Do not speak when someone else is speaking. (That includes speaking to a neighbor during the lecture.)
- There will be no name-calling or interrupting.
• Please respect everyone’s right to participate in class.
• Do not pack up your things before class is over.
• Try to arrive on time. If you know you will be habitually late, please let me know.
• Plagiarism, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.
• Studies have shown that students who take notes the “old-fashioned” way are able to retain the material better. With that said, I will allow you to use laptops or similar electronic devices, but you must be taking notes. I reserve the right to ask you to turn it off if you are using it inappropriately or disturbing other students. Please note that if you use a laptop during class, I WILL call on you frequently.
• Please turn off your cell phones and keep them out of your reach (unless I tell you otherwise). Do not engage in text-messaging during class.
• Walking in and out of the room during class is disruptive. Avoid it.
• Please avoid making appointments (etc.) that will require you to leave class early.
• Use common sense. If you disrupt class repeatedly, your grade will be impacted.

Attendance:
Your attendance grade will be assessed alongside your participation and behavior. In order to receive full credit, you should try not to miss more than one class. Missing more than four sessions could be detrimental to your grade. If you know you will be absent for faith-based holidays, etc., please let me know now. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to let me know well in advance. Absences will not only negatively impact your attendance grade, but you will also miss out on quite a bit of course material, making it much more difficult to learn the material and to receive a good grade. Please make every effort to attend every class.

Class participation:
Attendance, class participation, and professional behavior will be assessed together and that grade is worth 30 points. You are encouraged to participate with relevant and appropriate questions and comments. We might also do in-class assignments that will be graded and will affect your participation grade. If you are absent on these days, you will lose points. Please note that class participation will be assessed for quality as well as quantity. Comments that do not add to the overall discussion or that are habitually disruptive will hurt your grade. I DO NOT negotiate attendance/participation grades.

In-Class Reading Quizzes and Reading Assignments:
I will occasionally ask you to complete brief reading quizzes on the required readings. These quizzes are meant to help you better retain the material and prepare for class, enhancing your learning experience and making class time more engaging. If you have done the reading carefully, you should have no trouble getting full credit. If you have not done the reading, you will probably not know the answers. There will be seven of these quizzes, and I will count your six highest scores. Since I will be dropping your lowest quiz score, you will not be allowed to make-up any missed quizzes. Please do not ask. If you have been excused because of the reasons listed in the “Attendance” section above, I will allow you to make up a quiz, but the format will probably be different.

In addition to the in-class reading quizzes, you will be responsible for two reading assignments: one on the book by the Edo samurai and one on an Akutagawa story. Since we will be discussing those assignments in class, they are due at the beginning of the class period, and they must be typed. Each of these is worth 20 points, so your reading quiz/assignment grade is worth a total of 100 points.

Reading Assignment #1 on Lust, Commerce, and Corruption: After reading part one (pages 1-33), choose two commentaries in the rest of the book designated by subheadings. (For example, “The Hardships of Small-Scale Farmers,” pages 84-86, counts as one commentary.) Analyze the text by answering the questions found on the “Reading Assignment #1” worksheet posted on the D2L page. If you have not done the reading, you will probably not know the answers. You MUST type this assignment, so pull up the handout and complete it electronically. You also MUST bring a paper copy of your completed assignment with you to class on Thursday, February 28. You will be able to use your assignment to contribute to the discussion of the book.

Reading Assignment #2 on Rashōmon and Seventeen Other Stories: Read “In a Bamboo Grove” and at least one more story in Rashōmon and Seventeen Other Stories. These stories are brief, so it won’t take long to read more stories. Doing so might make it easier to fill out the worksheet. Complete the worksheet titled “Reading Assignment #2” posted on the D2L page. You MUST type this assignment, so pull up the handout and complete it electronically. You also MUST bring a paper copy of your completed assignment with you to class on Tuesday, April 16. You will be able to use your assignment to contribute to the discussion of the book.
Katsushika Hokusai’s *Under the Wave off Kanagawa* (c. 1830/33) is one of the best-known pieces of Japanese art. If you don’t keep up with the reading assignments in the class, you might find yourself feeling like you are being confronted by one of these waves, especially during the reading quizzes!

**Exams:**
You will receive a study guide prior to all three exams. The study guide will include a list of terms and a list of essay questions that will reappear on the exam. You will be able to choose which essay question to answer, but I will be expecting thoughtful essays that demonstrate that appropriate time has been spent in preparation. In addition to the essays, the exam will include short answer questions based on the terms from the list on the study guide. The exams will also include a section of multiple-choice questions and a question that will ask you to analyze an excerpt from a primary source relevant to a topic we have studied. You will not be allowed to bring in note cards, etc. I strongly discourage students from leaving during the exam. If an emergency arises, I will of course allow you to use the restroom, but a penalty might be applied. The exams are all worth 100 points.

**Make-up exams will be scheduled at my discretion for any student who participates in a college-sponsored event or who produces a doctor’s note. However, a student who takes a make-up exam should expect a more difficult test (with a different format) in order to take into account the additional study time not granted to the other students in the class. Make-up exams will not have any multiple-choice questions. They will include only a question about a primary source, short answer questions, and the essay.**

**Exam Format:**
- 10 multiple-choice questions worth three points each = 30 points
- 1 question asking you to evaluate a primary source = 10 points
- 2 short answer questions worth fifteen points each = 30 points
- 1 essay worth thirty points = 30 points

**Group Presentation:**
You and your group members (2-4 students per group) will choose a topic from the list below. Each topic addresses some aspect of Japanese culture. Prepare a 15-minute (give or take a few minutes) presentation for the class that includes a description of your topic and a discussion of its significance within Japanese history and culture. **Before your presentation, someone in your group should submit a bibliography and a copy of your Power Point (or a link to a Prezi, etc.) to D2L. Be sure to do this before 2:00 on the day of your group’s presentation so that I can pull all visual aids up before class begins!** [You should also bring a back-up copy of your Power Point to class in case the Internet goes down.] You are encouraged to be as creative as possible with your presentations, utilizing props, demonstrations, etc. All group members must participate in the presentation in some way and your individual contributions to the group will be assessed by your group members. The presentation is worth 50 points and they are scheduled for **Thursday, February 14.** The assessment form I will use to grade your presentation is posted on D2L. I will also be taking note of those students who ask thoughtful questions of other presentations. These students’ participation grade will be positively impacted. I will be incorporating some of the information presented into the first exam, so you should take notes during other groups’ presentations.

**Topics:** Bunraku (puppet theatre), Chadō (tea ceremony), Hōgaku (traditional music), Ikebana (flower arrangement), Kabuki (theatre), Kendo, Nō (theatre), Rakugo (storytelling), Sumo, Ukiyo-e (art), Yōkai (spirits, apparitions, monsters).

This is Utagawa Toyoharu, *Perspective Picture of a Kabuki Theater*, c. 1776. What kind of audience member will you be during your classmates’ presentations?
Research Paper:

You will write a 6-8-page research paper. I will help you select a topic, but you might begin by considering one of the following periods: ancient/medieval Japan (to 1600), the Tokugawa (Edo) period, Meiji Japan, pre-World War II Japan, World War II, post-World War II Japan. Use the Walker book (especially its index) to identify a more specific topic relevant to the period that interests you. Be sure that your topic is appropriate. For example, a topic of China’s impact on ancient Japan is too broad. A better, more narrowed topic would examine the Chinese influences on Prince Shōtoku’s Seventeen-article Constitution. If you are interested in religion, you could analyze the introduction of Buddhism from Korea to Japan during the Nara period. Another topic might analyze the Dutch United East India Company in Japan during the Edo period. Another might investigate Western influences on education in Meiji Japan. Japan’s occupation of Southeast Asia during World War II is yet another acceptable topic, as is the Japanese opposition to the U.S.-Japan Security Treaty after World War II. There are numerous other possibilities. I have set aside one day to help you find a good topic and sources, so make sure that you attend class on that day! Once you have selected a topic, follow the instructions below.

1. Gather primary sources. Because it might be difficult to find English-language primary sources on your topic, I am only requiring you to analyze and cite two primary sources in your paper. While these sources are sometimes difficult to find, they are available. There are several book collections with documents included in the library. I also have a few volumes that are filled with primary sources. I have scanned the tables of contents and posted them on D2L. If you would like to examine a few of these documents, you may stop by during my office hours and/or send me an email with your request. You might find primary sources on the Internet. Before using them, email me the links (at least a week before the paper is due) so that I can approve them. Please consult the “Citation Help” handout posted on D2L for examples of citations.

[Review: Primary sources are materials that often come from the period being studied, but they can also include eyewitness accounts collected later. Primary sources are those sources that have not been filtered through interpretation or analysis. Letters, diary entries, legal briefs, laws, photographs, advertisements, etc. might all be primary sources. First-hand accounts are primary sources. Secondary sources are those sources that use primary sources and other secondary sources to present an analysis of a particular topic in the past. Textbooks, historians’ monographs about a particular topic, and scholarly journal articles are all examples of secondary sources.]

2. Find some outside secondary sources. You will need to cite at least three secondary sources. One of them can be the Walker book. See “Requirements at a Glance” below to make sure you incorporate all the required sources. The library will have many appropriate books and articles that will help you. Locate peer-reviewed, academic secondary sources. This means library books (print books or ebooks) and scholarly journal articles found on library databases like JSTOR. A handout with instructions on how to find articles on JSTOR will be posted on D2L to assist you. Use the WISE search box to type in key terms and phrases appropriate to your topic. To filter your search results, select the appropriate boxes on the left of the page once you have entered a search term. (For example, you may select “eBook” or “Downloadable article” in the “Format” box.) You MUST use two library sources (books or articles). Beginning on page 310 in the Walker book, there is a “Further Reading” section gives you source suggestions. This should be especially useful for finding general sources about the period that you will need to establish historical context. If the library does not have these readings, you can make use of Interlibrary Loan. (I can help you with this if necessary.) While you may also cite Internet sources, those should be IN ADDITION TO two scholarly secondary sources. If you do use Internet sources, be sure to verify the credibility of the source.

3. Read. Read your sources closely, keeping the assignment in mind as you do so. Take notes as you go along, jotting down page numbers so that you can find your evidence easily when it comes time for you to write your paper. If it helps, I find post-it notes useful. I simply mark pages that I might use and write brief comments on them as reminders of the significance of the passages.

4. Construct your argument. Considering what you have learned from your sources, what conclusions about your topic would you draw? Try to compose a few sentences that reflect those. This is your thesis and should ultimately go at the end of your introduction paragraph. Be specific! I will notice a vague thesis. Here is an example of a thesis that is too vague: “Prince Shōtoku relied heavily on Chinese influences when drafting the Seventeen-article Constitution.” This is better: “Chinese Confucian ideas provided a template from which Prince Shōtoku drafted the Seventeen-article Constitution. Confucian notions of order in government, especially regarding the relationship between Heaven and Earthly rule, provided the prince with a way to systematize government in ancient Japan.” … Do you see the difference? Note that your thesis can be more than one sentence long. You should avoid writing a thesis that is vague and wordy, but you do not have to fit your argument into one sentence.

5. Organize and outline your essay. Look over the evidence you have collected and organize it. I will provide a sample, generic outline that might help you do so.

6. Write your essay. Use your outline to help you. Remember to include the necessary information in the body of your paper when incorporating your primary and secondary sources. For example, if you plan on summarizing an argument from one of your secondary sources, include the author’s name and some brief introductory information on that author. (Historian John Dower points out … ) It is also ESSENTIAL that you include the author, date, and major relevant points of each of your primary sources. It might be necessary for you to comment on the sources’ intended audiences and/or the authors’ biases as well. (Utilize what you have learned about analyzing primary sources in class.) Use footnotes or endnotes to cite your sources and consult the “Citation Help” document posted on D2L for guidance. If you need additional help with formatting your sources, do not hesitate to ask. HINT: Do not wait to insert your citations until after you are finished writing. Insert citations
as you go along; it's much easier in the long run. The paper should be 6-8 pages long. While I will penalize an essay that does not reach the minimum page length, if you need to go over the maximum length, that is fine with me. (Occasionally, a student will tell me that he/she struggled to write enough to meet the minimum page requirement. If you find that this is the case for you, you have not done enough research. Find some more primary and secondary sources. The more research you do, the more you will discover about your topic.)

Your introduction should include a hook in the beginning (an interesting quote or brief story that interests your reader at the outset), a brief description of the paper’s topic and question, and your thesis. Following your introduction, include a few paragraphs that establish historical context by briefly describing the period. Your secondary sources should help you with this. In the body of your paper, use evidence from your sources to support your thesis and conclusions. In your conclusion paragraph, address why your main points are important to understanding Japanese history.

Double-space your work and use “normal” font size and margins. As this is a formal writing assignment, grammar, style, spelling, etc. will be considered. Use footnotes or endnotes (Chicago Manual of Style) to cite sources. For those of you who have never used this type of citation, we will go over it in class. I have also posted a detailed handout on D2L that explains how to insert superscripted notes and provides specific examples of format. **If you do not at least try to use footnotes or endnotes, your essay will automatically be deducted.** You should avoid using EasyBib and similar programs to generate your notes. I would much rather you learn how to do this yourself and come to me with questions. Details matter to me, since I believe that learning to pay attention to details will only improve your work not only in this class, but throughout your lives. This means that I will note errors of footnote format on your paper, but I don’t take off points for this. Those comments are only meant to help you improve. As long as your footnotes are complete, you do not need a bibliography in this paper.

7. **Revise your first draft.** Read “Dr. Lahr’s Pet Peeves,” posted on D2L, and copyedit your paper. It might help to read it aloud and/or to have a friend copyedit it for you. Make sure to use grammar and spell check and to consult the grading rubric (found on D2L). Make any necessary changes before printing your paper. I am willing to look at drafts but only if you get them to me a full week before the paper is due. If you do submit a draft, understand that that does not guarantee you a particular grade. **Turn in an electronic copy.** To post your papers, log-on to D2L, go to the History 262 page, select “Dropbox” on the gray tool bar, select the appropriate assignment, and upload your essay by following the instructions. Remember to select “Submit” to finalize your submission. If you are having trouble uploading a file, try to save it as a pdf file first. Then upload that file. You do not need to turn in a paper copy, but watch your email after submitting online in case there is an issue with your submission. You’re finished!

   A late essay will be docked one letter grade. You may choose to revise your paper, and those are due by **2:00 p.m. on May 2**. (No exceptions.) Revisions are not required, but if you do elect to revise, consult the “Revision Guide” on D2L before doing so.

**Requirements at a glance:**

1. Page length = 6-8 pages (with “normal” font size and margins; double-spaced)
2. Primary sources = Cite at least two primary sources.
3. Secondary sources = Cite at least three secondary sources (one may be the Walker book).
4. Use footnotes or endnotes to cite your sources. (See the “Citation Help” handout posted on D2L.)
5. Due date = **Thursday, April 11**
6. OPTIONAL revisions due = **Thursday, May 2 at 2:00 p.m. sharp**

This is a late 17th century depiction of Murasaki Shikibu, author of *The Tale of Genji*, considered one of the first novels ever written. Think about her as you are writing your research paper!

**Other Items of Note:**

- For the most part, I do not post Power Point slides or my notes. If you miss class, it is your responsibility to keep up with the reading and to borrow the notes from someone. The outlines in class are only meant to aid your note taking. Do not assume that you only need to write down what appears on the slides. Part of critical thinking involves listening for and identifying
points of significance. Please ASK if you need me to slow down, pause, or repeat something. I’m willing (even eager) to clarify or discuss points and questions.

- I frequently send out important email announcements. In addition to checking the syllabus every day for the reading assignment, you should form a habit of checking your Westminster email account at least once a week. Checking it daily is better.
- You should assume that it will take me at least one week to return exams and papers. I grade electronic assignments in order of submission. The sooner you submit, the sooner you will receive feedback. If you miss class the day I hand back assignments, you may ask me for those at the end of the next class you attend. After returning your work, I will post the grades on D2L. Please note that I do not assign attendance/participation grades until the very end of the semester.
- If Westminster cancels classes, please check your email account for updates. If the weather is bad and Westminster does not cancel classes, I still might cancel on my own. On those days, you should check your email before coming to class, since I will certainly send out a message if I do cancel. Due dates and exam dates are likely to be changed if weather interferes. You are responsible for knowing about and adhering to any weather-related changes.
Course Schedule: Complete all readings BEFORE class on the day listed below. Reading quizzes will not cover suggested readings; they will cover material assigned for that day. (In other words, if I were to give you a quiz on Thursday, January 19, it would cover material found in Walker’s introduction and in the reading posted on D2L for January 19.) Please bring the appropriate books to class with you. You will also need to have access to the D2L readings in class. This means that you should either print those or bring a laptop or tablet to class so that you can pull up the readings. (When we discuss material in the reading assignments, I expect students to reference the reading. It makes me happy to see students flipping through books during class to find passages and/or information.) The readings posted on D2L are mostly primary sources. Find them in the “Readings” folder under “History 262 Handouts.”

Tuesday, January 15 – Course Introduction

Thursday, January 17 – Introduction to Japanese History
    Read: Walker Introduction AND reading posted on D2L

Tuesday, January 22 – Birth of the Yamato State
    Read: Walker pp. 10-20 AND reading posted on D2L
    Map Quiz

Thursday, January 24 – Early Japan, Asia, and the Introduction of Buddhism
    Read: Walker pp. 20-29 AND reading posted on D2L

Tuesday, January 29 – The Nara and Heian Periods
    Read: Walker pp. 29-43 AND reading posted on D2L

Thursday, January 31 – The Way of the Warrior: The Rise of Samurai Rule
    Read: Walker chapter 3 AND reading posted on D2L

One depiction of samurai life in Japan’s medieval period is illustrated in Night Attack on the Sanjō Palace from the Illustrated Scrolls of the Events of the Heiji Era (Kamakura Period, 2nd half of the 13th century).

Tuesday, February 5 – Medieval Japan and the Warring States Period
    Read: Walker chapter 4 AND reading posted on D2L

Thursday, February 7 – Japan and Europe, 1543-1640
    Read: Walker chapter 5 AND reading posted on D2L

Tuesday, February 12 – Toward Cultural and Political Unification
    Read: Walker chapter 6 AND reading posted on D2L

Thursday, February 14 – Japanese Cultural Traditions: Group Presentations
Tuesday, February 19 – Finish Group Presentations and Exam Material
Suggested Reading: Lust, Commerce, and Corruption pp. 1-33 [This is strongly suggested. Take notes. You will be doing yourself a favor, which will become clear when you go to complete your reading assignment for Thursday, February 28.]

Thursday, February 21 – Exam #1

Tuesday, February 26 – Peace, Isolation, and the Tokugawa: Early Modern Japan
Read: Walker chapter 7

Thursday, February 28 – Discussion of Lust, Commerce, and Corruption: An Account of What I Have Seen and Heard
Due: Lust, Commerce, and Corruption Reading Assignment [Make sure to have this completed BEFORE class. Bring a (typed) paper copy with you, so that you can use it during the discussion.]

Tuesday, March 5 – The Rise of Imperial Nationalism, the “Opening of Japan,” and the Fall of the Tokugawa
Read: Walker chapter 8 AND reading posted on D2L

Thursday, March 7 – Library Day [Meet in the Robinson Room in McGill (first floor). Not showing up to class on this day will count against you twice. It will result in the equivalence of two absences.]

Tuesday, March 12 – No Class – Spring Break

Thursday, March 14 – No Class – Spring Break

Tuesday, March 19 – The Meiji Restoration and the Modern Age
Read: Walker chapter 9 AND reading posted on D2L

Thursday, March 21 – Meiji’s Discontents
Read: Walker chapter 10

Tuesday, March 26 – Japan’s Imperial State
Read: Walker chapter 11 AND reading posted on D2L

Thursday, March 28 – Empire and Imperial Democracy
Read: Walker chapter 12 AND reading posted on D2L

Tuesday, April 2 – Exam #2

Thursday, April 4 – Hakkō Ichiu: The Pacific War
Read: Walker chapter 13 AND reading posted on D2L

Tuesday, April 9 – Occupation and Post-War Japan
Read: Walker pp. 261-268 AND reading posted on D2L

Thursday, April 11 – Japanese Cultural Traditions: Rashōmon [See the “Statement on Sensitive Content” on page two above.]
Due: Research Paper

Tuesday, April 16 – Japanese Cultural Traditions: Discuss Rashōmon and Akutagawa Ryūnosuke
Read: “In a Bamboo Grove” (10-19) AND at least one other story in Rashōmon and Seventeen Other Stories
Due: Rashōmon and Seventeen Other Stories Reading Assignment [Make sure to have this completed BEFORE class. Bring a (typed) paper copy with you, so that you can use it during the discussion.]

Thursday, April 18 – No Class – Easter Break

Tuesday, April 23 – No Class – Monday Classes Meet

Thursday, April 25 – Post-War Politics, the Economic Miracle, and World Power
Read: Walker pp. 268-282 AND reading posted on D2L
Tuesday, April 30 – Geography, Natural Disasters, and Japanese History
Read: Walker chapter 15

Thursday, May 2 – Contemporary Japanese Society
Find and bring to class one news article about Japan.
Due: Optional Research Paper Revisions (Remember to turn in your original papers with your revisions.)

Thursday, May 9 (11:30 am – 2:00 pm) – Final

When the semester’s over, you might consider taking it easy to celebrate what you’ve learned and to recuperate from a rewarding few months. Take a cue from these ladies! [Image: Tateishi Harumi, Clover, 1934]