

Term Information

Effective Term Spring 2023
Previous Value Spring 2019

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Providing 100% Distance Learning

What is the rationale for the proposed change(s)?

To offer flexible accommodations to students in mode of instruction

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3426
Course Title	History of Modern Japan
Transcript Abbreviation	Hist Modern Japan
Course Description	Japanese history since 1800: politics, economics, intellectual change, foreign relations. International scientific, technological and cultural interaction, World War II, Japanese contributions to global culture featured.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance <i>Previous Value</i> Yes, Greater or equal to 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq or concur: English 1110.xx, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0106
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Historical Study

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will gain an understanding of the major elements of Japanese history in the 19th to 21st centuries, including political developments, socio-cultural transformation, and international contexts.
- Students will gain an understanding of the changing relations between local communities and governments, commercialization and industrialization, imperialism, development of science and technology, and environmental contexts of Japanese history.

Content Topic List

- Last years of Tokugawa Shogunate
- Meiji Restoration (1868)
- Industrialization program
- Education reform
- Constitution of 1889
- Introduction of Marxism
- Reintroduction of Christianity
- World War I and Japan at Paris Peace Conference
- Rise of modern science
- Continental expansion and World War II
- Occupation
- Post-1945 trends

Sought Concurrence No

COURSE CHANGE REQUEST
3426 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/10/2022

Attachments

- F21 History 3426 Syllabus (online) for Carmen, final.docx: In-Person Syl.
(Syllabus. Owner: Blacker, Noah)
- Reed, C.A., ASC Distance Learning Syllabus Template 2021 for F22 Hist 3426 Final (rev).pdf: Online Syllabus
(Syllabus. Owner: Blacker, Noah)
- Reed, C.A., Online approval asc cover sheet August 2021.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Blacker, Noah)

Comments

- Updating to DL *(by Blacker, Noah on 01/18/2022 07:51 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	01/18/2022 07:51 AM	Submitted for Approval
Approved	Soland, Birgitte	01/18/2022 11:00 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/10/2022 01:10 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/10/2022 01:10 PM	ASCCAO Approval

The Ohio State University

Syllabus

History 3426
History of Modern Japan, 1800-1990s
Call No. 23460 (3 credits)

Fall 2021
TR 2:20-3:40 pm

Synchronous Online Delivery via Zoom,
with Zoom invitations posted in advance to Carmen “Announcements”

Prof. Christopher A. Reed (reed.434@osu.edu)

Office Hours: TR 4-5 and by appointment
Synchronous Online via Zoom with Waiting Room
Zoom invitation links to be posted to Carmen Homepage

Grader: Mr. Cruz (Wenhao) Guan (guan.314@buckeyemail.osu.edu)

Office Hours: By appointment and/or
after assignments/exams are returned
Office: Synchronous Online via Zoom
Contact via email

Final Exam due on Carmen TurnItIn: Friday, December 10, 4 pm

Graduating Seniors' papers might have an earlier deadline
which will be announced separately.

Registration Policy: All students **must be officially enrolled in the course by the end of the second week of the semester (Friday, Sept. 3, 2021)**. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Technology Requirements for this Course: Due to the Covid-19 Pandemic, **all facets of this course will occur online via Zoom and CarmenCanvas on TR 2:20-3:40 throughout the semester**. All students must be present at those times and have active OSU email accounts for the purposes of mass emailings through both Carmen & the university email system. **If your account is not activated, please activate it today**. If you habitually use a different email system, be sure to set preferences to have your OSU email forwarded to it. If you are registered for the course and believe that you are **not receiving** the course emails, contact the professor immediately.

Everyone should familiarize themselves with the course's **Carmen website** at: <http://carmen.osu.edu>. The course syllabus and other materials will be posted there. Anyone who has trouble gaining access to this site should first consult the instructions at <https://resourcecenter.odde.osu.edu/carmencanvas>. If you still have difficulty, call 688-HELP OR send email to 8help@osu.edu, AND email the professor. **Familiarize yourself with both Carmen & Zoom in the first week of classes.**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 8+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Course Description: Japan's recent and not-so-recent influence on the world has been profound and various. From the comfort women and Yasukuni issues to financial & logistical support for the post-9/11 war in Iraq, even to America's MLB and world professional soccer & rugby, not to mention the influences of Japan's iconic & global brand names, its Nobel laureates, literature, art, films, architecture, design, and transportation systems; all have had global implications. However, Japan's expansive achievements are often simply taken for granted. The roots of its influence all date to the era covered by this course, which provides a general but analytical survey of Japanese history from approximately 1800 to the 1990s with emphasis on the Meiji (1868-1912), Taishō (1912-1926), and Shōwa (1926-1989) imperial reign periods. After introductory background information on the early modern (Tokugawa shogunal) period, we will discuss key historical phenomena that have distinguished Japan's evolution in these "late modern" and "near-contemporary" periods. The course is organized around the paired themes of (1) foreign, that is, Western attempts to impinge on Japan's sovereignty along with (2) Japanese responses, both military and political-economic, to those efforts. From 1868 and the Meiji Restoration onwards, we will find, Japanese began to seek wealth, power, and international respect for their modernizing, Westernizing country, sometimes in ways costly to its own people, to its neighbors, and even to the wider world. This process deeply influenced 20th-century Japan down through 1945 and beyond, producing today's hierarchical, pragmatically conservative, & one-party parliamentary constitutional monarchy that is also America's closest ally in the western Asia-Pacific Region. For these reasons, emphasis in this course is placed on political, economic, and military developments, although some attention is also given to sociological, cultural, and intellectual ones.

Course Objectives: This course is the fourth (out of five) in OSU's GE Japanese-*history* sequence that begins with the introductory two-semester Survey History of East Asia (History 2401 to 1600; 2402 after 1600) and continues up to History 4430, an advanced readings & research seminar. History 3426 is a middle-tier liberal-arts humanities course in which students are expected to be actively involved in learning throughout the semester. The primary goal of History 3426 is to present you with enough chronology, information, primary source materials, and interpretations about Japan from the start of the late-modern period through the 1990s so that you will become able to evaluate critically, skeptically, but insightfully claims about Japan's Meiji, Taishō, and Shōwa pasts, along with the possible impact of those phases on more recent periods (Heisei and now Reiwa).

By the end of the course, if you have mastered the curriculum, you will have developed the ability to think critically about Japanese political, economic, military, social, etc. phenomena in the 19th and 20th centuries **as defined by historians**. Accomplishing these objectives should also prepare you to appreciate the value/pleasure of studying the past for its own sake.

The meaning of “modern” Japan is open to multiple definitions. To most historians of Japan & East Asia, the early modern period began around 1600; the late modern period began around 1800 (the “near-contemporary” or “post-modern” era began sometime in the 1990s). For most of the semester, the course material is presented both chronologically and thematically. We seek a balance between detailed examination of particular moments and phenomena and exploration of broad patterns of continuity and change across historical periods. When appropriate, comparative historical perspectives will be suggested, usually to European, British, or Chinese history. We will also discuss aspects of American interactions with 19th- and 20th-century Japan.

Just as it would be important to learn French-language terms in a course on French history, **the ability to learn a limited number of Japanese-language (and, for international students, English-language) historical terms & personal names is essential in this course**. The course is aimed at **students with no background**, but this means the course **often appears to be both more detailed & more demanding** than the familiar histories of the U.S.A. or even of Western Europe. **Having said that, there are no formal prerequisites other than good reading and writing skills** for this course nor for success in it. Further, almost any humanities or social science course you've taken will help you succeed in this course.

Some of the Finer Points of Japanese Names, Dates, Language, and Pronunciation:

Names: Part of learning about the history and culture of any group involves some basic understanding of the language and proper pronunciation of names, eras, and terminology. Unless stated otherwise, you should assume that Japanese names appear in their Japanese order, i.e., family-name followed by given-name. For example, in Tokugawa Ieyasu, Tokugawa is the family name, i.e., our “last name.” You may also notice that some people have multiple names because, among other things, it was a common practice for (elite) men to change their given names on auspicious or special occasions. One of the oddities of writing Japanese history is that some people are referred to by their given name, others by their family name. Tokugawa Ieyasu is usually called Ieyasu (not Tokugawa), whereas Saigo Takamori is referred to as Saigo (not Takamori). *Rule of Thumb:* when the family name can refer to something other than the person, or there are a lot of well-known people with the same family name, use the given name, otherwise use the family name. Also, pay attention to the way people are named in the texts you read.

Dates: Until 1873, when Japan adopted the Gregorian calendar, dates were given in terms of the year of an emperor's reign plus the lunar month and day. Even today the reign-year system is used alongside the Western system. The year 2019, for example was Heisei 31/Reiwa 1 (31st year of the Heisei emperor's [Akihito's] reign, 1st year of the Reiwa emperor's [Naruhito's] reign). In some of the readings you may see dates such as “2nd day of the 4th month of Meiji 4 (20 May 1871)”;

Western equivalent. In still other instances, both may be used. The point is, don't panic, just realize that the calendar we use is a relatively recent (1582) Western construct that may have little meaning at other times and in other countries.

Language and Pronunciation: Unlike some aspects of the Japanese language, the spoken language is highly regular and relatively easy for native English speakers. Basic vowels and consonants have only one pronunciation. Most are pronounced the same as in Spanish or Italian (i.e., hard, for example, **k** like the *k* in kill). The following should provide some guidance in the pronunciation of Japanese words:

Vowels

a like the *a* in father

i like the *ea* in eat

u like the *ou* in would

e like the *e* in egg

o like the *o* in row

Consonants

g like the *g* in girl

j like *j* in jump

sh like the *sh* in sheep (only shorter)

ts like the *ts* in its

r like a slightly rolled Spanish *r* sound

y like the *y* in yell

The tricky pronunciations are *jy*, *ky*, *hy*, *ny*, *my*, *ry*, (etc.) plus a vowel. Example: *Kyōto*. The “*Kyō*” is a single syllable. There is no real English equivalent, but the city name is pronounced *Kyō-to*, not *Key-yoe-toe* as is often heard. The mark over the “*o*” is called a macron. It indicates the need for an added beat to the vowel, producing a slightly different sound from the simple “*o*.” You can type the macron'd letter on your computer by holding down the letter “for an extra beat” and then choosing the appropriate symbol.

Japanese is a polysyllabic language, i.e., words of comprised of multiple syllables, called *mora* in Japanese. Each *mora* receives more or less equal stress, although there is usually greater stress placed on one *mora*.

Rule of Thumb: Whereas many (but not all) words in English place stress on the first syllable, Japanese words are often (but not always) stressed in the middle or second half. For example, those big wrestlers are *su-MO*, not *SU-mo*, and good morning is *o-HA-YO*.

Classroom activities will involve lectures, quizzes, general discussions, films, and **Formal Class Discussions (FCD)**. All **FCD's**, of which there will be a total of **6**, will occur in class. These FCD's will be graded; this grade will make up your participation grade. For more information, see below.

Prerequisites: **There are no prerequisites for this course nor for success in it.** However, students seeking a course on Japanese literature, culture, or contemporary politics should note that **this is a History course**; naturally, non-History majors are welcome to take it.

History Majors take note: This course belongs to Group East Asia, post-1750, with concentrations in Power, Culture, and Society (PCS) & Colonialism and Comparative Empires (CCE).

History graduate students are requested please to confer with the instructor before the end of the first week concerning their enrollment if they have not already done so.

History 3426 satisfies the GE Historical Study requirement, Second Historical Study category as well as the GE Diversity/Global Studies requirement. History 3426 may also satisfy the 2 open options for the GE. History 3426 is applicable to the History Minor, which typically requires completion of only four courses above the 1000-level and may overlap up to six hours with GE requirements. Students should consult their college or departmental catalogue as well as their advisers for further guidance on meeting course and program requirements.

The textbook and the lectures rarely cover the same topics in the same ways and, in fact, sometimes the text and the lectures are out of sync with each other; this is the nature of college-level history classes.

HISTORY 3426 AND
1. GE HISTORICAL STUDY; &
2. GE DIVERSITY/GLOBAL STUDIES REQUIREMENTS

Historical Study (General Education Goals & Outcomes)

Goals: Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

History 3426's Rationale for fulfilling the GE Learning Outcomes for Historical Study:

Goals of the course that fulfill the GE Learning Outcomes in Historical Study: History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Critically examine theories of history, and historical methodologies.
2. Engage with contemporary and historical debates on specific regions, time periods and themes of the human past.
3. Through readings in primary and secondary sources and in-depth class discussions, students will access and critically examine social, political, economic, military, gender, religious, ecological, and ethnic/racial/national movements in a wider socio-cultural context.
4. Students will carry out in-depth analysis in midterms and final papers comparing distinct historical moments, social movements, and their effects.

Diversity / Global Studies (General Education Goals and Outcomes)

Goals: Students [should] understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

History 3426's Rationale for fulfilling the GE Learning Outcomes for Global Studies:

Goals of the course that fulfill the GE Learning Outcomes in Global Studies:

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves through the following ways:

1. Through reading in primary and secondary sources and in-depth class discussion, students critically examine the political, economic, social, cultural and philosophical development in the World.
2. Engage contemporary and historical debates on the differences and similarities between cultures and peoples.
3. Access and critically examine ethnically, nationally, or religiously framed movements in a wider socio-cultural and global context.
4. Carry out in-depth analysis in a final paper comparing distinct moments in human history and how they shaped the world in the past and today.
5. Completing readings, attending lectures, and participating in class discussions and in-class assignments will help students understand the complexity of debates over international issues.
6. Students will understand the roots and structures of today's globalized world.

The course is organized:

1. through the books and lectures to convey factual knowledge and interpretive understanding of Japan's historical experience in the late modern and near-contemporary periods (19th and 20th centuries). Students will be provided opportunities to read for information, for narrative, and for argument.

2. through the classes, particularly the **Formal Class Discussions (FCD, to be conducted via breakout sessions on Zoom)**, to reinforce study skills for organizing, prioritizing, and understanding the information and interpretations about Japanese history gained from the readings, films, and lectures. In preparing for FCD's, students will practice responding to and discussing clear, informed, systematic, and historically contextualized questions that will in turn prepare them for the examination essays.

3. through the readings, discussions, and writing assignments (exams and papers) to provide students with opportunities to develop critical and comparative thinking along with communications skills (oral and written). Students will practice writing and speaking in ways that communicate evidence in the service of their arguments (theses) and/or points of view.

Course Requirements and Evaluations of Students: The work of historians is still done largely through reading, writing, and discussion. This course will provide opportunities to develop these skills.

Course materials include printed, visual, and oral sources, each of which may be classified as **primary or secondary**. Students are expected to learn to distinguish between the two. Knowledge of this distinction is vital to successful completion of the written assignments.

Final grades for undergraduates and non-History graduate students will be based on the following formula. Mr. Guan will do all record-keeping & grading in consultation with Professor Reed.

NOTE: Because **history is an empirical subject**, the most successful students will master factual information drawn from lectures, readings, films, discussions, etc., but will also be able to use it in creative but disciplined analytical and comparative ways.

History is also a reading and writing discipline. In this course, writing ability and achievement matter. Writing is not peripheral; it is at the heart of everything we do. For help with your writing,

students may find they will benefit from **contacting the OSU Writing Center for e-consultations earlier rather than later in the semester when meeting times tend to become oversubscribed:**
<http://cstw.osu.edu>

1. **Attendance (10%)** In the Carmen gradebook, **attendance is counted as 1, non-attendance as 0.** Two no-fault, no-questions-asked absences are automatically forgiven; if you use one on a quiz day or a Formal Class Discussion day (see next item), you will lose the points for those assignments. Any combination of two tardy arrivals (10 minutes or more after class begins) or early departures (leaving early 10 minutes or more) or any combination thereof will equal one absence.
2. **Participation, especially including contributing actively to 6 Formal Class Discussions (FCD's), which will occur via breakout sessions on Zoom (10%)**
 - a. FCD readings & discussion questions (DQ) will be posted on Carmen by Saturday, 8 pm for Tuesday FCD's; and by Monday, 8 pm for Thursday FCD's.
 - b. FCD's usually do but sometimes don't follow immediately after the readings; regardless, they are being used to review previous topics.
 - c. Students must submit written responses on the DQ to the appropriate submission portal with Carmen TurnItIn activated no later than 9 am on the day of the FCD and will be awarded 1 point for completion.
 - d. Active, self-initiated participation in the day's FCD will be counted as 1, non-participation as 0.
3. **In-class readings quizzes (1 on the syllabus itself in the second week & 9 on the secondary reading [Gordon]) (10%) Low-stakes**, ten-minute timed short quizzes on Carmen at the end of class will involve an assortment of true/false, multiple choice, fill in the blank, written responses, etc. Quizzes follow the readings directly and will be graded for accuracy. Correct answers will be revealed afterward.
4. **One at-home map assignment (5%)** to be submitted online via Carmen TurnItIn.
5. **One at-home plagiarism quiz (15%)** To be completed **online with a perfect score before 9 am on Friday, Oct 1** (before the midterm begins). Each student will be given three tries to **pass the quiz with a perfect score.** If, after three tries, you have not achieved a perfect score, email Mr. Guan and ask him to reopen the module for you. You must plan ahead and don't expect an immediate response, especially close to the deadline. **Plagiarism quizzes completed after the deadline will incur a penalty of .5% for each day they are late until a perfect score is achieved.**
6. **4 pp. (1200 words) at-home, open-book midterm exam essay** to be **submitted via Carmen TurnItIn. (25%)** Essay topics will be drawn from the assigned readings, lectures, FCD's, general discussions, and films, and there will be some choice.
7. **4 pp. (1200 words) at-home, open-book final exam essay** to be **submitted via Carmen TurnItIn. (25%)** Essay topics will be drawn from the assigned readings, lectures, FCD's, general discussions, and films, and there will be some choice.

This course uses the **OSU Standard Scheme**, which is the default on Carmen:

A = 93 to 100; A- = 90 to <93

B+ = 87 to <90; B = 83 to <87; B- = 80 to <83

C+ = 77 to <80; C = 73 to <77; C- = 70 to <73

D+ = 67 to <70; D = 60 to <67

E = 0 to <60

To pass the course, you must pass the Midterm and Final Exam with at least a 62% average of the two grades. The professor reserves the right to consider improvement, to round grades up, and/or to curve class grades when determining grades.

Most of your grade in this course will be based on how well you communicate in writing what you have learned. All essay-type written work is graded according to three major criteria: 1) the quality and effectiveness (persuasive power) of the analysis or argument; 2) the accuracy, relevance, importance, and quantity of evidence you provide to support your analysis or argument; and 3) the quality of the organization and writing.

In short, what we call “**PEI**,” which stands for (responding to the) **Prompt** (as written on the exam); (accurate, relevant, and prioritized) **Evidence** (from the books, lectures, discussions, or films); and (balanced) **Insight** (into the issue at hand). In evaluating written assignments, the instructors will also pay close attention to spelling, grammar, organization, and style.

Students may find they will benefit from contacting the **OSU Writing Center** earlier rather than later in the semester when meeting times tend to become oversubscribed: <http://cstw.osu.edu>.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the complaint is against the vice chair, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department’s grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Students are responsible for all instructional materials, lectures, discussions, films, readings, and assignments. This syllabus and any study aids supplied to the students in History 3426 are subject to change at the discretion of the instructor. Any further instructions regarding course requirements given verbally by the instructor are as binding as written instructions.

Unless instructed otherwise, all written assignments must be typed or computer-printed, double-spaced, and have one-inch (1”) margins. Please make sure the text is legible and sufficiently dark; do not use bold. Use only 10- or 12-point standard fonts such as Times or Times New Roman and cite all sources. **All assignments, including any rough drafts, must be submitted via TurnItIn unless other arrangements have been made in advance and approved by the professor.** You must give all essays a title and you must correctly cite all sources, including course books. **Word counts will be enforced: at the top of each essay, tell us your word count.**

Failure to follow these instructions, or submission of carelessly or sloppily written papers, will yield a penalty of half a letter grade per day, weekends included, and such papers will be returned for revision.

Lateness and Makeups: Written work/assignments must be submitted on time. Please do not request special treatment unless you have verifiable proof attesting to extraordinary medical or legal circumstances; the university expects faculty to treat all students equally. **There will be no make-up quizzes or map assignment. A written assignment submitted after the Carmen submission deadline passes is deemed to be late (by one day).**

No late assignments or unexcused absences from exams/assignments will be accepted without the prior agreement of the instructor and submission of a valid written explanation from a medical doctor. The “Explanatory Statement for Absence from Class” found on the Wilce Health Center website

does NOT constitute an official doctor's note. Course overloads and work duties are not acceptable excuses for late assignments, missed discussions or examinations, or for failure to participate fully in other class activities. If you know that you will miss a class when an assignment is due, you must make prior arrangements with the professor. **After the first week of the semester, two late arrivals (by 10 minutes) and/or early departures (by 10 minutes), and/or any combination thereof will be graded as an absence.**

As is standard practice in the History Department, late papers, even with a legitimate excuse, will be marked down a half a letter grade per day for each day they are late, weekends included. "Late" begins when Carmen says it does (Carmen marks papers that arrive after the deadline as late). Thus, for example, on the first day, from the moment Carmen identifies your paper as late until the second day, an A becomes an A-; on the third day, the A- becomes a B; on the fourth day, the B becomes a B-; etc. No late papers will be accepted after the 7th day (so, if a paper is due on a Monday, the 7th day will be the following Sunday.)

If you absolutely must miss submitting an exam on time because of illness or another verifiable **emergency**, you must **contact the professor immediately**. If permission to take a make-up exam is granted, it is the student's responsibility to take the make-up examination at the time and place specified by the professor. Formal make-up examination dates are set by the History Department; you must take the make-up on one of these dates in the location specified by the department.

Email protocol: The professor and grader are accessible to all students in this class and we welcome email communications. However, please do not expect immediate responses. We will do our best to reply to email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon or over the weekend.

As in class itself, when using email, basic courtesy is expected. "Be friendly but not familiar" (source: Woody Allen, *Broadway Danny Rose*). Please note that we will not respond to email that has no salutation (eg, "Dear ..." "Hello ..." or something similar), that opens with "Hey, prof" "Professor [without my surname]" or anything similar, or that omits basic courtesy words ("magic words") such as "please" and "thank you."

Classroom Operations

This syllabus and any study aids supplied to the students in History 3426 are subject to change at the discretion of the professor. Any further instructions regarding course requirements given verbally by the instructors are as binding as written instructions.

We expect students to take notes during every class meeting—both lectures and Formal Class Discussions (FCD's). To that end, students must have paper and pen, readily available for use, or a laptop or iPad/tablet. Of course, laptops and iPads are to be used only for note taking and occasionally looking up items relevant to the course—but not for checking email or cruising the Internet.

Videotaping, recording, and/or photographing lectures or discussions is not permitted except in the case of a documented learning disability with the professor's permission. Students who do so without permission will be reported to the Committee on Academic Misconduct (COAM, see below). Students with such a disability are encouraged to make their condition known to the instructor early in the semester.

Students with documented disabilities* who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

*If you have a mental or physical condition that influences your ability to succeed in the classroom, please register with the Student Life Disabilities Services (SLDS) in Baker Hall 009. Once registered, you can receive services that will level the playing field with your peers. Examples include but not limited to a peer note-taker or a special recording pen, extended time or distraction-free space for exams, flexible attendance and deadlines. The SLDS will provide a letter listing only the services you need; you have every right to keep your health conditions private from me. Bring that letter with you to discuss the ways I can help you in my course. You are more than welcome to set up an appointment with me to discuss this matter privately. If you have a readily apparent need for accommodations, let us talk and determine the best course of action, to maximize your success and participation in the course.

Self-advocacy is a critical lifeskill and it is important that you reach out to SLDS and me to ensure your own success. For more information, go to <http://slds.osu.edu/>, call 614-292-3307, or e-mail slds@osu.edu

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Finally, further statements on diversity, sexual misconduct, and other issues can be found at <https://ugeducation.osu.edu/faculty-and-staff-resources>

Required Readings: In addition to short readings (usually primary sources) that may be posted on Carmen as the course unfolds, the following books* are required for this course and may be obtained from Barnes & Noble OSU Bookstore at 1598 N High St, Columbus 43201 and other area bookstores. The **Gordon textbook is now in its 4th edition** and is the standard modern Japanese history textbook at universities and colleges throughout No America. **All reading assignments are for the 4th edition.** The **Tanizaki & Cook volumes have been in print for decades.** Both are widely available in hard copy (including second-hand ones). **You will need the Gordon book in Week 1, and there will be a quiz on the Gordon reading in**

Week 2, but please look over all three books before class begins on Thurs, Aug 26 to confirm that History 3426 is the kind of GE history course you want *this semester*.

I have asked Thompson Library to provide Closed Reserves of the Tanizaki and Cook volumes; Thompson does not own a copy of Gordon's 4th edition.

***Note: Not all readings will be discussed in detail in class but you are still responsible for demonstrating familiarity with them (via the FCD's, quizzes, and examinations, for example).**

Please bring all readings listed for class on a specific day, particularly for an FCD, to class that day.

1. Haruko Taya Cook & Theodore F. Cook, *Japan at War: An Oral History* (1992, etc.) [**print, primary sources**] Time allows us to use this book only selectively to cover the 1930s and the early to mid-1940s. Feel free read any sections that are not assigned; I think you'll find most of them interesting.
2. Andrew Gordon, *A Modern History of Japan*, 4th edition (2020) [**print, secondary source**]
3. Junichirō Tanizaki, *Naomi* (1985 [1928]) [**print, primary source**]

Use of e-books is strongly *discouraged* in this course with so much new information, regardless of whether you are a domestic or an international student. **In addition, jumping between different e-book files and websites while Zoom-ing might also cause high CPU usage and potentially slow your computer down or even crash the program.** Do not use cell phones for note taking or for reading/consulting assigned texts. If you must use a digital version of a book, please download it to your computer or iPad, not to your phone. In the past, students who have tried to substitute a cell phone for a computer or iPad have generally not done well and they have regularly delayed the class as they scroll-search for a relevant passage or term.

Readings, quizzes, lectures, films, general discussions, and FCD's complement each other. Generally, lectures will **NOT** duplicate the course books. **Lecture outlines will be posted to Carmen by 10 am the morning before class. Previewing them before each lecture will make the lecture easier to digest.** Both lectures and reading material will figure on the examinations; for quizzes, see 3. above under "Final Grades." Students must integrate course materials themselves; this is one of the purposes of the FCD's, the midterm, and the final exam—for you to show that you are able to create a historical context from these materials. Anyone having difficulty doing so should see the professor or grader.

Readings quizzes generally follow the readings and will be administered at the end of class.

FCD discussion questions (DQ) will be posted on Carmen by Saturday 8 pm for Tuesday FCD's and by Monday 8 pm for Thursday FCD's. Students must prepare for them by typing their responses below the prompt and then submitting to Carmen TurnItIn before 9 am on the day of the FCD. FCD's usually (but not always) follow immediately after the relevant readings; regardless, they will be used to review and synthesize previous topics in the readings.

All of this should help you do well in the course and remind you of the need to keep up with the material, which, based on my many years teaching East Asian history at OSU, is new to almost all of you. And there's a lot of it and it's much more detailed than many of you are accustomed to from previous history courses, whether at the high school or college level.

Academic Misconduct

It is the responsibility of the **Committee on Academic Misconduct (COAM)** to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic

misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. **The instructor is required to report all instances of alleged academic misconduct to the Committee on Academic Misconduct (Faculty Rule 3335-5-487).** For additional information, see <https://trustees.osu.edu/rules/code-of-student-conduct/>

To repeat, all university rules regarding cheating and plagiarism are applicable in this course and it is the student’s responsibility to be familiar with them. Cheating includes but is not limited to copying from another student’s exam and consulting unauthorized notes or books during an exam. **Plagiarism is presenting the published or unpublished work of someone as your own effort and work for this course. It includes copying all or part of any written assignment from a published book like Gordon or an article, from the Web, or from a published or unpublished paper/essay composed by yourself for another course or by another student without attribution.**

To help you avoid problems with plagiarism, all students are required to complete a plagiarism module worth 15% of the grade by the end of the 6th week (Fri, Oct 1) at 9 am. All students are initially given 3 tries; if you do not achieve a perfect score in 3 attempts, you will need to contact the grader, Mr. Guan, to reopen the quiz for you. **Note: it is always a good idea to read the manual before starting the quizzes and certainly before trying it for the third time. No matter what, don’t leave completion of module and quiz until it’s too late because Carmen will not allow you to access the midterm or final exams if you do.**

If you have questions about proper attribution of source material for any written assignment, please consult the instructions on the assignment and then the guidelines provided as part of the Plagiarism module. If those two efforts fail, contact the professor.

Reading and Study Guidelines and Tips

- **Do each week’s reading on the weekend** before a week’s classes and review the reading before class on Tuesdays and Thursdays.
- **The morning before class, download each day’s lecture outline from Carmen, where it will have been posted by 10 am, print it out, look it over, and use it as a blueprint for the lecture, filling in details as they emerge.** Or bring it to class on your computer, taking notes directly onto the outline.
- Go over your own notes after each class. Number the pages of your notes and cross-reference them with the topics in Gordon or the other books (they are not identical). Think about connections. Use your syllabus as a table of contents for your notes; next to each topic, write the page numbers in your notes where relevant information can be found. This will help you when you prepare for exams.
- Study the books maps, graphs, timelines, photographs, indices, etc.
- **Above all, keep up with the reading. There is a large amount of new information in this course; although you don’t have to learn it all by heart, experience teaches that you won’t be able to master it by cramming at the last minute, even for at-home exams that will require understanding and insight in addition to information.**
- If there is a gap in your notes or a concept that you just can’t figure out, please consult the instructor. Don’t suffer in silence!

Suggestions for Making the Course More Meaningful (just as important as study habits)

(especially useful for students new to college-level history courses,
to non-US college-level history, and/or to history courses in the US)

- Check out topics, countries, and historical figures on the Web (one possibility is Wikipedia, co-developed by Larry Sanger, an OSU PhD graduate in philosophy). You’ll be surprised at what’s out there—

particularly in the way of biographies on Wikipedia. Be aware, however, that not all Web pages are free of historical errors and bias of various sorts. Naturally, be extremely cautious about using the Web; improve your chances of getting accurate information by cross-checking with other sites or sources. **Under no circumstances, however, should you consult or cite Wikipedia on your exams in this course.**

Wikipedia, in particular, has content and a writing style easily recognized by TurnItIn. If you copy it, even with attribution, at a minimum, your grade will suffer.

- Watch international news and other programs on international channels or websites. Newscasts and entertainment programs from countries discussed in this course are available, most with English subtitles.
- Read international news on the Web. The websites of the BBC (<http://news.bbc.co.uk>) and the *New York Times* (www.nytimes.com) provide up-to-the-minute news from around the world, including the occasional story on how present-day Japan and other East Asian nation-states handle their cultural and political heritages. You can also buy the NYT at the OSU Bookstore, the High Street Giant Eagle, or Kroger.
- Visit the History Dept. home page at <http://history.osu.edu/students/undergrad/default.cfm> There, you'll find information about the department's courses and programs, career information, and links to other interesting material.
- **Finally, as you read about historical events or engage historical documents, suspend your judgment for a while and ask yourself what those involved likely believed.** What does a document tell you explicitly? What do you have to infer? What were their worldviews, both conscious and unconscious, and how did their worldviews influence their actions, regardless of whether you agree with what they did or did not do. What did they know, when? And how did knowing or not knowing influence their behavior? Some of history's most interesting situations arise from contemporary responses to inadequate or faulty information; identifying such situations is one of the historian's jobs and reminds us that we all exist "in historical time."

Class Topics, Readings, Lectures, FCD's, Films, and Assignment Deadlines (16 weeks, 28 class meetings)

(NOTE: THE LECTURE OUTLINES FOR ALL TUES/THURS LECTURES WILL BE POSTED ON CARMEN NO LATER THAN 11 AM THE MORNING BEFORE CLASS. THERE MIGHT BE SOME SMALL DIFFERENCES OF WORDING OR ORGANIZATION BETWEEN THE POSTED ONE AND THE ONE USED IN CLASS BUT IF THERE ARE MAJOR CHANGES OF FACT OR INTERPRETATION, I WILL NOTIFY YOU AND SUBSTITUTE AN UPDATED ONE.)

Weekly reading assignments are listed at the beginning of each week; students will get more out of each week's quizzes, lectures, and discussions if the **reading is completed before class** begins on Tuesday afternoon.

Week 1: Reading: Gordon, skim Table of Contents, "Maps, Tables, and Figures," Preface, Introduction, and Appendix: List of Prime Ministers of Japan, 1885-2012 (pp. 377-78), Ch. 1, "The Tokugawa Polity"

Be sure to highlight your texts and take notes on the general ideas of each section; people's & places' names are important—learn them steadily as you go along and don't try cramming. Many students find learning Japanese history to be similar, in certain respects, to learning a foreign language. Hence, the need to pace yourself.

Aug 24: Introductions and syllabus; course description, purpose, and requirements; comments on course books and their themes (Japan-centered history, historical sociology, comparative history); Attendance

Aug 26: **Lecture 1:** The Tokugawa *Ancien Regime*; & continue with syllabus; Student bios

First quiz to occur on Tues, Aug 31. All quizzes will occur on Carmen starting at 3:30 (you will need to log in to Carmen and submit your answers there). Quizzes will generally have 5 questions and last ten minutes. In effect, they are open-book quizzes but you must know where to find the answers quickly, meaning you'll need to have read the chapters fairly closely and with understanding. SLDS students will receive extra time at the end based on their paperwork and needs. The correct answers will be revealed to all once all exams have been submitted, usually by 4 pm.

Week 2: Reading: Gordon, Ch. 2 (17th C Boom)

Aug 31: **Lecture 2:** Tokugawa Peace, 1615-1868

Quiz on syllabus 3:30-3:40 pm

At-home map assignment (“Japanese Prefectures”); instructions to be posted to Carmen

Sept 2: **Lecture 3:** Tokugawa and *Sakoku*, 1630s-1853/4

Quiz on Gordon Ch. 1-2, 3:30-3:40

All students must be registered by Friday, Sept 3

Week 3: Reading: Gordon, 3-4 (Late Tokugawa intellectual life and overthrow of Tokugawa); Students should also start reading Tanizaki, Naomi, including Translator’s Intro, and must complete it by Week 5, Sept 20

Sept 7: **Lecture 4:** Tokugawa Way of the Merchant

Quiz on Gordon, Ch. 3-4

Sept 9: **Lecture 5:** End of the Tokugawa (1854-68) and the Meiji Restoration (1868)

TAKE-HOME MAP ASSIGNMENT (“Japanese Prefectures”) DUE ON TURNITIN BY 9 AM

Week 4: Reading: Gordon, Ch. 5-7 (Meiji Restoration), Ch. 8 (Meiji imperialism)

Sept 14: **Lecture 6:** End of the *Ancien Regime*, 1868-95

Quiz on Gordon, Ch. 5-8

Sept 16: **Lecture 7:** Rise & Fall of the Japanese Empire, 1895-1945

Week 5: Reading: Finish Tanizaki reading for FCD on Tues & Thurs

Saturday, Sept 18, 8 pm, FCD Discussion Questions (DQ)* on Tanizaki, Translator’s Intro, Ch. 1-14 to be posted to Carmen; students must submit typed responses online by 9 am on Tuesday, Sept 21

Monday, Sept 20, 8 pm, FCD Discussion Questions (DQ)* on Tanizaki, Ch. 15-28 to be posted to Carmen; students must review previous readings and submit typed responses online by 9 am on Thursday, Sept 23

***Hereafter, posting and submission of FCD DQ’s will follow this pattern: Tuesday DQ posted on Saturdays to be submitted on Tuesdays; Thursday DQ posted on Mondays to be submitted by Thursdays.**

Sept 21: Student responses to Saturday DQ due online by 9 am

FCD 1 led by Prof Reed and Mr. Guan in breakout sessions on Tanizaki, Translator’s Intro, Ch. 1-14

Sept 23: Student responses to Monday DQ due online by 9 am

FCD 2 led by Prof Reed and Mr. Guan in breakout sessions on Tanizaki, Ch. 15-28

Required Plagiarism module must be completed on Carmen by 9 am on Friday, Oct 1 (one week from today)

Week 6: Reading: Gordon, Ch. 9 (Imperial Democracy in the Taisho Era), 10 (Showa Democracy & Empire Betw Two World Wars); Cooks, “Intro to a Lost War,” pp. 3-20, & Part 1 (incl “An Undeclared War” by Prime Minister Konoe Fumimaro, 1938), pp. 21-68

Monday, Sept 27, 8 pm, FCD Discussion Questions (DQ) on Cooks reading to be posted to Carmen; students must review previous readings and submit typed responses online by 9 am on Thursday, Sept 30

Sept 28: **Lecture 8:** Creating a Scientific Research Tradition, including Science-Based Industry, 1912-37
Quiz on Gordon, Ch. 9, 10

Sept 30: Student responses to DQ due online by 9 am

FCD 3 led by Prof Reed and Mr. Guan in breakout sessions on Cooks, “Intro to a Lost War,” Part 1, Ch. 1 & 2 (incl “An Undeclared War” by P.M. Konoe Fumimaro, 1938), pp. 21-68

Oct 1: Required plagiarism module must be completed on Carmen by 9am today; penalties begin at 9:01 am.

Saturday, Oct 2, 8 pm, FCD Discussion Questions (DQ); students must complete reading and submit typed responses to Carmen TurnItIn by 9 am on Tuesday, Oct 5

Week 7: Reading: Gordon, Ch. 11 (Depression & Responses); Cooks, Part 2, Ch. 3 (Mogami Sadao, 83-85; Masuda Reiji, 86-89; Kase Toshikazu, 90-95), Ch. 4 (Kasayama Yoshikichi, 113-20), Ch. 6 (145-67; Warning: this chapter contains graphic descriptions of wartime atrocities against Chinese civilians and soldiers; read the chapter selectively if you wish)

Monday, Oct 4, 8 pm, FCD Discussion Questions (DQ) on to be posted to Carmen; students must complete reading and submit typed responses to Carmen TurnItIn by 9 am on Thursday, Oct 7

Oct 5: **Lecture 9:** Manchurian Incident, China Incident, Greater East Asian Co-Prosperity Sphere, Tokyo Conference, and Pacific War
Quiz on Gordon, Ch. 11

Oct 7: Student responses to DQ due online by 9 am

FCD 4 led by Prof Reed and Mr. Guan in breakout sessions on Cooks, Part 2, Ch. 3 (Mogami Sadao, 83-85; Masuda Reiji, 86-89; Kase Toshikazu, 90-95), Ch. 4 (Kasayama Yoshikichi, 113-20), Ch. 6 (145-67)

Oct 8: Required take-home midterm examination questions to be posted to Carmen

Week 8: Reading: Gordon, Ch. 12 (Wartime Japan)

Oct 12: Selections from film, “Japan’s War [1937-45] in Colour” (2004), followed by general discussion
Quiz on Gordon, Ch. 12

Oct 14: **NO CLASS; ENJOY THE AUTUMN BREAK**

Week 9: Reading: none in Gordon; Cooks, Part 3 (Homeland) Ch. 7-12 (in Ch. 12, skip 248-57)

Monday, Oct 18, 8 pm, FCD Discussion Questions (DQ) on Cooks, Part 3 (Homeland) Ch. 7-12 (in Ch. 12, skip 248-57) to be posted to Carmen; students must complete reading and submit typed responses to Carmen TurnItIn by 9 am on Thursday, Oct 21

Oct 19: **REQUIRED TAKE-HOME MIDTERM DUE ON CARMEN TurnItIn by 12 noon**

Selections from anime film, “Grave of the Fireflies” (1988) about survival in last weeks of the war in Kobe; OR, Selections from anime film, “Barefoot Gen” (1983) about child who survived the Hiroshima atomic bomb blast, followed by general discussion

Oct 21: Student responses to DQ due online by 9 am

FCD 5 led by Prof Reed and Mr. Guan in breakout sessions on Cooks, Part 3 (Homeland) Ch. 7-12 (in Ch. 12, skip 248-57)

Week 10: Reading: Gordon, Ch. 13 (Occupied Japan); Cooks, Part 5, pp. 339-42 & Ch. 16 (Funato Kazuyo, 343-49; Warning: this interview in Ch. 16 contains graphic descriptions of wartime violence against Japanese civilians; read selectively if you wish), Ch. 19 (382-83; Yamaoka Michiko, 384-87; Shin Bok Su, 387-91; Warning: both interviews in Ch. 19 contain graphic descriptions of wartime violence against Japanese civilians; read selectively if you wish); Part 6 (401, 403-406, Ch. 22 (only Yamane Masako, 432-37; Warning: this interview in Ch. 22 contains graphic descriptions of wartime violence against Koreans; read selectively if you wish).

***Saturday, Oct 23, 8 pm, FCD Discussion Questions (DQ); students must complete reading and submit typed responses to Carmen TurnItIn by 9 am on Tuesday, Oct 26**

Oct 26: **Student responses to DQ due online by 9 am**

FCD 6 (final FCD) led by Prof Reed and Mr. Guan in breakout sessions on Cooks, Part 5, pp. 339-42 & Ch. 16 (Funato Kazuyo, 343-49; Ch. 19 (382-83; Yamaoka Michiko, 384-87; Shin Bok Su, 387-91; Part 6 (401, 403-406, Ch. 22 (only Yamane Masako, 432-37)

Oct 28: Film “Japan Under American Occupation” (2012), followed by general discussion
Quiz on Gordon, Ch. 13

Week 11: Reading: Gordon, Ch. 14 (Econ & Social Transformations, 1950-70s); Supplementary Reading TBD

Nov 2: **Lecture 9:** Business, Bureaucracy, & Science from Meiji to Post-War Shōwa Japan
Quiz on Gordon, Ch. 14

Nov 4: **Lecture 10:** Postwar Japanese Society, including art, architecture, and film

Week 12: Reading: TBD

Nov 9: Selections from Kurosawa, “Drunken Angel” (1948), “Ikiru,” 1952; OR, Ozu, “Tokyo Story,” 1953, followed by general discussion

Nov 11: **NO CLASS; VETERANS DAY**

Week 13: Reading: Gordon, Ch 15 (Political Struggles, 1950s to 1970s)

Nov 16: Selections from film, “Gojira” (1954), followed by general discussion
Quiz on Gordon, Ch. 15 (our last quiz)

Nov 18: **Lecture 11:** Liberal-Democratic Party (LDP) Achievements & Failures, including Japan’s Construction State (*doken kokka*)

Week 14: Reading: Gordon, Ch. 16 (1980s)

Nov 23: Selections from film, “Mishima: A Life in Four Chapters” (1985), followed by general discussion
 No Quiz on Gordon, Ch. 16

Final Examination questions to be posted to Carmen

Nov 25: **NO CLASS, HAPPY THANKSGIVING**

Week 15: Reading: Gordon, Ch. 17 (Lost Decades, 1990s-2000s)

Nov 30: **Lecture 12:** Modern and Contemporary Japanese Emperors; Guides to the Future?
 No Quiz on Gordon, Ch. 17

Dec 2: **Lecture 13:** Japan in the World in the 1990s (Corporate Icons, Article IX, Yasukuni Shrine, Comfort Women, etc.)

Week 16: Reading: Gordon, Ch. 18 (Summing Up the Heisei Era)

Dec 7: General Discussion and summing up
 No Quiz on Gordon, Ch. 18

Final Examination Due on Carmen TurnItIn: Fri, Dec 10, 4 pm
Graduating Seniors’ papers might have an earlier deadline
 which will be announced separately.



SYLLABUS

HIS/3426

History of Modern Japan, 1800-1990s

Autumn 2022 (full term)

3 credit hours

Distance Learning via Zoom TR 2:20-3:40 (synchronous)

COURSE OVERVIEW

Instructor

Instructor: Dr. Christopher A. Reed

Email address: (preferred contact method) reed.434@osu.edu

Phone number: 614-292-0853

Office hours: Online, TR 4-5

Contact Policy: You may contact me directly by email and phone. I will respond to emails and voicemails within one to two business days. If you have contacted me and not heard back within that time frame, please contact me again in case there has been a technological error. Please come to regular office hours to ask any questions, to review course materials, or talk about concerns. If the regular office hours don't work, let's try to find a mutually agreeable time that does work. I will respond to messages send on Friday afternoon by Monday morning. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem with Carmen.

Prerequisites

None

Course description

This course provides a general but analytical survey of Japanese history from approximately 1800 to the 1990s with emphasis on the Meiji (1868-1912), Taishō (1912-1926), and Shōwa (1926-1989) imperial reign periods. After introductory background information on the early modern (Tokugawa shogunal) period, we will discuss key historical phenomena that have distinguished Japan's evolution in these "late modern" and "near-contemporary" periods. The course is organized around the paired themes of (1) foreign, that is, Western attempts to impinge on Japan's sovereignty along with (2) Japanese responses,

both military and political-economic, to those efforts. From 1868 and the Meiji Restoration onwards, we will find, Japanese began to seek wealth, power, and international respect for their modernizing, Westernizing country, sometimes in ways costly to its own people, to its neighbors, and even to the wider world. This process deeply influenced 20th-century Japan down through 1945 and beyond, producing today's hierarchical, pragmatically conservative, & one-party parliamentary constitutional monarchy that is also America's closest ally in the western Asia-Pacific Region. For these reasons, emphasis in this course is placed on political, economic, and military developments, although some attention is also given to sociological, cultural, and intellectual ones.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Demonstrate knowledge of the core concepts, chronology, and basic issues guiding historians' understanding of Japanese history from 1800 to the 1990s along with the origins and nature of contemporary issues involving Japan and East Asia
- Identify political, social, and economic changes associated with Japan's Meiji, Taishō, and Shōwa reign periods, along with the possible impact of those periods on more recent ones (Heisei and now Reiwa)
- Develop the ability to think critically but also appreciatively about 19th & 20th century Japanese cultural phenomena
- Think analytically about Japan's traditions but also about its invented traditions
- Produce nuanced, evidence-based writing about the evolution of social hierarchies and relationships in Japanese society
- Analyze and interpret the sources, texts, and other historical materials used by historians to access the past

General education goals and expected learning outcomes

As part of the Historical Study category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Students recognize how past events are studied and how they influence today's society and the human condition
 - Students construct an integrated perspective on history and the factors that have shaped human activity
 - Students describe and analyze the origins and nature of contemporary issues
 - Students speak and write critically about primary and secondary Japan-related historical sources by examining diverse interpretations of past events and ideas in their historical contexts

As part of the Diversity/Global Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens
 - Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
 - Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens

The course fulfills these GE outcomes:

1. through the books and lectures by conveying factual knowledge and interpretive understanding of Japan's historical experience in the late modern period (19th and 20th centuries). Students will be provided opportunities to read for information, for narrative, and for argument.
2. through the classes, particularly the Formal Class Discussions (FCD, conducted via breakout sessions on Zoom), by reinforcing study skills for organizing, prioritizing, and understanding the information and interpretations about Japanese history gained from the readings, films, and lectures. In preparing for FCD's, students will practice responding to and discussing clear, informed, systematic, and historically contextualized questions that will in turn prepare them for the examination essays.
3. through the readings, discussions (FCD), and writing assignments (reading quizzes and exams) to provide students with opportunities to develop critical and comparative thinking along with communications skills (oral and written). Students will practice speaking and writing in ways that communicate evidence in the service of their arguments and/or points of view.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online via synchronous online delivery via Zoom with Zoom invitations posted in advance to Carmen "Announcements." We will meet for two weekly Zoom sessions during our scheduled class meeting times.

Pace of online activities: This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct

instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: You are expected to complete all readings and assignments on time. Active, thoughtful, and respectful participation in class discussions and activities is required. Because this is an online course, your attendance is based on your online activity and participation. If you have an emergency or crisis that prevents you from completing work on time, please contact me as soon as possible so we can make a plan together to get you back on track.

The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST TWICE PER WEEK (MINIMUM)** You are expected to log in to the course in Carmen for every scheduled class period. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Your attendance and participation grades depend on your logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.
- **Office hours and live sessions: REQUIRED & OPTIONAL** Live, scheduled class meetings are required. Office hours are optional.
- **Participating in discussion forums: 1 TIME PER WEEK** As part of your participation grade, most weeks you can expect to post at least once as preparation for our Formal Class Discussion (FCD) on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Haruko Taya Cook & Theodore F. Cook, *Japan at War: An Oral History* (1992, etc.) [print, primary sources]
- Andrew Gordon, *A Modern History of Japan, 4th edition* (2020) [print, secondary source]
- Junichirō Tanizaki, *Naomi* (1985 [1928]) [print, primary source]

Recommended/optional

- n/a

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- [CarmenZoom text, audio, and video chat](#)

Required equipment

- Computer: current Mac (OS X) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance	10
Participation, incl. 6 online Formal Class Discussions	10
Readings Quizzes	10
Map Assignment	5
Plagiarism Module and Quiz	15
Midterm Exam	25
Final Exam	25
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance

Description: Daily attendance is counted as 1, non-attendance as 0. Two no-fault, no-questions-asked absences are automatically forgiven; if you use one on a quiz day or a Formal Class Discussion (FCD) day, you will lose the point for those assignments. Any combination of two tardy arrivals (10 minutes or more after class begins), early departures (leaving early 10 minutes or more), or any combination thereof will equal one absence.

Participation, including contributing actively to 6 Formal Class Discussions (FCD's), which will occur via breakout sessions on Zoom

Description: FCD readings & discussion questions (DQ) will be posted on Carmen by Saturday, 8 pm for Tuesday FCD's; and by Monday, 8 pm for Thursday FCD's. Students must submit written responses on the DQ to the appropriate submission portal with Carmen TurnItIn activated no later than 9 am on the day of the FCD and will be awarded 1 point for completion. Active, self-initiated participation in the day's FCD will be counted as 1, non-participation as 0.

Academic integrity and collaboration: Although you are welcome to work with other students in preparing answers to the DQ, all DQ submitted must be your own work in your own words and contain citations when necessary. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. For further information about plagiarism, see the plagiarism module.

Plagiarism Module and Quiz

Description: After reading the accompanying manual on the Carmen module, complete the quiz with a perfect score. Each student will initially be given 3 tries to complete the quiz with a perfect score. If, after 3 tries, you have not achieved a perfect score, you must email the instructor and ask us to reopen the module for you.

Academic integrity and collaboration: This requirement involves an open-book but untimed quiz. You will need to read the accompanying module in advance. You may not talk to your classmates or receive outside help from another person while you take the quiz. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly outside the quiz period with any questions.

Readings Quizzes

Description: Low-stake, open-book, ten-minute timed short quizzes to be taken on Carmen at the end of class once (sometimes twice) a week will involve an assortment of true/false, multiple choice, fill in the blank, etc. Correct answers will be revealed afterward.

Academic integrity and collaboration: These are open-book but timed quizzes, which means that you will need to have done the reading in advance to quickly identify chief sites of information and to be clear on key concepts. Quizzes are valuable self-checks with minimal points attached and are to be completed on your own. You may not talk to your classmates or receive outside help from another person during the quiz period. Talking to your classmates or receiving outside help during the exam period is cheating and a violation of the Academic Integrity policy. You may contact me directly during the quiz period with any questions.

Map Assignment

Description: On an accompanying blank map of Japan showing present-day prefectures, students locate the 20 places, including regions, prefectures, cities, and bodies of water. **Students may** consult the numerous maps in the textbook for reference along with any other sources of information that are useful.

Academic integrity and collaboration: Although you are welcome to work with other students, all maps submitted must be your own work. You may contact me directly during the assignment period with any questions.

Midterm Essay Exam

Description: Choose one_of three prompts and write a 4-page essay on it (around 1100 words; do not exceed 1200 words). Address each part of each question. The most successful essays will display a mastery of factual information drawn from the readings, lectures, film, and/or Formal Class Discussions through the development of persuasive analytical viewpoints. They will also have a convincing, unifying thesis, and each paragraph will have an effective topic sentence that helps the essay build toward a conclusion.

Academic integrity and collaboration: Although you are welcome to work with other students, all exams submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. Graders must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

Final Essay Exam

Description: As you did for the midterm, choose one_of three prompts and write a 4-page essay on it (around 1100 words; do not exceed 1200 words). Address each part of each question. The most successful essays will display a mastery of factual information drawn from the readings, lectures, film, and/or Formal Class Discussions through the development of persuasive analytical viewpoints. They will also have a convincing, unifying thesis, and each paragraph will have an effective topic sentence that helps the essay build toward a conclusion.

Academic integrity and collaboration: Although you are welcome to work with other students, all exams submitted must be your own work in your own words and contain citations. Do not copy other people's work, even course/textbooks, without giving them credit via citations. Err on the side of caution. Graders must be able to find the borrowed term, phrase, sentence, or passage to which you are referring. "TurnItIn," the Carmen tool intended to help you prevent plagiarism, has been activated for this exam and will evaluate your paper when you turn it in. All university rules regarding plagiarism are in effect. For further information about plagiarism, see the plagiarism module.

Late assignments

Please refer to Carmen for due dates. Written work/assignments must be submitted on time. Please do not request special treatment unless you have verifiable proof attesting to extraordinary medical or legal circumstances; the university expects faculty to treat all students equally. There will be no make-up quizzes or map assignment. A written assignment submitted after the Carmen submission deadline passes is deemed to be late (by one day). No late assignments or unexcused absences from exams/assignments will be accepted without the prior agreement of the instructor and submission of a valid written explanation from a medical doctor.

Grading scale

- : A 93 to 100
- : A- 90 to <93
- : B+ 87 to <90
- : B 83 to <87

- : B- 80 to <83
- : C+ 77 to <80
- : C 73 to <77
- : C- 70 to <73
- : D+ 67 to <70
- : D 60 to <67
- : E 0 to <60

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** I will grade regular assignments within an average of 7 days. Larger assignments usually require extra time to give you the detailed feedback you deserve.
- **Email:** I will reply to emails within **1-2 business days during the semester.**
- **Discussion board:** I will monitor your submissions to Formal Class Discussion questions weekly, during the class discussions on Zoom, and sometimes during lecture.

OTHER COURSE POLICIES

Safety and health requirements

All teaching staff and students are required to comply with OSU safety and health guidance, which includes wearing a face mask in all indoor spaces and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Our interactions in this class will occur through Zoom video conferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it\(link is external\)](https://go.osu.edu/it(link%20is%20external)) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background\(link is external\)](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Quizzes: You must complete all quizzes yourself without consulting other people.

Map Assignment, Formal Class Discussion questions: You may work with others but your submission must be your own work.

Plagiarism Quiz: You must complete this quiz on your own after reading the accompanying manual.

Midterm and Final Essay Exams: You may work with others but your submissions must be your own original work. No outside sources are permitted. If you use someone else's words or ideas from our course materials (including lectures, books, films, FCD's, etc.), cite them. The exam instructions will tell you how to cite your sources. I will use TurnItIn to check the exam submissions for plagiarism. If you take wording from online or other sources without properly quoting and citing them, the software will catch you. You are encouraged to ask a trusted person to proofread your exams before you turn them in—but they should not revise or rewrite your work.

Reusing Past Work: In general, you are prohibited in university courses from turning in work from a past course to a current course, even if you modify it.

Collaboration and Informal Peer Review: The course includes non-obligatory opportunities for collaboration with your classmates. While study groups and peer review of major written projects is encouraged, remembering that comparing answers on a quiz is not permitted. If you're unsure about a specific situation, please feel free to ask me ahead of time.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

If you think you are at risk of harm to self or others, please call **911** or contact the **Columbus Suicide Prevention Hotline at 614-221-5445**.

If you are experiencing domestic violence or abuse, you can reach out to the **National Domestic Violence Hotline** at <https://www.thehotline.org/>. If you are in immediate danger call **911**. Safety Alert: Computer use can be monitored and is impossible to completely clear. If you are afraid your internet usage might be monitored by your abuser, you can call the National Domestic Violence Hotline by phone instead of accessing them online at **1-800-799-7233** or **TTY 1-800-787-3224**. You can also text **LOVEIS to 1-866-331-9474**.

If you are coping with sexual violence you call the **National Sexual Assault Hotline 800.656.HOPE** for help or access 24/7 help online by visiting www.online.rainn.org

If you are lesbian, gay, bisexual, transgender, queer or questioning (**LGBTQ**) and in crisis, you can call the **TrevorLifeline for crisis intervention and suicide prevention 24/7 at 1-866-7386**, or access a crisis counselor online 24/7 at: <https://www.thetrevorproject.org/get-help-now/> . You can also reach a crisis counselor 24/7 by texting **START to 678-678**.

Additional OSU Mental Health and Wellness resources are also available here: <https://safeandhealthy.osu.edu/mental-health-wellness>

COVID-19 INFORMATION AND RESOURCES: The most important part of this semester is everyone's wellbeing. I care about your health and happiness first, so please contact me if you are struggling or facing challenges related to COVID or anything else. I want you to succeed in this class and I am here to help. We are all navigating the semester together during challenging times, and you have my understanding. If you are facing a challenge, contact me. There is a lot of flexibility built into the course, but there may still be times when you need accommodations. For example, if you get sick and can't do any work for a week, or if a family member is ill, try to contact me as early as you can so we can make a plan together. Here are some resources our community can use to learn about protecting ourselves from and managing COVID-19:

Safe and Healthy Buckeyes: <https://safeandhealthy.osu.edu/>

Centers for Disease Control and Prevention: <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

World Health Organization: <https://www.who.int/>

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/23, 8/25	T: Introductions and syllabus; course description, purpose, and requirements; comments on course books and their themes (Japan-centered history, comparative history) R: Lecture 1: The Tokugawa <i>Ancien Regime</i> Reading: Gordon, skim Table of Contents, "Maps, Tables, and Figures,"

Week	Dates	Topics, Readings, Assignments, Deadlines
		Preface, Introduction, and Appendix: List of Prime Ministers of Japan, 1885-2012 (pp. 377-78), Ch. 1, “The Tokugawa Polity”
2	8/30, 9/1	T: Lecture 2: Tokugawa Peace, 1615-1868 Quiz on syllabus R: Lecture 3: Tokugawa and <i>Sakoku</i> , 1630s-1853/4 Quiz on Gordon, Ch. 1-2, 3:30-3:40 Reading: Gordon, Review Ch. 1, read Ch. 2 (17 th C Boom)
3	9/6, 9/8	T: Lecture 4: Tokugawa Way of the Merchant Quiz on Gordon, Ch. 3-4 R: Lecture 5: End of the Tokugawa (1854-68) and the Meiji Restoration (1868) TAKE-HOME MAP ASSIGNMENT (“Japanese Prefectures”) DUE ON CARMEN BY 9 AM Reading: Gordon Ch. 3-4
4	9/13, 9/15	T: Lecture 6: End of the <i>Ancien Regime</i> , 1868-95 Quiz on Gordon, Ch. 5-8 R: Lecture 7: Rise & Fall of the Japanese Empire, 1895-1945 Reading: Gordon, Ch. 5-8 (Meiji Restoration, Meiji imperialism)
5	9/20, 9/22	Saturday, Sept 24, 8 pm, FCD 1 Discussion Questions (DQ)* on Tanizaki, Translator’s Intro, Ch. 1-14 to be posted to Carmen; students must submit typed responses online by 9 am on Tuesday, Sept 21 Monday, Sept 26, 8 pm, FCD 2. Discussion Questions (DQ)* on Tanizaki, Ch. 15-28 to be posted to Carmen; students must review previous readings and submit typed responses online by 9 am on Thursday, Sept 23 *Hereafter, posting and submission of FCD DQ’s will follow this pattern: Tuesday DQ posted on Saturdays to be submitted on Tuesdays; Thursday DQ posted on Mondays to be submitted by Thursdays. T: Student responses to Saturday DQ due online by 9 am FCD 1 led by Prof Reed on Tanizaki, Translator’s Intro, Ch. 1-14 R: Student responses to Monday DQ due online by 9 am FCD 2 led by Prof Reed on Tanizaki, Ch. 15-28 Reading: Finish Tanizaki reading for FCD on Tues & Thurs
6	9/27, 9/29	T: Lecture 8: Creating a Scientific Research Tradition, including Science-Based Industry, 1912-37 Quiz on Gordon, Ch. 9, 10

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>R: Student responses to DQ due online by 9 am FCD 3 led by Prof Reed on Cooks, "Intro to a Lost War," Part 1, Ch. 1 & 2 (incl "An Undeclared War" by P.M. Konoe Fumimaro, 1938), pp. 21-68</p> <p>Reading: Gordon, Ch. 9 (Imperial Democracy in the Taisho Era), 10 (Showa Democracy & Empire Betw Two World Wars); Cooks, "Intro to a Lost War," pp. 3-20, & Part 1 (incl "An Undeclared War" by Prime Minister Konoe Fumimaro, 1938), pp. 21-68</p>
7	10/4, 10/6	<p>T: Lecture 9: Manchurian Incident, China Incident, Greater East Asian Co-Prosperity Sphere, Tokyo Conference, and Pacific War Quiz on Gordon, Ch. 11</p> <p>R: Student responses to DQ due online by 9 am FCD 4 led by Prof Reed on Cooks, Part 2, Ch. 3 (Mogami Sadao, 83-85; Masuda Reiji, 86-89; Kase Toshikazu, 90-95), Ch. 4 (Kasayama Yoshikichi, 113-20), Ch. 6 (145-67)</p> <p><u>F 10/7: Required plagiarism module must be completed on Carmen by 9am</u></p> <p>Reading: Gordon, Ch. 11 (Depression & Responses)</p>
8	10/11, 10/13	<p>T: Selections from documentary "Japan's War [1937-45] in Colour" (2004), followed by general discussion Quiz on Gordon, Ch. 12</p> <p>R: No Class; Enjoy the Autumn Break</p> <p>Reading: Gordon, Ch. 12 (Wartime Japan); Cooks, Part 2, Ch. 3 (83-95); Ch. 4 (113-20), Ch. 6 (145-67); Warning: This chapter contains graphic descriptions of wartime atrocities; read chapter selectively if you wish)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
9	10/18, 10/20	<p><u>T: MIDTERM EXAM DUE ON CARMEN TurnItIn by 12 noon</u> Selections from anime film, “Grave of the Fireflies” (1988) about survival in last weeks of the Pacific War in Kobe, followed by general discussion</p> <p>R: Student responses to DQ due online by 9 am FCD 5 led by Prof Reed on Cooks, Part 3 (Homeland) Ch. 7-12 (in Ch. 12, skip 248-57)</p> <p>Reading: none in Gordon; Cooks, Part 3 (Homeland) Ch. 7-12 (in Ch. 12, skip 248-57)</p>
10	10/25, 10/27	<p>T: Student responses to DQ due online by 9 am FCD 6 (final FCD) led by Prof Reed on Cooks, Part 5, pp. 339-42 & Ch. 16 (Funato Kazuyo, 343-49; Ch. 19 (382-83; Yamaoka Michiko, 384-87; Shin Bok Su, 387-91; Part 6 (401, 403-406, Ch. 22 (only Yamane Masako, 432-37)</p> <p>R: Film “Japan Under American Occupation” (2012), followed by general discussion Quiz on Gordon, Ch. 13</p> <p>Reading: Gordon, Ch. 13 (Occupied Japan); Cooks, Part 5, pp. 339-42 & Ch. 16 (Funato Kazuyo, 343-49; Warning: this interview in Ch. 16 contains graphic descriptions of wartime violence; read selectively if you wish), Ch. 19 (382-83; Yamaoka Michiko, 384-87; Shin Bok Su, 387-91; Warning: both interviews in Ch. 19 contain graphic descriptions of wartime violence; read selectively if you wish); Part 6 (401, 403-406, Ch. 22 (only Yamane Masako, 432-37; Warning: this interview in Ch. 22 contains graphic descriptions of wartime violence; read selectively if you wish).</p>
11	11/1, 11/3	<p>T: Lecture 10: Business, Bureaucracy, & Science from Meiji to Post-War Shōwa Japan Quiz on Gordon, Ch. 14</p> <p>R: Selections from Ozu, <i>Tokyo Story</i> (1953), followed by general discussion</p> <p>Reading: Gordon, Ch. 14 (Econ & Social Transformations, 1950s-70s)</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
12	11/8, 11/10	<p>T: Lecture 11: Postwar Japanese Society I (film, fiction) Quiz on Gordon, Ch. 15</p> <p>R: Lecture 12: Postwar Japanese Society II (visual art, design, architecture)</p> <p>Reading: Gordon, Ch 15 (Political Struggles, 1950s to 1970s)</p>
13	11/15, 11/17	<p>T: Selections from film, <i>Gojira/Godzilla</i> (1954), followed by general discussion Quiz on Gordon, Ch. 16</p> <p>R: Lecture 12: Liberal-Democratic Party (LDP) Achievements & Failures, including Japan's Construction State (<i>doken kokka</i>)</p> <p>Reading: Gordon Ch. 16</p>
14	11/22, 11/24	<p>T: Selections from film, <i>Mishima: A Life in Four Chapters</i> (1985), followed by general discussion</p> <p><u>Final Examination questions to be posted to Carmen</u></p> <p><u>R: No Class, Thanksgiving Break</u></p> <p>Reading: none</p>
15	11/29, 12/1	<p>T: Lecture 13: Modern and Contemporary Japanese Emperors; Guides to the Future?</p> <p>R: Lecture 14: Japan in the World in the 1990s Quiz on Gordon, Ch. 17</p> <p>Reading: Gordon, Ch. 17 (Lost Decades, 1990s-2000s)</p>
16	12/6 (last class)	<p>T: General Discussion and summing up No quiz on Gordon, Ch. 17</p> <p>Reading (optional): Gordon, Ch. 18 (Summing Up the Heisei Era)</p> <p><u>FINAL EXAM ON CARMEN TurnItIn, DEADLINE TBD (DEC 9-15, 2022)</u></p>

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

Enter additional details if you responded no

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Syllabus and cover sheet reviewed by Jeremie Smith on 01/12/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.