

Term Information

Effective Term Spring 2024
Previous Value Autumn 2017

Course Change Information

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

Adding new GE Foundations HCS category.

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

The department would like to have this course in the new GE for when we hire a new faculty member working in this area again.

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)?

N/A

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	3425
Course Title	History of Japan before 1800
Transcript Abbreviation	Hist Japan to 1800
Course Description	History of Japan to 19th century; emphasis on religion, politics, economic development, social structure and culture.
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	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, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Previous Value

Not open to students with credit for 548.01

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

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; Global Studies (International Issues successors); Historical and Cultural Studies

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

Previous Value

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

General Education course:

Historical Study; Global Studies (International Issues successors)

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 a general understanding of the politics, economic development, social trends, and history of ideas and religion of Japan to the beginning of the nineteenth century.

COURSE CHANGE REQUEST
3425 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
08/17/2023

Content Topic List

- Origins of Japanese Civilization
- Adaptation of Chinese models
- Rise of the Samurai
- Popularization of Buddhism
- Era of Civil Wars
- Early Modern Japanese State and Culture
- Shinto
- Warichi land system
- Shogunate
- Relations with outside world

Sought Concurrence
Previous Value

No
Yes

Attachments

- History 3425 Japan before 1800 - GE HCS final 6-26-23.docx: Syllabus
(Syllabus. Owner: Getson,Jennifer L.)
- 3245 GE Form final 6-26-23.pdf: GE Form
(Other Supporting Documentation. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	06/28/2023 11:50 AM	Submitted for Approval
Approved	Soland,Birgitte	06/28/2023 12:08 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/17/2023 06:43 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/17/2023 06:43 PM	ASCCAO Approval

HISTORY 3425
HISTORY OF JAPAN BEFORE 1800
Department of History
The Ohio State University
Spring 20XX
Lecture, 3 credit hours

Prof. X
M, W, F 9:20
Office Hours (Dulles 146): Monday, Wednesday 12:30-1:20 and by appointment

This course treats the history of Japan from the earliest times to the beginning of the nineteenth century. It touches on a number of areas of politics, economic development, social trends and elements of the history of ideas and religion, samurai, and women, although its main focus is the development of samurai dominance.

General Education

Legacy GE Historical Studies

Goals

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

Expected Learning Outcomes

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

This course meets the goals and ELOs in the following ways:

Students explore critical use of primary sources, and practice distinguishing them from secondary sources. A critical challenge lies in practicing generalizing about long-term developments and relationships. As students' introduction to pre-modern Japanese history, a period for which there is little broad theorizing, primary emphasis is on conveying a fundamental understanding of the development of pre-modern Japanese political, economic, and social development.

Legacy GE Diversity Global Studies

Goals

- 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.

Expected Learning Outcomes

- 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.

This course meets the goals and ELOs in the following ways:

Underlying themes of the course include development of political institutions that diverge substantially from patterns of Europe and North America, development of distinctive Japanese patterns of family relationships (especially among the powerful), strict social hierarchies in the absence of significant racial, ethnic and religious difference, and Japan's unusual preparation as a non-European nation for successful entry into the 19th and 20th century global economy.

New GE Historical and Cultural Studies

Goals:

- Successful students will critically investigate and analyze historical ideas, events, persons, material culture, and artifacts to understand how they shape society and people.

Expected Learning Outcomes

Successful students are able to:

- Identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas.
- Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
- Use historical sources and methods to construct an integrated perspective on at least one historical period, event, or idea that influences human perceptions, beliefs, and behaviors.
- Evaluate social and ethical implications in historical studies.

This course meets the goals and ELOs in the following ways:

Students explore critical use of primary sources, and practice distinguishing them from secondary sources, as well as practicing generalizing about long-term developments and relationships. Students will undertake a critical evaluation of both English language scholarship/interpretation of pre-modern Japanese history and Japanese scholarly understandings. Primary focus in the course is on political and economic development through discussion, essays, examination of primary and secondary sources, and consideration of the broader implications of these development on different components of pre-modern Japanese society. Final assignment questions focus on integrating materials that cover extended periods of Japanese pre-modern history and their implications for Japan's entry into the modern global systems of economic and international power relations.

Required Texts

Available at Barnes and Noble @ the Ohio State University and On Reserve at Thompson Library

1. Farris, Wm. Wayne. Japan to 1600: A Social and Economic History, University of Hawai'i Press, 2009, ISBN: 978-0-8248-3379-4 (an electronic copy is available at <http://library.ohio-state.edu/search~S7?/tjapan+to+1600/tjapan+to+1600/1%2C1%2C2%2CB/frameset&FF=tjapan+to+1600+a+social+and+economic+history&2%2C%2C2>, but not a hard copy).
2. Katsu Kokichi, Musui's Story, Arizona, ISBN: 978-0816512560
3. Keene, Donald, (trans), Chushingura, Columbia Univ. Press ISBN: 0231035314

Texts available on Carmen:

4. McCullough, Helen Craig, Genji and Heike, Stanford ISBN: 0804722587
5. Lu, David. Japan: A Documentary History M.E. Sharpe, 1996
6. Conrad D. Totman Japan Before Perry, University of California Press, 1982, ISBN: 0520041348

Recommended Texts

Several additional works can serve as introductions to additional, more specific topics and as reference works that will provide more detailed explanations, dates, etc. that will be useful in preparing for quizzes and essays.

The Encyclopedia of Japan, 9 vols., Kodansha (main library)

Papinot, Edmond, Historical and Geographical Dictionary of Japan, Tuttle, 1972

*Sansom, George. A History of Japan (3 vols), Stanford University Press, 1958.

*Totman, Conrad. A History of Japan, Blackwell, 1999.

*On Reserve, main library.

Resource for term paper authors: John Dower and Timothy George, comp. *Japanese History and Culture from Ancient to Modern Times: Seven Basic Bibliographies* (East Asian Reference Room, Main Library)

Class Web Site: This class has a web site which you can access at www.carmen.osu.edu. Students are automatically registered and log in with their OSU username and password. This site houses copies of the class syllabus, and other class materials.

Examinations, Papers and Evaluation:

- 1) Regular class attendance and participation in discussions is expected.
- 2) Students will be taking a number of on-line, objective-style quizzes. There will be a

limited time in which to take each of these quizzes. There will be at least three, announced well in advance of the time you are to take them.

- 3) Students will write two papers that build on assigned readings but go beyond them. **Paper I is due FEB 8; Paper II is due APRIL 10. See instructions for paper format and submission below.** Maximum length is eight (8) pages (excluding bibliography, title page, and footnotes).
- 4) Students have the option to write a research-based term paper IN PLACE OF THE SECOND PAPER ASSIGNMENT. **ALL TOPICS MUST BE APPROVED BY THE INSTRUCTOR BEFORE BEGINNING RESEARCH.** Students who want to pursue this option make that determination EARLY, begin to explore possible topics and discuss them with the instructor as soon as possible. Students who think they may want to ask the instructor for a letter of reference for a graduate program are STRONGLY ENCOURAGED TO TAKE THIS OPTION since I find it is very difficult to write an effective letter without having some clear evidence of a student's ability to successfully conduct independent research, carry out thoughtful analysis, and write well.
- 5) There will be final exam (essay, take-home) based on materials presented in the course.
- 6) **Late Work & Make-ups.** Except for clear medical emergencies, late work and make-up exams will not be permitted without prior authorization from the instructor. Unauthorized late submission of work after the specified submission time will be penalized a half letter grade for each day it is late, including weekend and holidays.

INSTRUCTIONS FOR ALL ESSAY ASSIGNMENTS (mid-term papers, term papers & final)

- **Web-based materials are NOT to be used without EXPLICIT, PRIOR PERMISSION from the instructor.**
- **SUBMIT A DIGITAL COPY** of each essay assignment via e-mail to the Carmen dropbox for the class **IN ADDITION TO THE HARD COPY.** ****IF BOTH ARE NOT SUBMITTED PRIOR TO THE START OF THE CLASS WHEN DUE, THE ASSIGNMENT IS LATE AND WILL BE MARKED DOWN.****
- **ALL essay assignments** should have a SEPARATE COVER PAGE which includes a DESCRIPTIVE TITLE, your name, course title, date and professor's name. PAPERS SUBMITTED WITHOUT THE COVER PAGE ARE COUNTED AS LATE and will have credit deducted until a copy with the proper title page is submitted.
- Papers should be double-spaced, use 12-point font, and be carefully proof-read.
- Include a properly formatted bibliography of works consulted (including proper use of underlining/italics/quotation marks for titles of different kinds of sources).
- All quotations, paraphrases, and sources of ideas not your own are to be fully and

properly footnoted (in other words, no plagiarism or similar breach of the OSU Code of Student Conduct!).

- All pages must be numbered in the upper right-hand corner, beginning with the SECOND page of text. Headers, flush with the left-hand margin on the same line as the page number, should include the student's full name. PAPERS SUBMITTED WITHOUT THE PROPER HEADER AND PAGE NUMBERS ARE COUNTED AS LATE and will have credit deducted until a copy with the proper title page is submitted.

Attendance: Students are expected to attend all classes except when you are sick or dealing with a true emergency, be on time, be prepared for and participate in discussion, planned or impromptu. You should be on time and to be in class. Attendance is taken at the start of class; latecomers are counted as absent. Excessive absences will result in penalties to the final grade that extend beyond the portion of the grade assigned to attendance.
Computation of the Final Grade:

Grading Scale

- 93-100: A
- 90-92: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C
- 70-72: C-
- 67-69: D+
- 60-66: D
- Under 60: E

Grade Weights:

10% **Class attendance/participation**

15% **Quizzes (on-line; see schedule of lectures for dates)**

25% **Paper I DUE Feb. 8 (F)**

25% **Paper II DUE Apr. 10 (W)**

25% **Final (DUE Scheduled Final Examination Period, start of class):** Essays (take-home) plus Quiz III

Paper I: DUE Feb. 8 (F) at the START of Class. You are to write an historical analysis of changes in Japanese society from the Heian to early Kamakura eras based on comparisons and contrasts of the material presented in the excerpts from Genji on the one hand, and the “Gokurakuji Letter” and “Konjaku Monogatari” on the other. Treat these as historical sources, not as literature.

Consider the following kinds of questions:

- To what developments and characteristics of Japanese society do these documents testify?
- What **significant** similarities and differences do you find when you compare Genji to the latter two documents?
- Why are the similarities and differences present? To what degree are differences attributable to different historical circumstances of the eras in which the documents were composed?
- To what degree can you discern the influence of China in these materials and has that influence changed over time? How do you account the similarities and differences?

To do this assignment, you need to select a limited number of themes to which these sources speak. Don't try to explore all of the similarities and differences you find, but only those that you find particularly striking or interesting and that you can treat effectively within the assigned maximum length.

Bear in mind that you want to develop a cohesive argument throughout the paper presenting/discussing appropriate evidence in support of the claims you make. You may make use of other materials, including other assigned or recommended readings, but you should **focus primarily on the evidence presented in the documents themselves**, NOT the translator introductions to the documents/translations.

Length: Eight (8) pages maximum, exclusive of title page (required), bibliography(required) and notes. APA citation style acceptable.

I strongly encourage you to discuss your ideas for the paper with the instructor (not the grader). However, if you wait until the last minute it may not be possible to respond to all e-mails or to make appointments to meet with everyone.

Paper II: DUE Apr. 10 (W) at the START of Class. You are to write an essay that develops some subject treated in *Chushingura*. You should utilize additional resources, some of which may come from other required or suggested readings in this course.

The essay can deal with popularized images of the samurai, differences

between the values of samurai in the Edo period as compared to earlier times, the development of Edo politics, the role of Genroku literary/artistic culture that forms the background for the play, or, **if you have ideas other than these, discuss them with the instructor.**

All students must get **prior approval** for their topics. Eight (8) pages maximum, exclusive of title page (required), bibliography(required) and notes. APA citation style acceptable.

TERM PAPERS are also due at this time and should be 9-12 pages, excluding title page and bibliography. Topics for term papers MUST be cleared with the instructor (not the grader) in advance.

Enrollment: All students must be officially enrolled by the end of the second full week of the semester. No requests to add will be approved by the department chair after that. Proper enrollment is solely your responsibility.

Important Guidelines:

CARDINAL CLASS RULE: IF YOU HAVE ANY QUESTIONS OR NEED HELP regarding class responsibilities, grading, and so forth, PLEASE talk with the instructor! I am glad to help. If you are reluctant to ask questions in class, please discuss your questions with me before or after class, during office hours, or by appointment. If you drop by my office and I am out, PLEASE leave a note, with your name and telephone number, and I will call you back.

COURTESY: Any behavior that distracts fellow students or the instructor, e.g., late arrival, early departure, eating, drinking, chatting, reading the newspaper, watch alarms, etc., is not acceptable. Please be considerate of others in the classroom. If you have questions or comments, share them with the class -- your talking will distract others; failure to raise a point in class or ask for clarification may mean that everyone loses a chance to learn something.

Academic Misconduct:

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/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Lecture Topics and Assignments:

Readings for each unit should be completed **before** the lectures on that unit begin. For example, readings for Topic 2 should be completed before the first class period scheduled for that topic. To spread the reading a bit more evenly, some readings anticipate the subject for the *following* week.

Week 1 (Jan. 7-) Introduction; Birth of Japan

Required Readings:

Farris, Chapter 1; Lu: Japan in the Wei Dynastic History & Yamato Takeru (11-17 docs 4, 5);

Suggested readings:

Ivan Morris, *The Nobility of Failure* ch 2 "Yorozu: The Emperor's Shield" (digital); William Ritchie Wilson, "The Way of the Bow and Arrow. The Japanese Warrior in Konjaku Monogatari," *Monumenta Nipponica* Vol. 28, No. 2 (Summer, 1973), pp. 177-233

Discussion Questions:

1. Dynastic Histories: What sort of society is depicted in these documents? How does it compare to China?
2. Yamato Takeru: How reliable is the document about history? On what subjects is it reliable? What does this document suggest about early Japanese society? Values associated with cultural heroes?

Week 2 (Jan. 14-) Sinification of Japan

Required Readings:

Farris, Chapter 2; Lu, Administrative Sinification: (23-36 docs 1-3 17 Article Constitution, Taika Reforms, Taiho/Yoro Codes); Provincial Temples (49-50 doc 8)

Discussion Questions:

1. 17-Article Constitution: In what sense is this a constitution? What problems of control are implied? Why adopt these solutions?
2. Taika: What does this imply about degree of control of the government? How does it differ from the Constitution?
3. What are the implications of this policy for understanding the nature of government?

Religion? Impression of administrative structure? Can Japan support it at this time?
What is the role of Buddhism & the erection of temples at Imperial expense?

Week 3 (Jan. 21- [Note: No Class Monday, MLK Celebrated) Sinification (Continued) and Heian Culture

Required Readings:

Farris, Chapter 3 & 4; McCullough, Selected Genji chapters in *Genji and Heike*: “The Broom Tree,” “Yugao,” “Suma,” “Akashi” chapters (on-line through class web site)

Discussion Questions: What do the Genji sections tell us about court society? Think broadly as well as focusing on personal relationships.

Week 4 (Jan. 28-) Heian Culture (Con’t) & Birth of Medieval Japan

Required Readings: Farris, Chapter 4

Quiz I: Feb. 1 (F) (through end of Heian)

Week 5 (Feb. 4-) Mongol Invasions & Popularizing Buddhism

Required Readings:

Farris, Chapters 4 (review) & 5;

Wilson, “The Way of the Bow and Arrow. The Japanese Warrior in Konjaku Monogatari” and Steenstrup, “The Gokurakuji Letter” both available through the [class web site](#).

Lu: Salvation through Nenbutsu (121-26 doc 1); On the Salvation of Women (131-2 doc 6); Dogen and the Meaning of Zen (138-142 doc 9); Lotus, Buddhism & Nationalism (142-45 docs 10-13);

Suggested readings: Ivan Morris, *The Nobility of Failure* ch 6 “Kusanoki Masashige: Seven Lives for the Nation”;

Osumi Kazuo, “Buddhism in the Kamakura Period,” *Cambridge History of Japan* III, 544-582;

William H. McCullough, “The Azuma Kagami Account of the Shokyu War,” *Monumenta Nipponica* Vol. 23, No. 1/2 (1968), pp. 102-155;

William H. McCullough, “Shokyuki. An Account of the Shokyu War of 1221,” *Monumenta Nipponica* Vol. 19, No. 1/2 (1964), pp. 163-215;

William H. McCullough, “Shokyuki: An Account of the Shokyu War of 1221,” *Monumenta Nipponica* Vol. 19, No. 3/4 (1964), pp. 420-455

Discussion Questions:

1. What do the “Konjaku” and “Gokurakuji” tell us about military society?
2. How is “private” land acquired? Why allow this? Are incentives purely economic?
3. How does the approach of religious leaders to potential followers differ from earlier periods as seen in these three documents, e.g., compared to ideas seen in the rationale for the establishment of provincial temples?

4. What characteristics do these three religious documents share about the location of the potential for enlightenment or salvation? How do their approaches differ? What are the implications of differences?

DUE: Feb. 8 (F): Paper I

Week 6 (Feb. 11-) Ashikaga Japan & Growth of a Money Economy

Required Readings:

Farris, Chapter 6; Tonomura, et al. *Women and Class in Japanese History*, pp 81-135 (three essays on gender roles, family and medieval women's organizations, through class web site, [items E, F, and G by Wakita, Kato and Tabata](#));

Lu: Agricultural Development and Village Community (160-63 docs 13-16); Rise of a Money Economy (163-66 Docs 17-22); Development of Ichi & Za (166-67 docs 23-24)

Suggested Readings:

Carl Steenstrup, "Sata Mirensho: A Fourteenth-Century Law Primer," *Monumenta Nipponica* Vol. 35, No. 4 (Winter, 1980), pp. 405-435;

James Kanda, "Methods of Land Transfer in Medieval Japan," *Monumenta Nipponica* Vol. 33, No. 4 (Winter, 1978), pp. 379-405

Discussion Questions:

1. Why is the economy growing at this time?
2. Is there a relationship between inefficient political control at the center and economic opportunities in multiple sectors of society?
3. What is happening to the position of women during this time period?
4. What is happening to the warrior class (samurai) at this time?
5. Is there a relationship between general developments in society at this time and what is happening to women?

Week 7 (Feb. 18-) Ashikaga Japan & Growth of a Money Economy (Con't)

Required Readings: Review Week 5 Readings; read at least one of the "suggested readings" for Week 5.

Week 8 (Feb. 25-) Warring States I

Required Readings:

Farris, Ch. 7; Lu, Daimyo house codes (175-186; Docs 3-7);

Markets & Barriers (188-89 Docs 9-10);

Suggested Readings:

Carl Steenstrup, Hojo Soun's Twenty-One Articles. The Code of Conduct of the Odawara Hojo," *Monumenta Nipponica* Vol. 29, No. 3 (Autumn, 1974), pp. 283-303;

Carl Steenstrup, "The Imagawa Letter: A Muromachi Warrior's Code of Conduct Which Became a Tokugawa Schoolbook," *Monumenta Nipponica* Vol. 28, No. 3 (Autumn, 1973), pp. 295-316

Discussion Questions:

1. Is this a period of destruction or creativity? In what sense might these labels be appropriate?
2. Overall, how should we view this period in Japanese history in relationship to what preceded and followed it?

Week 9 (Mar. 4-) Reconsolidation**Required Readings:**

Farris, Chapters 7 (review) & 8; Lu: Hideyoshi' order (189-95 Docs 11-15).

Suggested Readings:

Ivan Morris, *The Nobility of Failure* ch 7, "Amakusa Shiro: Japanese Messiah," John M. Rogers, "Arts of War in Times of Peace. Archery in Honcho Bugei Shoden *Monumenta Nipponica*," Vol. 45, No. 3 (Autumn, 1990), pp. 253-260

Discussion Questions:

1. Where does effective political and administrative power lie in the Tokugawa governing order?
2. How can we explain the establishment of more than two centuries of peace given this configuration?

Week 10 (Mar. 11-) Spring Break; No Classes**Week 11 (Mar. 18-) Pacification****Required Readings:**

Farris, Chapters 8 (review); Lu, Laws of the Military Houses (206-8 Docs 2-3); Rural control (212-18, Docs 8-10); *Chushingura* (first half or more)

Week 12 (Mar. 25-) Economic Growth, Urban/Rural Society & Samurai Apotheosis**Required Reading:**

Totman, Ch. 4, 145-164; Lu, Commercial growth (229-41; Docs 18-26); *Chushingura* (finish);

Suggested Readings: Michiko Y. Aoki; Margaret B. Dardess, "The Popularization of Samurai Values. A Sermon by Hosoi Heishu," *Monumenta Nipponica* Vol. 31, No. 4 (Winter, 1976), pp. 393-413;

Quiz II: Mar. 25 (M) (through end of Ashikaga into 16th century)

Week 13 (Apr. 1-) Economic Transformations**Required Reading: Required Readings:**

Totman, Ch. 4 p. 188-99; Yokota Fuyuhiko, "Imagining Working Women in Early Modern Japan," in Tonomura, et al. *Women and Class in Japanese History*, pp 153-167 (class web site);

J. Mark Ramseyer, "Thrift and Diligence. House Codes of Tokugawa Merchant Families," *Monumenta Nipponica* Vol. 34, No. 2 (Summer, 1979), pp. 209-230 (class web site);

Suggested readings:

Constantine N. Vaporis, "Caveat Viator. Advice to Travelers in the Edo Period," *Monumenta Nipponica* Vol. 44, No. 4 (Winter, 1989), pp. 461-483;

Anne Walthall, "Village Networks. Sodai and the Sale of Edo Nightsoil," *Monumenta Nipponica* Vol. 43, No. 3 (Autumn, 1988), pp. 279-303;

Ronald P. Toby, "Both a Borrower and a Lender Be. From Village Moneylender to Rural Banker in the Tempo Era," *Monumenta Nipponica* Vol. 46, No. 4 (Winter, 1991), pp. 483-512

Week 14 (Apr 8-) Intellectual Transformation & the Undermining the Tokugawa Order**Required Reading:**

Totman, Ch. 4 p. 164-end; Lu, Confucianism (249-255, Docs 5-6); National Learning (266-72, Docs 11-12).

Suggested Readings:

Sey Nishimura, "The Way of the Gods. Motoori Noriaga's Naobi no Mitama," *Monumenta Nipponica* Vol. 46, No. 1 (Spring, 1991), pp. 21-41;

John S. Brownlee, "The Jeweled Comb-Box. Motoori Norinaga's Tamakushige," *Monumenta Nipponica* Vol. 43, No. 1 (Spring, 1988), pp. 35-44; Richard Devine, "Hirata Atsutane and Christian Sources," *Monumenta Nipponica* Vol. 36, No. 1 (Spring, 1981), pp. 37-54;

Ivan Morris, *The Nobility of Failure* ch 8, "Oshio Heihachiro: Save the People!" (online)

DUE: Paper II Apr 10**Week 15 (Apr 15-): Japan & the World on the Verge of Restoration**

Required Reading: Review Totman, Ch. 4 p. 164-end; Lu, Samurai Ideals (261-63, Doc 9); *Musui's Story* (all)

Week 16 (Apr 22-): Wrap-up:

Final Exam Apr 24 Take-home essays due, Quiz III (16th century through end of Tokugawa)

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)