**HIST 296: Introduction to Japan (3 credits)**

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Office Hours: TBD

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**Course Description**

This Writing Intensive (W) interdisciplinary course introduces students to Japanese history, society, and culture, beginning with prehistoric times and continuing to the present age. We will follow a chronological format, focusing on how Japanese who lived during different historical periods created particular political, social, cultural, and religious systems to realize their beliefs and values. In addition to the main textbook, course materials will include literature, historical documents, art, and film. Students will practice writing in at least three different styles (e.g. Narrative, Descriptive, Expository) in relation to primary and secondary source materials and course activities. Students will incorporate feedback from peers and the instructor to revise written assignments.

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**Student Learning Outcomes**

Students will investigate and articulate continuities and discontinuities between traditional and modern aspects and Japanese society, culture, politics and religion through coursework and through excursions to sites such as the Edo-Tokyo Open Air Architectural Museum and Machida City Museum of Graphic Arts.  
(SAC Course Objective 4)

Students will analyze and discuss the role of class, gender, and sexuality, along with other relations of power (e.g. colonizer/colonized) over the long centuries of Japanese history. They will draw upon their daily observations of gender and class-based norms to compare and contrast historical and contemporary situations in discussion.  
(SAC Course Objectives 2 & 3)

Students will participate in a group project that requires them to visit a Machida area shrine and to interview host institution students and/or other Japanese locals (SAC Course Objective 1)

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**Course Textbook:**


Other course readings will be posted under Laulima Resources.
**Requirements and Grading:**

This course requires a substantial time commitment each week. Weekly readings average 50 - 100 pages; many weeks you will also be required to watch up to 2 hours of supplemental video.

**Class participation and attendance 30% - (2% each week)**
Most class meetings will consist of discussions of the assigned materials. A discussion leader will be appointed for each class session. The instructor will pre-circulate some initial discussion questions but the discussion leader should prepare a brief (5 - 10 minute) presentation of the material along with other questions and comments.

**Group and Summary Writing Project - 15%**
Working in groups of 2 to 3, students will interview at least five Japanese individuals about Japanese religious practices and beliefs. Findings will be summarized in a single 3-4 page paper (750-1000 words) and will be presented to the class as a group.

**Expository Essay Project - 20% (10% Original Draft, 10% Revised Draft)**
Students will write a 2 - 3 page paper (500 - 750) words that compares and contrasts the lives and/or material culture of Heian era court elites vs. warrior elites from the 12th-15th centuries. These essays will be reviewed by peer groups and students will revise, rewrite, and resubmit based on peer and instructor feedback.

**Persuasive Essay Project - 20% (10% Original Draft, 10% Revised Draft)**
Students will write a 2 - 3 page persuasive essay (500-750) presenting their opinion on a choice of topics addressing the transition from the feudal to the modern eras. These essays will be reviewed by peer groups and students will revise, rewrite, and resubmit based on peer and instructor feedback.

**Narrative Essay Project - 15%**
Students will write a 2 - 3 page essay on their most memorable cultural experience during the semester.

More details on these Assignments are given under the Assignments tab in Laulima and in the "Assignment Instructions" document under the Resources tab.
COURSE SCHEDULE AND ASSIGNMENTS

Week 1 Why Is Japan Considered Cool?

Readings:
- Douglas McGray, “Japan’s Gross National Cool,” Foreign Policy May 1, 2002

Learning Activities:

Week 2- Early Japan

Reading:
- Textbook (Stalker, Japan: History and Culture from Classical to Cool), Chapter 1 Early Japan

Learning Activities:
- Visit Machida area Buddhist temple (e.g. Sohōin) and/or Shinto shrines (e.g. Machida Tenmangu, Sugawara Shrine)

Week 3- Building the State: Nara period (550-794)

Reading:
- Textbook, Chap. 2 Forging a Centralized State

Learning Activities:
Complete and present results of Group Project

*****GROUP PROJECT DUE*********** See Laulima for further instructions

Week 4- Heian - The Golden Age of Classical Culture

Reading:
- Textbook, Chap. 3 The Rule of Taste: Lives of Heian Aristocrats.
- Murasaki Shikibu, "Yūgao" from The Tale of Genji, in Donald Keene, ed. Anthology of Japanese Literature (Grove 1994)

Learning Activities:
- Watch an animated film version of the Yugao story in Genji Monogatari (1997)
- Examine and analyze Genji e-maki scrolls and other artifacts of Heian material culture at Tokyo museums or via online resources
Week 5: Rise of the Warriors

Reading:
- Textbook, Chap. 4 The Rise and Rule of the Warrior Class (12th - 15th centuries)
- Excerpt from Tale of Heike - "Death of Atsumori"

Learning Activities:
- Watch 1953 film, Gate of Hell, entire (Parts 1 & 2, approximately 90 min. total)
- Complete and submit Week 5 Expository Writing assignment

*****EXPOSITORY WRITING ASSIGNMENT DUE********** See Laulima for further instructions

Week 6: Civil War and Re-unification

Reading:
- Textbook, Chap. 5 Disintegration and Reunification (1460s-early 1600s)
- Excerpts from the writings of Fabian Fucan from SJT

Learning Activities:
- Peer group assessment of Week 5 Writing Project
- Watch excerpt from 1980 TV miniseries Shogun - begin at 1:42:00; end at 2:39:22
- Examine Sengoku era castle décor and armaments at Tokyo National Museum or via online resources

Week 7: The Tokugawa Shogunate

Reading:
- Textbook, Chap. 6 Maintaining Control: Tokugawa Official Culture (1603-1850s)
- "Code for the Warrior Households (Buke Shohatto)"

Learning Activities:
Watch BBC Documentary Warriors: Shogun on Tokugawa Ieyasu’s rise to power, entire.

*****SUBMIT REVISED EXPOSITORY WRITING ASSIGNMENT******

Week 8: Edo Popular Culture

Reading:
- Textbook, Chap. 7 Edo Popular Culture: The Floating World and Beyond
- Excerpts from Ihara Saikaku, “Life of a Sensuous Woman”

Learning Activities:
Watch videos on Bunraku puppet theater and kabuki
Examine ukiyo-e prints at Machida City Museum of Graphic Arts
Week 9: Meiji - Japan's First Modern Era

Reading:
- Textbook, Chap. 8 Facing and Embracing the West
- “Japanese Reports about America” and “The Arrival of the Americans” from Duus, ed. The Japanese Discovery of America: A Brief History with Documents (Bedford, 1996)

Learning Activities:
Visit Edo-Tokyo Open Air Architectural Museum

Week 10: Taisho Modernity

Reading:
- Textbook, Chap. 9 Modernity and its Discontents (1900s-1930s)
- Kawabata Yasunari, Scarlet Gang of Asakusa, (excerpts from novel)

Learning Activities:
- Watch excerpts from 1932 silent film I Was Born But
- Complete and submit Persuasive Essay assignment

*****PERSUASIVE WRITING ASSIGNMENT DUE**********

Week 11: The Japanese Empire

Reading:
- Textbook, Chap. 10 Cultures of Empire and War (1900s-1940s)
- Koizumi Kikue, "Manchu Girl"

Learning Activities:
- Peer group assessment of Persuasive Writing Project
- Watch excerpts from Momotaro's Divine Sea Warriors, 1945 - watch 17:50-39:07 and 1:08:00 to end
- Watch Popeye cartoon You’re a Sap Mr. Jap entire and Tokio Jokio, entire

Week 12: Defeat

Reading:
- Textbook, First part of Chap. 11 Defeat and Reconstruction, pp; 318 - p. 344
- Excerpts from Haruko and Theodore Cook, Japan at War: An Oral History

Learning Activities:
Watch excerpt from documentary The Fog of War from 33:40 - 43:15
Watch excerpt from animated film Barefoot Gen on bombing of Hiroshima

*****SUBMIT REVISED PERSUASIVE WRITING ASSIGNMENT*****
Week 13: Occupation

Reading:
- Kojima Nobuo "American School" (short story)
- Documents from "The Occupation Years 1945-1952" from deBary, ed. Sources of Japanese Tradition 1600-2000

Learning Activities:
Watch documentary The Pacific Century Part 5: Re-inventing Japan

Week 14: Reconstruction

Reading:
- Textbook, Chap. 11 Defeat and Reconstruction, pp.344-361
- Excerpts from comic book Tetsuwan Atom

Learning Activities:
Watch feature film Giants and Toys, entire

Week 15: Cool Japan Redux

Reading:
- Textbook, Chap. 12 Cool Japan as Cultural Superpower
- Murakami Haruki, "Confessions of a Shinagawa Monkey"

Learning Activities:
Complete and submit Narrative Writing Assignment

*****NARRATIVE WRITING ASSIGNMENT DUE************
CLASS INFORMATION / COURSE POLICIES

Every student has the right to a safe and productive learning environment that promotes personal integrity, civility, and mutual respect. If your learning is hampered by any of the following, please seek help through me or the following resources available to all of us here at UH Manoa.

**Sexual/gender discrimination or harassment.** If you or someone you know is experiencing sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking, the University has staff and resources to support and assist you. Staff can also direct you to resources that are in the community. If you wish to remain ANONYMOUS, speak with someone CONFIDENTIALLY, or would like to receive information and support in a CONFIDENTIAL setting, contact the confidential resources available here: http://www.manoa.hawaii.edu/titleix/resources.html - confidential. If you wish to REPORT an incident of sex discrimination or gender-based violence including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence or stalking as well as receive information and support, contact: Dee Uwono, Director and Title IX Coordinator; 2500 Campus Rd , Hawai‘i Hall 124; Honolulu, HI 96822 Phone: (808) 956-2299 E-mail: t9uhm@hawaii.edu

As a member of UHM faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need. For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to: http://www.manoa.hawaii.edu/titleix/

**Disability (including non-visible):** This may include learning disabilities, hearing or vision difficulties, test anxiety or other non-detectable disabilities. If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, kokua@hawaii.edu, or go to Room 013 in the Queen Lili’uokalani Center for Student Services. I will work with you and KOKUA to meet your access needs based on disability documentation. Any disabilities disclosed to Kokua center are bound to strict confidentiality between the instructor and Kokua, including any special arrangements made for testing or otherwise. Kokua Program, Director Ann Ito QLCSS Room 013 voice:(808) 956-7511 text: (808) 956-7612

**Civil Rights:** UH has a non-discrimination policy that legally protects all of us. If you believe your civil rights have been violated contact Jill Nunakawa, QLCSSC, room 210, 808-956-4431

**Counseling Services:** If you are in need of assistance with personal, academic or career concerns, the University of Hawai‘i has services available through UHM Counseling & Student Development Center (CSDC) located at the Queen Lili’uokalani Center for Student Services Room 312. Website: http://manoa.hawaii.edu/counseling/ Phone: (808) 956-7927

**Academic Integrity and Ethical Behavior:** Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. Violations will result in failure of the course and possible dismissal from the program. Plagiarism means using another’s words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another’s work or materials and for acknowledging and documenting the source appropriately. All work that students ultimately submit in this course must be their own in their own words. If you are in doubt about whether your work is paraphrased or plagiarized, see the UH General and Graduate Information Catalog under “Student Regulations” and the UH Student Conduct Code (http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/) for specific guidelines related to ethical behavior.