

Editor's Note: The syllabus that follows complements "Walk Like a Samurai: Using Japanese Performing and Martial Arts to Teach Historical Inquiry" by Tim Cooper from the *EAA* spring 2016 issue (vol. 21, no. 1, p. 41-43). If you have any questions about the readings and course materials listed in the syllabus, you may contact Tim Cooper at tcooper@siena.edu.

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Office Hours: T 11:30am-3:00pm, R 11:30am-1:00pm

Fall 2014
HIST401
TR. 9:35-11:00am
New Hall GL33

HIST401: Traditional Japan

Course Description

This course will introduce students to the history of Japan from earliest times to 1600, including the Classical, Medieval, and Warring States eras. Traditional Japan lays the foundation needed for a richer understanding and appreciation of Modern Japan, offered the following semester. Students are encouraged (though not required) to enroll in courses sequentially. Readings and discussions will focus on politics, culture, religion, and social life in premodern Japan. All readings are in English. No prior knowledge of Japan necessary. Course requirements include class participation, midterm and final exams, and two brief papers.

Learning goals

The learning goals for all Siena students are set out in the Siena Mission and Learning Goals. They establish the framework for the learning goals within each school and department in the college.

- Siena Mission and Learning Goals <http://www.siena.edu/pages/1180.asp>
- School Mission and Learning Goals <http://www.siena.edu/pages/1628.asp>
- History Department Mission <http://www.siena.edu/pages/3285.asp>

The learning goals for this course are linked to this framework through the goals established by the faculty members in the History Department. At the end of this course, students will be able to:

1. Demonstrate general knowledge, comprehension, and practical application of basic historical information by:
 - Locating geographical areas and geopolitical boundaries on a map
 - Defining the major ideological and historical currents of the twentieth century
 - Identifying significant historical actors, events, and ideas of the twentieth century
2. Practice analytical skills by
 - Comparing and contrasting differing historical perspectives
 - Recognizing and analyzing arguments in primary and secondary sources
 - Applying the knowledge gained from this course to interpret current events

Additionally, course readings, classroom discussions, and assignments will allow students to reflect on the Franciscan concerns of:

1. Heritage by:
 - Engaging the writings of individuals in traditional Japanese history and reflecting on their influence and meaning.
2. Diversity by:
 - Encountering global cultures through the study of major events in the history of Japan prior to 1600.

Texts

- **Required**

1. Totman, Conrad. *A History of Japan*, 2nd Ed. Malden, MA: Blackwell Publishing, 2005.

This textbook provides a convenient, coherent narrative of Japanese history, and serves as the basis of our content knowledge for this course.
2. de Bary, Wm. Theodore, et al., eds. *Sources of Japanese Tradition, Vol. 1: From Earliest Times to 1600* New York: Columbia University Press, 2001.

This textbook contains translated excerpts of primary historical sources that are evidence of the major events and trends of premodern Japanese history. It will provide material for our in---class discussions.
3. Shirane, Haruo, ed. *Traditional Japanese Literature: An Anthology: Beginnings to 1600*. New York: Columbia University Press, 2010.

This textbook contains translated excerpts of primary literary sources that are evidence of the major events and trends of premodern Japanese literature. It will provide material for our in---class discussions.
4. Rampolla, Mary Lynn. *A Pocket Guide to Writing in History, Seventh Edition*. New York: Bedford/St. Martin's, 2010.

This pocket manual provides plenty of useful information on researching and writing History papers in a compact and convenient format. It is used by most upper level History courses at Siena. **You are responsible** for understanding and accurately applying the Chicago Style elements in all of your written submissions for this course.

- **HIGHLY Recommended**

- Harvey, Michael. *The Nuts and Bolts of College Writing*. Indianapolis, IN: Hackett Publishing Company, Inc., 2003.
- Forget everything you learned about writing in high school! This short style manual will quickly and effectively improve your writing style for any college course at any level. Cannot recommend enough.

Assignments & Assessment

Assignments are designed to help you meet course goals.

1. Participation in class discussions helps develop comprehension and enhance oral communication.
2. Analysis of primary and secondary sources develops reading, writing, and cognitive skills.
3. Short essays develop research and writing skills, with emphasis on analytical writing.
4. Map-work improves your knowledge of historical geography.
5. Quizzes and exams offer opportunities to demonstrate content knowledge.

As a general rule valid for most liberal arts courses, you should study **at least 3 hours outside of class for every hour in class**. Please take the initiative to develop your study skills outside the classroom.

- **General Grading Rubric**

A+	97-100	B+	87-89	C+	77-79	D+	67-69	F	Less than 60%
A	94-96	B	84-86	C	74-76	D	64-66		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

- Grades are not rounded up. Please do not ask.
- If you receive a grade of D+ (69%) or lower on any assignment, you must see me in office hours.
- I do not offer extra credit. Please do not ask.

- **Elements**

Your final semester grade will be based on the following:

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|----|-----------------------|-----|
| 1. | Participation | 10% |
| 2. | Quizzes | 25% |
| 3. | Midterm & Final Exams | 25% |
| 4. | Analytical Papers | 40% |

1. **Participation**

I will assess your participation in classroom discussion throughout the semester according to the following rubric.

A	Student demonstrates excellent preparation : has analyzed sources and other readings exceptionally well, relating them to other materials. Offers analysis, synthesis, and evaluation of materials: puts together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to the cooperative argument-building, suggests alternative
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	ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.
B	Student demonstrates good preparation : knows facts from readings well, and has thought through their implications. Offers interpretations and analysis of materials (more than just facts) to class. Contributes well to discussion in an ongoing way: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.
C	Student demonstrates adequate preparation : knows basic facts from readings, but does not show evidence of having interpreted or analyzed them. Offers straightforward information (e.g., straight from the source or reading), without elaboration or does so very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.
D	Student is present, not disruptive, tries to respond when called on, but does not offer much. S/he demonstrates very infrequent involvement in discussion.

Attendance

NOTE: Attendance is **NOT the same thing** as participation. Regular attendance is expected, and is **the only way to earn a satisfactory grade**. I will take attendance daily, but you are responsible for keeping track of your own attendance record. Excessive numbers of unexcused absences will affect your semester grade in the following manner:

Unexcused Absences:	3	4	5	6+
Result:	Semester grade lowered one full letter grade e.g.: A > B	Semester grade lowered two full letter grades e.g.: A > C	Semester grade lowered three full letter grades e.g.: A > D	Receive grade of U (F) for semester

Absences due to illness and the like are NOT excused unless you provide a note from the doctor explaining your EXTRAORDINARY circumstances (e.g., you were hospitalized). Allowances for extended absences are at the discretion of the professor. While I appreciate your effort to keep me apprised of your status, **you do not need to contact me regarding an absence, unless you wish to have it officially excused.**

Whenever you miss class, **you are responsible** for contacting a fellow student to discover any activities or announcements that took place in your absence.

2. Quizzes

Nine short-answer quizzes will be available in Blackboard each week. Quizzes will consist of 5 randomly selected IDs from the Totman reading for that week. Briefly identify the following terms **in your own words**. You may use the text during the quiz. IDs appear for the first time in the chapter(s) that each quiz covers. However, **you may find more detailed information about the terms in other chapters**. A complete list of IDs is available on Blackboard. Typically, quizzes must be completed by midnight each Thursday. **See the Course Outline (below) for specific due dates.**

Four map quizzes will be given in class during the first part of the semester. Maps are found at the beginning of the Totman textbook. You must score 80% or better on each quiz in order to pass. You may retake the quizzes as many times as necessary throughout the semester. Contact me in order to schedule a convenient time to retake any map quizzes in my office. **See the Course Outline (below) for quiz dates.**

3. Midterm & Final Exams

Two exams will each cover one half of the semester. These will consist of multiple-choice, short-answer IDs, and brief essay questions based on readings and discussions. Exams provide an opportunity to elaborate on the concepts, ideas, and historical events covered in lectures & readings. **See the Course Outline (below) for exam dates.**

4. Analytical Papers

You must complete two five-page papers about a topic of your choice using primary and secondary historical sources found in the required texts. Assignment details on selecting your topic, conducting research, writing your paper, submitting, and assessing your work will be given in class. **See the Course Outline (below) for due dates.**

- **PLEASE NOTE:** I will not reply to email questions regarding writing assignments or exams sent to me within **24 hours prior to a due date or scheduled exam date**. Please contact me early in your research and exam preparation to clarify any questions you may have.
- **Late assignments**
Late papers and other assignments will be marked down one full letter grade (e.g., A to B) for each weekday that they are late unless prior arrangements have been made. The rule of thumb with me (and practically any professor for that matter) is: **Keep in contact!** Let me know as far in advance as possible when you think something will affect your schedule or ability to complete an assignment. Send an email—that way I have a permanent record of your correspondence in front of me.
- **Missed exams/quizzes**

If you miss an exam or quiz without making prior arrangements you will receive a failing grade and will not be allowed to make up the exam/quiz. Again, **Keep in contact!** Please note: an email that you are ill on the day of the exam/quiz does **not** constitute a prior arrangement. You will need to produce some proof of a doctor's visit in order to schedule a make-up exam/quiz.

- **Academic Integrity**

Anyone suspected of violating Siena's Academic Integrity policy will be reported to the Academic Integrity Committee. Here is a link to the Siena policy on [Academic Integrity](#). In short, plagiarism will not be tolerated in the slightest. Many students new to college-level work put themselves at risk by not understanding the different types of plagiarism. Whether intentional or not, the uncited use of another person's words or ideas constitutes plagiarism—this includes both direct quotations and paraphrasing. Please consult the Rampolla text for more details and examples of plagiarism and correct citation methods. When in doubt err on the side of caution, and don't be afraid to ask your professor or the [Writing Center](#) (located on the lower level of the library) for help. Here is a link the History Department's policy on [Academic Integrity & Plagiarism](#)

Classroom Policies

- **Teaching Methodology**

I use a variety of teaching methods in class, including lectures (with and without visual aids), in-class discussions and writing exercises, small group activities, and short films. Please note that **I will not provide lecture or PowerPoint outlines on Bb**. It is your responsibility to glean and process what information you deem necessary for your understanding of the course material. You should **take copious notes** of our classroom discussions. They form the basis of all quizzes and tests.

I provide written instructions and grading criteria for all assignments so that you know what is expected of you and how you will be evaluated. Due dates for assignments are indicated on the course outline below.

Participation is essential. Speak up! Ask your question. I may not know the answer, but I will do my best to find it. Odds are someone else is wondering the same thing. If this idea makes you uncomfortable, please see me during office hours so that we may discuss strategies for productive class participation.

- **Treatment of others**

My goal is to create a classroom atmosphere that will allow all of us to participate and learn to the best of our abilities. In order to do this, I plan to utilize a variety of activities that will help us get at the texts and (hopefully) better understand the history of the modern world. Some activities will be group-oriented, while others will require input on an individual basis. Regardless of the method or activity, discussion will be a

major component of our classes. To this end, you are expected to conduct yourself as a responsible adult by arriving to class on time and prepared, listening to and respecting the opinions of others, and engaging productively and in a civil manner with the other members of the class.

- **Technology in the classroom**

Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Siena College. It is my personal policy that cell phones be **turned off** during class. If you are expecting an emergency call, please let me know in advance, and be prepared to step out of class to answer it. **If you are found texting during class, you will be asked to leave immediately.** In either case, take your belongings with you; you will not be allowed to return to class that day.

Computers of any kind may not be used during class without my permission. Bring paper and pencil/pen with you to class and take *copious* lecture notes.

All discussions, activities, and assignments are property of the instructor and cannot be reproduced without written permission of the instructor. No video or audio recordings are permitted without permission in writing from the instructor. Failure to abide by this will result in a failing grade.

- **Food & Drink in the Classroom**

Coffee, water, soda, and other non-alcoholic beverages are permitted in class. Please do not eat during class.

General Policies

- **Email**

Email (**NOT TEXT**) is my preferred method of correspondence. **Please check your email regularly for announcements.** I will do my best to reply to your email within 24 hours. I may, however, answer your questions in class—particularly if I believe that other students will benefit from your inquiry. Other times, I may ask to speak with you in person during office hours.

Here are some tips for emailing your professors (including me)

1. An email to a professor should be treated like a business letter.
2. The subject header should be informative.
3. Use professors' last names when addressing them.
4. Begin your email with the salutation, "Dear [professor's last name]," and end with a cordial sign-off, such as "Regards" or "Sincerely," followed by your name.

For more helpful advice on contacting and communicating with your professors (including me), see the "[Wellesley College Project on Social Computing: Netiquette Guidelines](#)," a copy of which is available on Blackboard.

- **PLEASE NOTE:** I will not reply to email questions regarding writing assignments or exams sent to me within **24 hours prior to a due date or scheduled exam date.** Please contact me early in your research and exam preparation to clarify any questions you may have.
- **Office Hours**
Listed above, but when the door is open . . . come in—otherwise knock! If I am not able to meet you during my regular office hours, we can set up a time to talk that is convenient for you.
- **Pandemic / Emergency preparedness ([Emergency Info](#)):**
You are instructed to bring all texts and a copy of the syllabus/course schedule home with you in the event of a College Closure. The Academic Calendar will be adjusted upon Reopening; so be prepared for the possibility of a short mini-semester; rescheduled class/exam period; and/or rescheduling of the semester, depending on the length of the Closure. If your situation permits, you should continue with readings and assignments to the best of your ability, per the course schedule. You will be given instructions regarding how to deal with paper assignments requiring library or other required research by me, as needed. Some assignments may be posted to [Blackboard](#) or emailed to you, as needed. Online office hours will be used to maintain contact with you. You will be able to “check-in” with questions that you have. If you do not have internet access available, I will also provide my home phone number and home address, as needed. Remember, internet, mail delivery, and telephone services may also be impacted by a Pandemic or other emergency event. Finally, stay connected with information regarding the status of the College’s status and Reopening schedule by monitoring the [Siena website](#).
- **Accommodations policy ([Policies and Forms](#))**
Siena College is deeply committed to ensuring that students with documented disabilities are provided with the resources and supports necessary to effectively address their individual educational needs. Students with disabilities in need of accommodations pertaining to courses must first register with the Director/Office of Services for Students with Disabilities (OSSD) at 518-783-4239. To register with OSSD, a student must complete a data sheet, release form, and provide current, comprehensive documentation of her/his disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Upon receipt of written notification from the Director (OSSD) of the accommodation/s that a student needs for a particular course, the faculty member will work in collaboration with the student (and the Director of the OSSD, as needed) to address this request to the fullest extent possible. As part of this process, a student requesting course accommodations must meet with each course instructor no later than the first week of class. For more information, students can view online the Siena College Academic Policy Manual section entitled: “Student Registration with the Office of Services for Students with Disabilities” located under the Academic Affairs section at <http://www.siena.edu/academicpolicy>

- **Expectations for student athletes**

Kudos to you! I truly admire the extra discipline and hard work that you must display in order to pursue studies *and* athletics at the college level. However, I will not alter my expectations for you in the classroom or on your papers and exams one bit. I don't think you would want me to. I expect you to bring your A-game to every class, and if you think your game schedule is going to interfere with your ability to perform in this class, please see me in office hours.

Course Outline

Week	Date	IN CLASS:	THIS WEEK:
1	Sep 2	Course Overview & Introduction	Read <ul style="list-style-type: none"> ▪ Totman: <i>Introduction</i>, Intro to Part I, Ch. 1, 2 ▪ de Bary: 1-39 ▪ Shirane: 1-46 Complete Quiz: Ch. 1-2
	Sep 4	Prehistoric Japan	
2	Sep 9 Map 1 Quiz	Ancient Japan	Read <ul style="list-style-type: none"> ▪ Totman: Intro to Pt. II, Ch. 3 ▪ de Bary: 40-83 ▪ Shirane: 47-92 Complete Quiz: Ch. 3
	Sep 11		
3	Sep 16 Map 2 Quiz	Nara Period	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 4 ▪ de Bary: 84-122 ▪ Shirane: 93-138 Complete Quiz: Ch. 4
	Sep 18		
4	Sep 23 Map 3 Quiz	Nara Period	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 5 ▪ de Bary: 123-152 ▪ Shirane: 139-184 Complete Quiz: Ch. 5
	Sep 25		
5	Sep 30 Map 5 Quiz	Heian Period	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 6 ▪ de Bary: 153-204 ▪ Shirane: 185-230 Complete Quiz: Ch. 6
	Oct 2		
6	Oct 7	Heian Period	Read <ul style="list-style-type: none"> ▪ de Bary: 205-237 ▪ Shirane: 230-277
	Oct 9	Paper 1 Due: October 9	
7	Oct 14	Film: <i>Classical Japan</i>	Read <ul style="list-style-type: none"> ▪ Totman: Intro to Pt. III, Ch. 7 ▪ de Bary: 238-291 ▪ Shirane: 278-321
	Oct 16	Midterm Exam	
8	Oct 21	Kamakura Period	Read <ul style="list-style-type: none"> ▪ de Bary: 292-335 ▪ Shirane: 322-364 Complete Quiz: Ch. 7
	Oct 23		
9	Oct 28	Kamakura Period	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 8

Course Outline

	Oct 30		<ul style="list-style-type: none"> ▪ de Bary: 336-363 ▪ Shirane: 365-408 Complete Quiz: Ch. 8
10	Nov 4	Muromachi Period	Read <ul style="list-style-type: none"> ▪ de Bary: 364-412 ▪ Shirane: 409-448
	Nov 6	Paper 2 Due: November 6	
11	Nov 11	Muromachi Period	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 9 ▪ de Bary: 413-432 ▪ Shirane: 449-488 Complete Quiz: Ch. 9
	Nov 13		
12	Nov 18	Early Edo Period	Read <ul style="list-style-type: none"> ▪ de Bary: 433-472 ▪ Shirane: 489-528
	Nov 20		
13	Nov 25	Film: <i>Medieval Japan</i>	Read <ul style="list-style-type: none"> ▪ Totman: Ch. 10
	Nov 27	Thanksgiving Holiday	
14	Dec 2	Early Edo Period	Complete Quiz: Ch. 10
	Dec 4	Paper 3 Due: December 4	
15	Final Exam Date, Time, and Room: TBA		