



EFFECTIVE: MAY 2011
CURRICULUM GUIDELINES

A: Division: **ACADEMIC** Effective Date: **MAY 2011**

B: Department / Program Area: **FACULTY OF HUMANITIES & SOCIAL SCIENCES / HISTORY** Revision New Course

If Revision, Section(s) Revised: **A, F, H, M, N, O, P, Q**

Date of Previous Revision: **APRIL 2004**

Date of Current Revision: **JANUARY 2011**

C: HIST 2251 D: MODERN JAPAN: AN INTRODUCTION E: 3

Subject & Course No.	Descriptive Title	Semester Credits						
<p>F: Calendar Description:</p> <p>This course deals with modern Japanese history from the end of the Tokugawa era to the present. After considering briefly Japanese geography, language, and cultural traditions, the course concentrates on the late nineteenth-century transformation of the state and society, the military adventures of the early twentieth century, and change in the postwar period. Topics include the domestication of the samurai ethic, the Meiji Restoration, the military ascendancy of the 1930s, the Pacific War from Japan's side, the changing roles of women after 1945, the post 1945 economic "miracle", education as a tool of national advancement, and the collapse of the "bubble" economy.</p>								
<p>G: Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Lecture and Seminar</p> <p>Number of Contact Hours: (per week /semester for each descriptor)</p> <p>Lecture: 2 hrs. per week / semester</p> <p>Seminar: 2 hrs. per week / semester</p> <p>Number of Weeks per Semester:</p> <p>15</p>	<p>H: Course Prerequisites:</p> <p style="text-align: center;">ONE 1000-LEVEL HISTORY COURSE</p>							
	<p>I: Course Corequisites:</p> <p style="text-align: center;">NONE</p>							
	<p>J: Course for which this Course is a Prerequisite</p> <p style="text-align: center;">NONE</p>							
	<p>K: Maximum Class Size:</p> <p style="text-align: center;">35</p>							
<p>L: PLEASE INDICATE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
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M: Course Objectives / Learning Outcomes:

At the conclusion of the course the successful student will be able to:

1. Examine historical sources critically and analytically (reading history). These sources include not only survey texts and scholarly articles, but also short monographs and extended primary sources.
2. Create and communicate personal interpretations of historical problems (writing history). Forms for communication of personal interpretations include medium-length essays (from 1500-3000 words), comparative book reviews, short interpretive essays, primary source studies, and final examinations.
3. Independently analyze the ideas of other students and the instructor in class in both tutorials and seminars (discussing history).

N: Course Content:

A sample course outline would include the following topics.

Note: Content may vary according to the instructor's selection of topics.

1. Language, Religion, Culture and Tradition
2. Western Intrusion and the Collapse of the Bakufu
3. Meiji Restoration
4. Modernization: the Economy and the Military
5. Education and Culture
6. Foreign Policy and Wars: China, Russia, and Korea
7. Showa and the Great Depression
8. Military Ascendancy and the Road to Pearl Harbour
9. War and Surrender from Japan's Side
10. Occupation
11. Economic Miracle
12. Politics and Japanese-American Relations in Postwar Japan
13. Education as Tool for National Advancement
14. Struggle for Public Memory: War Crimes, Textbooks, and Politics
15. Women and Modern Japan
16. The slow growth era

O: Methods of Instruction:

Class sections will be divided between lectures and seminar discussions. The seminar discussion sessions will serve as a forum for the analysis and discussion of scholarly literature and as a testing ground for student hypotheses. The instructor will encourage students to elaborate, refine and revise ideas. Discussion sessions will also include tutorials in conducting historical research, the exploration of primary source documents, and practice in oral presentations. Participation in both lectures and seminar discussions is required for the successful completion of the course.

P: Textbooks and Materials to be Purchased by Students:

Texts will be chosen from the following list, to be updated periodically:

An instructor's Course Reader may be required.

Duus, Peter. Modern Japan. Boston: Houghton Mifflin, 1998.

Gordon, Andres. A Modern History of Japan: From Tokugawa Times to the Present. 2nd ed. New York: Oxford University Press, 2009.

Huffman, James L. Modern Japan: A History in Documents. 2nd ed. New York: Oxford University Press, 2011.

Kingston, Jeff. Japan in Transformation, 1952-2000. 2nd ed. New York : Longman, 2011

McClain, James L. Japan: A Modern History. New ed. New York: W.W. Norton, 2002.

Pyle, Kenneth B. Japan Rising. New York: Public Affairs, 2007.

Pyle, Kenneth B. The Making of Modern Japan. 2nd ed. Belmont, CA: Wadsworth. 1996.

Tipton, Elise. Modern Japan. 2nd ed. New York: Routledge, 2008.

Q: Means of Assessment:

Assessment will be in accord with the Douglas College student evaluation policy. Specific components of evaluation will include some of the following: mid-term and final exams consisting of short answer questions and essay questions; in-class written work, quizzes, research paper; seminar presentations; short debate/position papers; participation in class discussions.

Specific evaluation criteria will be provided by the instructor at the beginning of the semester and will vary according to the instructor’s assessment of appropriate evaluation methods.

An example of one evaluation scheme:
Any combination of the following totalling 100%

Book Review Essay	15%
Research Proposal	10%
Research Essay	25%
Class/Seminar Participation	15%
Midterm Examination	15%
Final Examination	20%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s): R. Wylie, Ph.D.

Education Council / Curriculum Committee Representative

Interim Dean: Catherine Carlson, Ph.D.

Registrar