

College of Mount St. Joseph
Department of Arts & Humanities
Syllabus
Term: Spring 2011-2012

Course Title: IDS 460

Prerequisites: IDS 360 Contemporary Japan and Its Edo Past

Credit Hours: 3 semester hours

Instructors: Jennifer M. Morris, PhD, 11B Humanities, 513-244-4694
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Available: 30 minutes before every class

Course Meets: Thursdays (Accelerated Plan A)
6:30 – 9:20 PM Room Art 105
Jan. 19, Feb. 2 and 23, March 8 and 22, April 5 and 19, May 3
Two field trips: TBD & June 28 post-trip class
Travel dates: May 16 – 29, 2012

Required Text:

The Japanese Mind: Understanding Contemporary Japanese Culture
Edited by Roger J. Davies and Osamu Ikeno, Tuttle Publishing, 2002

Additional supplemental readings will be assigned.

Course Web Site: www.helenrindsberg.com/IDS_360

Course Description:

This course is an in-depth exploration of the impact of pre-modern Japan on contemporary Japanese culture, building on student experiences from IDS 360 and from their prior travel in Japan. It will include advanced assignments, interaction with students in IDS 360, and a more active leadership role during the twelve-day trip to Japan. Students will examine in detail an aspect of Japan's fine arts, history, culture, or religious beliefs from the Edo Era (1615 – 1868) to the present. They will augment their knowledge of how these forces influenced contemporary Japanese art and cultural life.

Course Objectives:

At the conclusion of this course, the student will be able to:

1. Identify major artistic, historic and religious developments in pre-modern Japan and their influence on contemporary Japanese and Japan
2. Compare artistic, historic and religious developments in Japan and America.
3. Analyze and integrate evidence from course materials, discussions, activities and travel to complete a final project
4. Speak some basic Japanese and identify some common kanji

5. Identify and practice their responsibilities as citizens of the global community when traveling.

Teaching Methodology (Learning Strategies):

The instructors will use a combination of lectures, demonstrations, PowerPoint presentations, class discussions and assignments, including a visit to the Cincinnati Art Museum, enabling students to view selected Japanese artworks; writing assignments which will include a research paper, journal, and reflective essay on the trip; and the creation of a culminating project and presentation to the class. All assignments will help students deepen their knowledge of past and present Japanese culture, and how the former provided roots for the latter.

Method of Evaluating Achievement Outcomes:

1. Completion of pre-trip assignments: 20 %
Personal Profile
Leading textbook Discussions
Research Paper
Photo album for home stay visit
2. Attendance and participation in pre-/post-trip classes: 20%
3. Japanese language participation in class and on trip: 10%
4. Participation in trip, including completion of journal: 20 %
5. Assist instructors with at least two activities on trip 10%
6. Culminating project, presentation and reflective essay: 20 %

Personal Profile: Due **Jan. 26** via email to all instructors; a two-page paper that explains:

The student's reasons for taking the course and what they hope to get out of their second trip to Japan
Five major impressions from the student's prior trip to Japan about the Japanese people, their history, culture and art, and how these impressions were formed by their travel experiences.
Any course(s) taken since IDS 360 that are relevant to IDS 460, how these are relevant to their major, and where they used knowledge gained from IDS 360 in subsequent course work.

Textbook Discussions: (and supplemental readings) Due on assigned class day

Students will be expected to read the assigned sections of the textbook before class. They will write a one-page answer to the discussion question and bring the print-out to class. Students will be expected to lead two in class discussions, using the ideas from their written assignment.

Research Paper: Topic due **Feb. 23** and completed paper due **April 19**.

Students will choose a topic from the textbook readings and complete additional research on that topic. They will explain the topic, present relevant information about the topic in pre-modern and contemporary Japan, analyze that information and summarize their major insights into that topic. This is to be a five to seven page paper.

Photo Album for Home Stay Visit: Due March 22

Participants will stay with a family for two nights when we visit Tajimi. We will have dinner and breakfast with our hosts. Each student will put together a small album of photos of their family, school activities, hobbies, work and other interests. Our hosts are very interested in our lives in America and the album is a great way to start discussions.

Japanese Language Lessons: Due each class and on the trip

The more Japanese the student is able to learn and is willing to use, the more comfortable he/she will be on the trip, especially during the home stay. Active participation, not perfection, is the goal.

Participation in the trip: Due May 16 – 29, 2012

Active participation during the trip includes asking questions and discussing experiences with others as we travel. IDS 460 students will take an active leadership role during the trip, and will be expected to help IDS 360 students with language, using transportation, shopping, and other activities.

Journal/Record of the Trip: Due June 28

Students will keep a journal during the trip to Japan. Instructors will provide questions and topics for reflection based on major themes of the course. The student should also report on his/her impressions of specific activities, record questions and ideas for their culminating project and reflect on their emotional responses to their experiences. This journal should be both cognitive (factual) and affective (emotional).

Culminating Project: Possible idea due April 19; finished project due June 28.

Students will choose a primary theme on which to focus from the course's major themes – art, history, popular culture or religion; it can be the same topic as their research paper. Drawing heavily on travel experiences, students will then create a presentation that compares and contrasts that topic in pre-modern and contemporary Japan, integrating information from all three major course themes. The format of the project and presentation must be discussed with one of the instructors (by phone) no later than June 15.

Grading Scale: 92-100=A, 83-91=B, 74-82=C, 67-73=D, below 67=F

Code of Behavior:

Each participant will sign a Code of Behavior contract that covers all course activities – in pre-trip classes, field trips and during the trip to Japan. The Code of Behavior clearly states the respectful behavior and cooperation expected of all participants.

Attendance Policy:

Class attendance is required and essential. Lectures, demonstrations, presentations and discussions are crucial preparations for the trip. There may be one excused absence in extreme circumstances; however, the instructors should be notified prior to the class to be missed. Students are expected to arrive on time and remain for the entire class session. If students miss a class, they must make up the work.

Academic Integrity:

When we use the information and language of others to enrich our reflection and research papers we must:

1. tell the reader when we are quoting and indicate the source (person, book, article, etc.) of the quotation.
2. tell the reader when we are paraphrasing and indicate the source (person, book, article, etc.) of that information.

Quoting or paraphrasing the information and/or language of a source without naming the source is plagiarism. Plagiarism is unacceptable in an academic institution and is subject to penalty. Please consult the College Catalog and the Student Handbook for additional information and policies regarding academic honesty.

Course Withdrawal Policy:

Each semester or class term has two withdrawal periods. Traditional semester classes officially dropped during the first withdrawal period (Week 1 through 5) are removed from the student's academic record. A grade of "W" (withdrawal) will be assigned to any classes dropped during the second withdrawal period (Week 6 through 10). The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record. Accelerated classes are calculated on an alternate calendar schedule.

No drops are accepted during the third withdrawal period. Instructors will assign grades for any classes not dropped before the third period begins.

<http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/registration.aspx#withdrawal>

To Drop This Course: If for a very serious reason you need to consider dropping this course, you **MUST** talk with your advisor before initiating the process. Please consult the College Catalog for more information. Click on <http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/core-curriculum.aspx>.

Incomplete Grades:

A student must initiate a request for an "I" (incomplete) grade with an instructor by the last week of classes for traditional semester courses or before the last scheduled date of accelerated classes. The completed form must be submitted by the student to the Office of the Registrar prior to exam week or the final scheduled accelerated class meeting. An "I" (incomplete) grade is only assigned by an instructor for a student who has made significant academic progress in the course, but for a serious reason has not fulfilled all requirements. This petition may be approved or denied by the instructor. "I" Grade Petitions are available in each academic department.

<http://www.msj.edu/view/academics/catalogs--class-schedules/undergraduate-catalog/academic-policies/grades.aspx>

Disability Policy:

Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, the College of Mt. St. Joseph provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of the major life activities such as walking, seeing, hearing or learning. Students with disabilities should contact Susan Brogden, Director of Academic Support, to present documentation and develop individualized accommodation plans. Phone 244-4524 or email: susan_brogden@mail.msj.edu.

<http://www.msj.edu/view/academics/disability-services.aspx>

Learning Outcomes:

This course has been designed with both College-wide and Course level learning outcomes in mind.

IDS 460 builds on prior experience in and study of pre-modern Japanese art, history and religion and its effects on contemporary culture. Students will enhance, test and improve the skills required both to succeed in this course and to acquire their essential LOPIs via the following Learning Outcomes:

Interdisciplinarity: Solve a problem by integrating the perspectives of multiple disciplines:

IDS 360 will address Interdisciplinarity in this way:

- Identifying major artistic, historic and religious developments in pre-modern Japan and their influence on contemporary Japan
- Comparing the views of artistic, historic and religious disciplines in Japan and America
- Exploring the cultures of Japan and America by integrating the perspectives of multiple disciplines

Sociocultural Relationships: Understand the nature of human cultures.

IDS 360 will address Sociocultural Relationships by:

- Comparing pre-modern Japanese culture through the study of art, history and religion with contemporary Japanese culture to deepen knowledge of the causes of change in Japanese society.
- Explaining how religious values have influenced Japanese society
- Exploring the influence of cultural diversity within Japanese society

Critical Thinking: Develop an appropriate response to a problem or question.

IDS 360 will assess Critical Thinking on the basis of the following:

- Demonstrating the ability to distinguish between relevant and irrelevant information
- Demonstrating the ability to utilize data to evaluate a problem or question.
- Analyzing and integrating evidence from course materials, discussions, activities and travel to support a point of view

Citizenship: Recognize your responsibility to the community and the world.

IDS 360 will assess Citizenship on the basis of the following:

- Defining the responsibilities of a citizen of the global community when traveling
- Describing the relationship between community and world issues as encountered in travels in Japan.
- Evaluating the involvement of a citizen with other peoples of the world.