

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

Course Title: IDS 360, Section W8: Contemporary Japan and Its Roots

Prerequisites: IDS 100 and Sophomore status (at the time of the trip)

Credit Hours: 3 semester hours

Instructors: Jennifer M. Morris, PhD, 11B Humanities, 513-244-4694
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Helen Rindsberg 513-381-0234 Stephen Rindsberg 513-381-0234
Helen_Rindsberg@mail.msjeu IDS360.OK@steverindsberg.com
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 exploration of the impact of pre-modern Japan on contemporary Japanese culture. It will culminate in a twelve-day trip to Japan. Students will explore the country's fine arts, history, culture, and religious beliefs from the Edo Era (1615 – 1868) to the present. They will learn 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: 25 %
Pre-assignment
Personal Profile
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 or record of trip: 25 %
5. 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 trip to Japan

Five major impressions the student holds about Japan and the Japanese people, and why the student has these impressions.

Year in college, major and reasons for choosing/studying that major

Interesting college experiences and activities

Any course(s) taken that are relevant to IDS 360 and why it was relevant

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 participate in the class discussion, using the ideas from their written assignment.

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

Students will choose one 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 three to five 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. The record of the trip will be a project that can be posted to the class web site, such as a written journal or a PPT with photos; other forms will be considered.

Journal/Record of the Trip: Due **June 28**

Students will keep a journal or record during the trip to Japan. It must be in a form that can be posted to the web site. It can be a Word document, a PPT with photos or another form approved by the instructors. The student should 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

Note: All assignments are due at the beginning of the class or by 6:00 PM on the date indicated if assignment is emailed to the instructors. Late assignments will not be accepted.

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

Learning Outcomes:

This course has been designed with both College-wide and Course level learning outcomes in mind. As noted in the Undergraduate Catalog:

As IDS 360 examines the effects that the art, history and religion of pre-modern Japan had on the present, students will be given a unique opportunity to 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.

Class Schedule
IDS 360: Contemporary Japan and Its Roots
Spring 2012

Date	Topics	Readings/Activities	Featured Materials
19 Jan.	Introduction to course Discussion of syllabus and assignments Overview of Japanese Art and Religion and Overview of Japanese History	Survival Japanese (Packet prepared by the teachers) Language lesson Team building – getting to know your fellow travelers	Japanese New Years decorations and symbols, lottery prizes
2 Feb.	Theme: The World In A Grain of Rice	Team building activity Japanese Language Lesson Uniqueness & Internationalism, Land & Resources	Maps
TBD.	Theme: How Natural Resources Shape a Culture	Field Trip - Matsuya Restaurant, online assignments prior to dinner	Japanese food
TBD.	Theme: Edo Art & Culture plus Japanese Home cooking	Field Trip - Cincinnati Art Museum & class at the Rindsbergs' Home Team building – cooking together and chopstick contest	Noodles! Ramen, Udon & Soba
23 Feb.	Theme: Inside/Outside, Up/Down Communication and group identification	Textbook Readings Language lesson, kanji practice Team building – guide your blindfolded partner using Japanese direction words	Traditional Japanese food for families and celebrations
8 Mar.	Theme: Samurai and Salaryman Business in Japan	Textbook Readings Language lesson, kanji practice Special guest – Ikuhiko Shibata from Tajimi, Japan	Traditional games and toys
22 Mar.	Theme: Bijin and Buddha Women, Education and Religion	Textbook Readings Language lesson, kanji practice Team building –religious symbols	Souvenirs from Shinto shrines and Buddhist temples

5 April	Theme: Geishas and Godzilla Popular Culture, past and present	Textbook Readings Language lesson, kanji practice Team building	
19 April	Theme: Enjoying Your Home Stay	Textbook Readings Language lesson, kanji practice Team building – language review Concentration game Home Stay Etiquette, Japanese language lessons, Map reading, Travel Etiquette	
3 May	Theme: Final preparation for our trip Survival tips and language review. Paperwork.	Language lesson, kanji practice Team Building - suitcase obstacle course by team	Maps, guides, checklists

Tentative Itinerary
IDS 360: Contemporary Japan and Its Roots
Spring 2012

Date	Location	Definite Activities	Possible Activities
16 May	Depart Cincinnati for Japan	Review basic Japanese	
17 May	Arrive Tokyo	Eat in neighborhood restaurant near hotel Orientation to Tokyo, maps, subways and schedule Begin journals	Walk around Ueno neighborhood and Ameyoko entertainment area.
18 – 20 May	Tokyo	Tsukiji Central Fish Market, Shitamachi Museum, townspeople's culture (19 th century), Tokyo National Art Museum, Edo-Tokyo Museum and lecture, dinner with young professionals and exploration of nightlife, Asakusa Sanja Festival	Visit Akihabara or other areas of interest to the students – they will research and plan travel
21 May	Hakone/Mt. Fuji	Hike on Edo Era Tokaido Highway, Visit Amezakachaya, a 300-year-old tea shop and museum, Tour Hakone Shrine, two-night stay at a hot spring resort	
22-23 May	Tajimi	Visit ceramic artist, Ikuhiko Shibata, tour his studio and create a tea bowl, tour ceramics museum of a Living National Treasure, Kato Takuo, two-night home stay, enjoying dinners and breakfasts with hosts.	Karaoke, picnics, activities with other host families.
24 May	Inuyama & Nagoya	Tour castle and restored merchant's area Tour department stores and food court in Nagoya Station	

25 – 27 May	Kyoto	Kitano Tenmangu Shrine Flea Market, Kiyomizu Temple and eastern temple district, tour Kyoto mall & Nishiki Ichiba Market, dinner with young professionals, overnight at a Zen Temple with a lecture, free time to explore Kyoto	Visit other areas of interest to the students – they will research and plan travel
27 – 28 May	Tokyo	Tour of Meiji Shrine (Shinto), tour Harajuku business district Debriefing session Free time to explore Tokyo	Visit other areas of interest to the students – they will research and plan travel
29 Mat	Depart Tokyo, return to Cincinnati	Sleep on plane	Organize journal and notes
28 June	Mt. St. Joseph	Culminating project presentations,	Pot luck dinner