

Viewing: **EALC 327 : Tokyo: Then and Now**

Also listed as:
HIST 327

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History

1. Feb 1, 2022 by Chilin Shih (cls)
2. Feb 25, 2022 by Andrea Ray (aray)

[HIST - History](#)

Catalog Pages
referencing this course

General Information

Effective Term:

College: Liberal Arts & Sciences

Department/Unit Name (ORG Code): E. Asian Languages & Cultures (1362)

Course Subject: E. Asian Languages & Cultures (EALC)

Course Number: 327

Course Title:

Abbreviated Title: Tokyo: Then and Now

Course

Description:

Tokyo has been one of the world's largest and most dynamic cities for much of its history. In this course, you will learn about the city through maps and artwork, its literary and culinary creativity, its markets and marketplaces, its quaint neighborhoods and bustling city centers, and its place in film, manga, and anime. You will deepen your knowledge about specific issues through short individual assignments and explore with a small team of your classmates a topic of your choosing that is related to the fascinating history and culture of Edo-Tokyo.

Justification

Justification for change:

Please Note: a syllabus is required for General Education review:

Course Information

Course Credit

Course credit:

Undergraduate: 3

Graduate:

Professional:

Registrar Use Only:

Banner Credit: 3

Billable Hours: 3

Grading Type

Grading type: Letter Grade

Alternate Grading Type (optional):

Available for DFR: No

Repeatability

May this course be repeated? No

Credit Restrictions

Credit Restrictions:

Advisory Statements

Prerequisites:

Concurrent
Enrollment
Statement:

Restricted
Audience
Statement:

Cross-listing

Cross Listed
Courses:

HIST 327 - Tokyo: Then and Now

Class Schedule Information

Class Schedule
Information:

Fees

Is a fee requested No
for this course?

Course Description in the Catalog Entry

This is how the above information will be represented in the Catalog:

Tokyo has been one of the world's largest and most dynamic cities for much of its history. In this course, you will learn about the city through maps and artwork, its literary and culinary creativity, its markets and marketplaces, its quaint neighborhoods and bustling city centers, and its place in film, manga, and anime. You will deepen your knowledge about specific issues through short individual assignments and explore with a small team of your classmates a topic of your choosing that is related to the fascinating history and culture of Edo-Tokyo. Course Information: Same as HIST 327.

Additional Course Notes

Enter any other
course
information
details to be
included in the
catalog:

Course Detail

Frequency of
course:

Every Fall

Duration of the Full
course

Anticipated 24
Enrollment:

Expected distribution of student registration:	Freshman: 10 %	Sophomore: 40 %	Junior: 40 %	Senior: 10 %
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General Education

General Education Advanced Composition
Category Non-Western Culture(s)

General Information

Is the course required for a No
major concentration?

Is the course part of a No
sequence?

What is the frequency with which the course will be offered?:
(For Example: every semester, once a year)

once per year

Briefly describe how the course fulfills the General Education objectives:

This course provides students with an introduction to the study of Tokyo, which for much of its four hundred years has been one of the world's largest and most influential cities. As the capital of Japan and currently with one-in-three Japanese living within the greater Tokyo metropolitan area, an understanding of Tokyo is integral to understanding of the past and present of Japan itself (Non-Western Cultures). Each week, students encounter and write about a combination of primary and secondary source materials that hone their critical reading skills by examining the intersectionality of class, status, race, and gender in Tokyo. Of the 22 required readings and discussions, 8 focus on women and the construction of gendered identities in the early modern and modern city (for example, in week 5, students read a selection of primary sources related to marriage and divorce as well as an article about maidservants and their labor in warrior households in the mid-19th century, and in week 12 they examine

the shifting gender identities and relations in Asakusa—modern Tokyo’s most boisterous entertainment district). In the process, they are introduced to important historical approaches to the study of the city that range from urban morphology to the gender analysis of short stories like the 1907 “The Girl Watcher” (Shōjōbyō) and films like the 1953 Tokyo Story (Tōkyō monogatari).

Moreover, through short and substantial research and writing assignments as well as regular and repeated feedback from the instructor (as well as peers for some assignments), this course meets the Advanced Composition requirement by fostering students’ abilities to analyze, synthesize, and communicate their thoughts and the results of their research in writing. During the semester, each individual student writes approximately 36 pages of original composition, half of which is written individually and the other half within team-based assignments. The instructor comments on all student composition, and students are expected to incorporate those comments in subsequent versions of the same kind of writing assignment (i.e., reading summaries, reading response papers, annotated bibliographies) and are required to resubmit revised drafts for about (roughly 12 pages for each individual student) of their original writing (i.e., reviews of scholarly monographs and Portfolio Project essays).

This is a 300-level course because it is primarily intended for students in their second and third years of study (i.e., students who have already completed some university coursework), so that they are prepared to succeed in more focused and advanced seminars within the EALC and other majors. That said, the course does not require any preexisting knowledge of the history and culture of Japan, urban studies/history, or Japanese language. It introduces students to active and critical reading skills, historical research methods, and improves their oral communication and written composition.

Describe the instructional format and provide special justification, if necessary:

The course is organized around student-led discussions that are supported with short lectures from the instructor. In addition, all students work in teams of three students on self-selected, semester-long portfolio projects that deepen their knowledge about Tokyo, Japan, and urban studies/history; develop their research, writing, and presentation skills; and provide experience and strategies for working in teams with people of varying backgrounds. The course is taught in-person and is supported by a robust course site mounted on Canvas.

Describe the means by which the Communication Skills goal will be achieved:

This course develops student oral and written communications skills through a variety of exercises and assignments. For oral communication, students are asked to prepare and improve their communication skills through a combination of in-class discussions and formal presentations. During the semester the class meets for 80 minutes twice per week for a total of 30 times, about 22 of these meetings are centered on 30-minute student-moderated discussions about the preassigned materials. In preparation

for each discussion, the two or three student moderators prepare a 500-word "response" paper and series of questions for discussion (each student moderates discussion at least twice per semester). All other students are required to submit in advance a shorter 150-word summaries of the assigned materials, three questions or comments, and participate in discussion (if a student is unable to regularly participate in whole-class discussions due to anxiety or other issues, an alternative method for them to participate is assigned). In addition, students as a team also orally present their research to the class first for a short historical newspaper assignment entitled "History in the Present Tense" and a second longer and more thorough presentation of their team's portfolio project.

This course meets the Advanced Composition requirement through different kinds of written assignments that receive regular feedback from the instructor (and peers for some assignments) throughout the semester. First, for each of the 22 in-class discussions, students are required to submit a summary of the day's preassigned materials (at least 150-words long) by concisely paraphrasing the author's thesis argument or point of view, quoting the best evidence the author uses to support their perspective, citing where both the argument and evidence can be found in the materials, and providing three questions or comments about the materials. In preparation for this regular assignment, the instructor explains and models how to identify an author's thesis statement and how to paraphrase it. The instructor also provides feedback on each of the student's summaries, encouraging students to improve their paraphrasing and, when needed, pointing out better examples of supporting evidence. Second, students moderating discussion on a given day are required to submit a 500-word "response" paper that asks them to analyze the assigned materials for argument, structure, evidence, connections with the secondary literature, and provide their own questions, comments, and criticisms of the materials. The instructor provides constructive feedback on each of these response papers so that the student can improve their performance on the second and if necessary third response papers.

Finally, all students work in teams of three students on a self-selected portfolio project. These projects are scaffolded into seven assignments that culminate in a 6,000-word piece of original writing (e.g., a primary-source based essay or secondary literature review). The writing for the 6,000-word essay is divided evenly amongst the team members (typically, each student writes a separate body section(s) and they collectively write the introduction and conclusion). Students also coordinate and divide the research and writing required for the annotated bibliography, alphanumeric outline, and full-sentence outline. Each of these assignments receives written (and sometimes oral) feedback from the instructor about how to revise and improve the piece at each stage of the research and writing process. Students also learn how to give and receive peer feedback through instructor-guided "peer editing" of rough drafts of each other's' monograph reviews and the main essays for their portfolio project, which are also edited and commented upon by the instructor.

Describe how evaluation and adherence to General Education guidelines will be monitored:

Please indicate the timeline for such evaluations

The course will be taught by tenured or tenure-track faculty in the EALC department. The department will ensure that the quality of instruction remains consistent through periodic teacher observations by other tenured faculty in the department and by the student responses on the ICES form.

Indicate those who will teach the course and describe procedures for training & supervising teaching assistants:

Roderick Wilson is the primary instructor. No teaching assistants will be required for this course.

Advanced Composition

Into which of the following categories does this course fall?

(c) a required or elective course in a major or minor field of study

Please explain:

This course is a General Education course. It can also serve as one of the required elective courses for EALC majors and minors.

How does this course use writing assignments to facilitate analysis and synthesis of the subject matter of the course, or in the case of writing courses in the rhetoric and communication disciplines, application of the principles under study?

As described in response to question 6 above, this course uses a variety of written assignments that ask students to analyze and synthesize assigned materials (mostly readings, but also a few films) and find, analyze, and contextualize primary and secondary sources for a semester-long, scaffolded research essay. The students receive ample feedback on all written work and are expected to improve their analyses and syntheses of assigned materials over the course of several smaller assignments (i.e., summaries and response papers) and revise and resubmit larger written assignments as part of their portfolio projects.

What strategies does the course use to require substantial original composition over the course of the semester, including directed rewriting following careful evaluation?

Learning is cumulative. This course uses daily formative writing assessments to build upon what they have previously covered in the course and improve the students' understanding and composition skills. The course also employs a semester-long,

scaffolded research project culminating in the writing of a substantial original composition. At each stage of the research project, students are directed to revise and resubmit their assignments. For example, every student writes a 1000-word review of a scholarly monograph of their choosing. The complete rough draft of this review is commented upon by the instructor and peer-edited by the members of the student's three-person team following the detailed instructions in the graded peer-editing assignment. The student is expected to apply the feedback from the instructor and their peers on their final drafts and in the process learns how to provide constructive and substantial feedback on their peer's written work. Similarly, for the 6,000-word (21–24 page) semester-long research essay (i.e., Portfolio Project), the three-person teams collaborate to draft an alphanumeric outline (about 3-pages long) that receives instructor feedback that students use to write their longer, more developed full-sentence outline (about 9-pages long), wherein each individual student is responsible for roughly one-third of the outline. Incorporating the extensive comments from the instructor on their full-sentence outlines, the student teams divide and write a full 6,000-word draft of their research essay, which is commented upon by the instructor and peer edited by another three-person team in the course. In the final week of the semester, the student teams submit the final draft of their research essay. In this way, each individual student writes approximately 36 pages throughout the semester. About 20 pages of this writing is for individual-student-based assignments like the reading summaries and response papers, and the other 16 pages is for team-based assignments like the shorter History in the Present Tense assignment and the semester-long Portfolio Project. For the repeated writing assignments—namely, the reading summaries, reading response papers, and annotated bibliographies—the students are expected to incorporate the instructor's feedback in subsequent versions of the same kind of writing assignment. This expectation is also in place for the two outlining assignments. Finally, for their reviews of their scholarly monographs and Portfolio Project essays (roughly 12 pages or original composition for each individual student), students are required to resubmit revised drafts that respond to the comments, corrections, and editing advice they receive from their peers and the instructor.

Show that the course is taught in section sizes consistent with the goals of students' receiving thoughtful appraisal of their writing and a substantial portion of the course grade being based upon evaluation of written work.

This course is capped at 24 students to ensure that each student receives genuine and useful feedback on their original writing and can participate fully in small group and whole class discussions. About 80% of the course grade is based upon an assessment of the student's written work (i.e., the Portfolio Project, daily writing in preparation for in-class participation, response papers, and most smaller assignments).

Non-Western Cultures

Show how the course treats topics and issues that promote a deeper understanding of the culture(s) discussed.

The department of EALC offers courses about the languages and cultures of China, Japan, and Korea. Through its focus on Tokyo, this EALC course introduces students to this history and culture of Japan. Each week, students encounter primary visual and textual sources (translated to English) and read secondary scholarship about those sources and their context within the city, Japan, and East Asia. Through these sources, students gain a deeper understanding of gender, status, class, and race relations within their specific cultural and historical context.

Show how the course provides at least one of the following: (i) a broad description and analysis of the interaction of intellectual, artistic, political, economic, social, and other aspects of a society's cultural life; (ii) an intensive investigation of the cultural life of a society or group in a particular time and place; (iii) a focused investigation of particular aspects of the culture of a society or group (e.g., its art and architecture); or (iv) a comparative investigation of cultural systems and the development of constructs for cross-cultural sensitivity and analysis.

(ii) This course provides an intensive investigation of the city of Tokyo through the introduction of very different aspects of its history and culture with topics and readings ranging from, for example, city planning and cartographic representation to the gendered experience of train riding to the role of social status in organizing the premodern city and even its central jailhouse. (iii) Through their self-selected portfolio projects, students choose to focus on a particular aspect of the culture in Tokyo from, for example, its destruction in 1945 and subsequent postwar reconstruction to the role of its LGBTQ+ community in creating queer-friendly spaces within the larger city.

If the course contains elements of the Western, U.S. Minority, and/or Non-Western categories, show how the emphasis of the course makes it more appropriate for the Non-Western Cultures category for which it is being proposed.

Show how the course provides understanding and appreciation awareness of significant aspects of cultural traditions that have their origins outside the Western cultural tradition.

This course is fully focused on the urban history and culture of Tokyo. Through the study of Tokyo, students gain a greater awareness of this non-Western city and its place within Japan and East Asia.

Additional Course Information

Does this course No
replace an

existing course?

Does this course impact other courses? No

Does the addition of this course impact the departmental curriculum? No

Has this course been offered as a special topics or other type of experimental course? Yes

Please indicate the Banner subject, course number, section ID, term and enrollment for each offering:

EALC 398: Colloquium in EALC; section RW; Fall 2021; 10 students

Will this course be offered on-line?

Face-to-Face

Faculty members who will teach this course:

Roderick Wilson

Course ID: 1012535

Comments to Reviewers:

Course Edits Proposed by: