



## FACULTY OF ARTS

Linguistics, Languages & Cultures

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Course Outline – Winter 2014

*EAST 333-01 – Development of East Asia: Japan*  
*Lloyd Sciban*

## COURSE DESCRIPTION

This course examines the major traditions in Japanese, Korean, and Vietnamese civilizations and their historical foundations. These traditions include historical, linguistic, ideological, societal, religious, political, economic, literary, artistic, and scientific developments. Attention will be given to how these traditions have combined to create their corresponding civilizations as well as contributing to an East Asian identity. Learning is accomplished through lectures, reading, discussion, and films.

## COURSE OBJECTIVES

Upon completion of this course the student will have an understanding of the foundational characteristics of Japan, Korean, and Vietnam and their identities in the world. This will allow pursuit of more advanced learning related to East Asia.

## TEXTBOOK

Premodern Japan: A Historical Survey, Mikiso Hane (Westview Press, 1991). In addition, pages 258-323 in East Asia: Tradition and Transformation, John K. Fairbank, Edwin O. Reischauer, and Albert M. Craig (Houghton Mifflin, 1989), available on Blackboard.

## ASSIGNMENTS AND EVALUATION

- 1. Quiz, 5%; Tuesday, Feb. 04, thirty minutes, open-book;** based on lectures, readings, and films to date.
- 2. Mid-term exam, 15%; Tuesday, Mar. 11,** open-book; based on lectures, readings, and films to date.
- 3. Participation, 10%; 5% assessed Feb. 26, 5% assessed Apr. 14.** Based on participation in class discussion, including answers to reading questions.
- 4. Registrar-scheduled, final exam, 30%;** three hours, open-book; based on lectures, readings, and films to date.
- 5. Essay: 40%, due Thursday, April 24 at 12:00 noon in SS 316. Length:** minimum 2500 words (deduction of one grade level [e.g., B to B-] for each 250 words or less short of minimum). **Topic:** student's choice with approval of instructor. **Criteria of evaluation:** **a. Depth of research:** this involves an accurate general perspective (i.e., the background of your topic); command of detail on your specific topic; and suitability and strength of sources. **b. Organization,** this includes clarity, logic (there should be a logical connection among the points given in your essay), unity (maintenance of same theme throughout the whole or a large section of the essay), coherence (smooth link between minor sections of the essay), and correctness of form (e.g., having foot or

endnotes, a bibliography, the use of proper grammar, etc.). **c. Original thinking**, you are strongly encouraged to present your own perspective or views. This could take the form of presenting and supporting your own thesis, or establishing a point that has not been made before. **Students may submit a draft of their essay for suggestions up to Apr. 18.**

**6. Submission of assignments:** It is the student's responsibility to keep a copy of each submitted assignment.

**7. Policy for late assignments:** Deduction of one grade level for each day late. It is the student's responsibility to keep a copy of each submitted assignment. **No electronic submissions will be accepted.**

## Writing Skills Statement

Policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: [www.efwr.ucalgary.ca](http://www.efwr.ucalgary.ca)

## Grading System

	Grading Scale
A+	96-100
A	90-95.99
A -	85-89.99
B+	80-84.99
B	75-79.99
B-	70-74.99
C+	65-69.99
C	60-64.99
C-	55-59.99
D+	53-54.99
D	50-52.99
F	0-49

Where a grade on a particular assignment is expressed as a letter grade, it will normally be converted to a number using the midpoint of the scale. That is, A- would be converted to 87.5 for calculation purposes. F will be converted to zero.

**Ethics:** whenever you perform research with human participants (e.g., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see The Faculty of Arts research ethics webpage: <http://arts.ucalgary.ca/research/research/research-ethics>

**In Class Recordings:** students are allowed to make in class recordings.

## COURSE CONTENT

Unit	Topic
1. Japan	Societal formation, mythology <b>Reading:</b> Hane, 1-17, 19-23.
2. Japan	Chinese influence, state formation, role of emperor, Japanese language <b>Reading:</b> Hane, 25-43.
3. Religion	Indigenous religions (Japanese Shinto, Korean shamans, Vietnamese local gods); Buddhism <b>Reading:</b> Hane, 17-19 (Shinto); 37, 52-54, 74-82, 183-84 (Buddhism).
4. Japan	Samurai <b>Reading:</b> Hane, 54-59, 61-74, 92-96, 97-98, 143-144.
5. Japan	Aesthetics <b>Reading:</b> Hane, 46-52, 82-84, 102-07, 120-122, 171-82.
6. Japan	Intellectual and cultural development in the Tokugawa (1600-1868) <b>Reading:</b> Hane, 136-143, 144-53, 157-71, 182-83.
7. Japan	Late Tokugawa intellectual foment, decline, Western contact <b>Reading:</b> Hane, 122-29, 189-193, 202-208, 209-14.
8. Korea	Societal and state formation, contact with China <b>Reading:</b> Edwin O. Reischauer, <u>East Asia: Tradition and Transformation</u> , "Early Korea: The Emergence of a Chinese Type State," 277-99 (on Blackboard).
9. Korea	Further societal formation, state consolidation and decline, Korean language <b>Reading:</b> Edwin O. Reischauer, <u>East Asia: Tradition and Transformation</u> , "Yi Dynasty: A Model Confucian Society," 300-323 (on Blackboard).
10. Vietnam	Societal and state formation, contact with China <b>Reading:</b> John K. Fairbank, <u>East Asia: Tradition and Transformation</u> , "Vietnam: A Variant of the Chinese Pattern," 258-76 (on Blackboard).