

Independent Study Online Course Syllabus

Course Number: SOC 959

Course Name: Japan: A Cultural History

X Online ☐ Distance Learning

Instructor: Mary Bennett, MA

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Email is the preferred form of contact as it is checked regularly throughout the day and your instructor will respond within 24 hours.

Other Contact Information: Curriculum Services Associates
5876 E. Powers, Clovis, CA 93619

Office Hours: M-F 8:00 am – 5:00 pm by phone

Units: 3

Grade Level: K-12

Course Description

This course is designed as an introduction to the history of Japan, from its earliest known civilization to the present. Through the text, videos and the rich resources offered on the Internet, including the PBS documentary *Japan: Memoirs of a Secret Empire*, students will gain insight and knowledge into Japan's art, religion, and geography. The social, political, and economic development will be explored as students learn about the significant people, works of literature, and historic events that shaped Asia's wealthiest nation. Student will have the opportunity to apply what they have learned as they develop integrated lessons for their classroom that align to state, district or national standards, as well as the connections between these standards and the Common Core. The rich, engaging environment of the online classroom will allow you to connect with other educators as you share resources, lessons and ideas. Textbook is to be purchased separately.

Assignments are available for teachers who are not currently in the classroom.

Course Dates

Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

Technology Requirements

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

Moodle:

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle go to: (http://docs.moodle.org/en/Student_tutorials). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

Moodle Site Login and passwords – (or other online course access information)

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

Getting Help with Moodle:

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

Online Resources

Relevant online resources that support course content and encourage further investigation are provided.

Course Materials

Textbook

- You will need to purchase the required text, *Japan: Its History and Culture*, by W. Scott Morton and J. Kenneth Olenik. Available on Amazon.com (<http://goo.gl/J0YNud>)
ISBN-13: 978-0071412803
- An office productivity suite such as Microsoft Office is recommended but not required. A wider range of free alternatives, such as the Open Office or Google Docs, can be used as an alternative.

In addition, course participants will engage with relevant online resources that support course content and encourage further investigation.

Discussion Forums

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

The Online Environment

An integral part of this course is the online environment in which course participants will contribute to threaded discussions as they share methods, ideas, and relevant resources.

Course Requirements

The course is divided into six units of study:

- Standards-Based Instruction
- Reading Assignment
- Contemporary Japan: Culture and Society
- Japan: Memoirs of a Secret Empire
- Virtual Field Trip
- Japan on the Web Annotated Bibliography
- Integrated Unit

Every assignment has a rubric. Most participants are successful on their assignments because they align their work to the rubric, and assignments can be corrected and resubmitted.

Student Learning Outcomes (SLOs)

Student will be able to:	Standards Addressed *	CE program SLOs
1. Develop a chronological list of historic events that have significantly affected the development of Japan.	NBPTS 1,2,4	CE 1,2,4,6
2. Describe the lifestyle of the Japanese people.	NBPTS 1,2,4	CE 1,2,4,6
3. Cite evidence of Japan's historical perspectives.	NBPTS 1,2,4	CE 1,2,4,6
4. Describe how religion contributed to the country's cultural history.	NBPTS 1,2,4	CE 1,2,4,6
5. Outline the biography of an outstanding individual who made a significant contribution to the cultural history of Japan.	NBPTS 1,2,4	CE 1,2,4,6
6. Identify the key cities and provinces of Japan.	NBPTS 1,2,4	CE 1,2,4,6
7. Discuss the issues Japan is facing in today's world.	NBPTS 1,2,4	CE 1,2,4,6
9. Locate and critically evaluate sources related to the course topic.	NBPTS 1,2,4	CE 1,2,4,6
10. Apply grade level state or district history/social studies learning standards to develop integrated lesson plans with other subjects including math, natural history and social studies.	NBPTS 1,2,3,4	CE 1,2,4,6
11. Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess the learning progress by measuring student achievement of learning goals.	NBPTS 1,2,3,4	CE 1,2,4,6
12. Collaborate with colleagues through the use of web-based technologies.	NBPTS 5	CE 1,2,5,6
13. Assess and reflect upon teaching practices and the classroom environment in relation to the course content by responding to focus questions.	NBPTS 4	CE 3, 5

(*The National History Standards and the Common Core Standards, or the standards you are

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required to use, will be addressed as you create lessons for your students.)

National Standards

History Content Standards

Japan's history provides a wealth of information. Historians from around the world visit Japan to study Japanese culture from the early fiefdoms to the reformed economic Japan of today.

With funding from the U.S. Department of Education, the National Center for History in the School at UCLA established national history learning standards for elementary and secondary education.

(<http://www.sscnet.ucla.edu/nchs/standards/>)

The history content standards cover:

- A. Living and working together in families and communities, now and long ago.
- B. The history of peoples and many cultures around the world.
- C. Selected attributes and historical developments of various societies in Asia.
- D. Major discoveries in science and technology, their social and economic effects, and the scientists and inventors responsible for them.
- E. Long-term changes and recurring patterns in world history.
- F. The processes that led to the emergence of agricultural societies around the world.
- G. How major religions and large-scale empires arose in China.
- H. Major developments during the Tsang dynasty.
- I. The maturing of an integrated system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion.
- J. The rise of the Mongol empire and its consequences for Eurasian peoples.

Throughout this course, you will have the opportunity to apply history concepts by integrating them into a thematic teaching unit for your grade level using your state or district standards.

Common Core Standards

The **Common Core State Standards Initiative** is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The goal of this initiative is to develop a common core of state standards in English-language arts and math in grades K-12. The point of this effort is simple: *improving teaching and learning to ensure that high school graduates in every part of the nation have the knowledge and skills they need for college or a career.* The Common Core Standards are both research and evidence-based as well as internationally benchmarked. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers.

Though the program is optional, states that adopt it are more likely to receive Race to the Top federal dollars.

Common Core State Standards Initiative (<http://www.corestandards.org/the-standards>)

The standards are:

- Aligned with college and work expectations.
- Clear, understandable and consistent.
- Include rigorous content and application of knowledge through high-order skills.
- Build upon the strengths and lessons of current state standards.
- Informed by other top performing countries so that all students are prepared to succeed in our global economy and society.
- Evidence and researched based.

As you create lessons for your students you will be exploring the Common Core Standards and identifying how the lessons and activities you develop align with those standards.

National Board for Professional Teaching Standards

In an effort to enhance the learning experiences, as well as demonstrate knowledge, skills, abilities, and commitment, teachers will infuse the five core propositions set forth by The National Board for Professional Teaching Standards in their teaching practices. This will be accomplished as teachers successfully implement appropriate activities in their classroom and reflect upon the experience. In addition, teachers will be networking with their colleagues as part of a learning community. (<http://www.nbpts.org/>)

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

In addition, course participants will explore and identify how the online environment supports standards-based learning as identified in national guiding documents.

Schedule of Topics and Assignments

Assignments are available for use with or without student participation.

<i>Schedule of Topics</i>		<i>Assignments</i>
	Orientation and	<ul style="list-style-type: none">• Determine if you are prepared to take an online course

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	Introductions (SLO 10)	<ul style="list-style-type: none"> • Explore the tools and technology used in an online classroom • Introductions Discussion Forum
Unit 1	Standards-Based Instruction (SLO 8, 9, 10)	<ul style="list-style-type: none"> • Read the Standards-Based Instruction information • Standards-Based Instruction Discussion Forum
Unit 2	Reading Assignment (SLO 1,2,3,4,5,6, 10)	<ul style="list-style-type: none"> • Read the text, <i>Japan: Its History and Culture</i> • Develop a timeline of events • Complete the Japan: Its History and Culture Essay • <i>Japan: Its History and Culture</i> Discussion Forum
Unit 3	Contemporary Japan: Culture and Society (SLO 7, 10)	<ul style="list-style-type: none"> • View a selected lecture • Summarize the lecture and develop a presentation • <i>Contemporary Japan: Culture and Society</i> Discussion Forum
Unit 4	Japan: Memoirs of a Secret Empire (SLO 7, 10)	<ul style="list-style-type: none"> • View one of the <i>Japan: Memoirs of a Secret Empire</i> episodes • Develop a grade level appropriate assessment • <i>Japan: Memoirs of a Secret Empire</i> Discussion Forum
Unit 5	Virtual Field Trip (SLO 7,8,9, 10)	<ul style="list-style-type: none"> • Complete the virtual tour through Japan • Develop a Virtual Classroom Activity • Classroom Activity Discussion Forum
Unit 6	Japan on the Web Annotated Bibliography	<ul style="list-style-type: none"> • Explore the wealth of resources related to the Japan

	(SLO 3, 10)	<ul style="list-style-type: none"> • Develop an annotated bibliography of at least 10 resources
Unit 6	Integrated Unit (SLO 8,9, 10)	<ul style="list-style-type: none"> • Develop an integrated unit of study • Sharing Lesson Plans Discussion Forum
	Completing Your Assignments	<ul style="list-style-type: none"> • Complete the Course Evaluation • Complete the Course Checklist • Submit the Online Grade Form

Evidence of Learning

- Course instructor observed evidence of understanding of course objectives as demonstrated through students' presentation of their knowledge of course concepts guided by focus questions.
- Course instructor observed evidence of understanding of course objectives as demonstrated through students' reflective writing assignments.
- Student demonstrated reflective teaching practices through connections to course assignments and primary learning outcomes as described in a reflective essay.
- Student demonstrated their ability to participant in a community of learners through their contributions to asynchronous discussion forums.

Grading Policies and Rubrics

100 total points possible

100 - 90 =A

89 - 70= B or Credit Grade

Below 70 points = no credit

- The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted.
- Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

- All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Major Assignments

1. Reading Assignment
 - Timeline 10 points
 - Essay 10 points
 2. Contemporary Japan: Culture and Society 10 points
 3. Japan: Memoirs of a Secret Empire 10 points
 4. Virtual Field Trip 10 points
 5. Annotated Bibliography 10 points
 6. Integrated Unit 20 points
 7. Final Reflection 10 points
 8. Discussion Forums 10 points
- You will be participating in discussion forums as you progress through the course. There is one grade for all of the forums which is based on the rubric.

Rubric for Evaluating Assignments

Assignments	Sub-standard	Standard	Superior
Reading Assignment Timeline 10 points Superior=9-10 Standard=8 Sub-standard=7 or below	A timeline of less than 20 events in the history of Japan was presented.	A clear and detailed timeline of 20 events in the history of Japan was presented.	A comprehensive, clear and detailed timeline 20 or more events in the history of Japan including the date, name and description of the event was presented.
Essay 10 points Superior=9-10 Standard=8 Sub-standard=7 or below	Less than three significant events were presented and explanations were vague or missing.	Three events were highlighted based on their importance and clearly explained.	Three or more events were highlighted based on their importance and clearly explained.
China Traditions and Transformations	Presentation was disjointed and not clearly linked to any	Presentation was detailed and linked to the chosen lecture,	Presentation was comprehensive, clear and detailed and

Lectures from Harvard 10 points Superior=9-10 Standard=8 Sub-standard=7 or below	one lecture, content was not connected to the target grade level, summary was vague and did not include any examples	content was appropriate for the target grade level, summary was supported with examples.	clearly linked to the chosen lecture, content was highly appropriate for the target grade level and summary was detailed and included several concrete examples.
China from the Inside Assessment 10 points Superior=9-10 Standard=8 Sub-standard=7 or below	Assessment strategy is not appropriate for the target audience it is not clear if questions are linked to the selected episode.	Assessment strategy is appropriate for the target audience and questions are linked to the selected episode.	Assessment strategy is highly appropriate for the target audience and questions are clearly linked to the selected episode.
Virtual Field Trip 10 Points Superior=9-10 Standard=8 Sub-standard=7 or below	Vague description of the Virtual Fieldtrip is described, discoveries found on the field trip are missing or vague, the presentation is not appropriate for the chosen grade level, a connection to classroom implementation is unclear.	Detailed description of the Virtual Fieldtrip is described, discoveries found on the field trip are noted, the presentation is appropriate for the chosen grade level, a connection to classroom implementation was described.	Comprehensive, clear, and detailed description of the Virtual Fieldtrip is described, major discoveries found on the field trip are noted, the presentation is comprehensive, clear and detailed and is highly appropriate for the chosen grade level, a clear connection to classroom implementation was described.
China on the Web Annotated Bibliography 10 points Superior=9-10 Standard=8	Less than ten resources, lessons or activities are included in the bibliography, sources are not appropriate or relevant for the selected target	Ten resources, lessons or activities are included in the bibliography, all sources are appropriate and relevant for the selected target	Ten or more resources, lessons or activities are included in the bibliography, all sources are highly appropriate and relevant for the

Sub-standard=7 or below	audience, bibliographic information is incorrect and summary is vague or missing.	audience, bibliographic information is correct, annotations include a clear summary.	selected target audience, all bibliographic information is correct, annotations include a detailed summary.
Integrated Unit Lesson Plans 20 possible points Superior=20-18 Standard=17-16 Sub-standard=15 or below	Less than three lessons were defined, standards were not correlated to the activities, objectives were missing or vague, reflections contained a minimal description of the grouping, procedures, and there were no connections to other subject areas.	Three lessons were defined, standards were correlated to most of the activities, the objectives were adequately stated but not always specific, descriptions were generally clear but did not always comprehensively describe the groupings, and procedures, few suggestions for integrating other subject areas, students were not always required to use critical thinking skills.	Three or more lessons were defined, standards were correlated to all activities, objectives were specific and stated in terms of observable learner outcomes, there was a clear and concise description of the groupings, the procedure, and suggestions for integrating other subject areas, and required students to use critical thinking skills.
Reflective Essay 10 points Superior=9-10 Standard=8 Sub-standard=7 or below	Reflection is vague in relation to course content and there is not a connection between course assignments and primary learning outcomes.	Reflection is specific to the course content, an adequate description of the connection between the course assignments and the primary learning outcomes is presented.	Reflection displays critical thinking that is clear, concise, and specific to the course content, a clear connection between the course assignments and the primary learning outcomes is presented.
Discussion Forums 10 points possible	Less than 100% of Discussion Board assignments were completed, postings	100% of all Discussion Board assignments were completed, postings respond to the	100% of all Discussion Board assignments were completed, postings fully

Superior=9-10 Standard=8 Sub- standard=7 or below	minimally responded to the question and the information is superficial without any evidence of insight or analysis, may be completely off topic, no connections are made to content or real-life situations, attachments are missing as described in the assignments.	question and deliver information that demonstrate insight, thought, and analysis, connections are sufficiently made to previous or current content or to real-life situations, attachments are present as described in the assignments.	addressed the question and delivers information that is full of insight, thought, and analysis, connections are made to previous or current content or to real-life situations, appropriate attachments are present as described in the assignments.
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Writing Requirements

Superior: Writing is clear, succinct, and reflects graduate level expectations.

Standard: Writing is acceptable with very few mistakes in grammar and spelling.

Sub-standard: Writing contains noticeable mistakes in grammar and spelling.

Grading Options

Course assignments are graded with the use of a Scoring Rubric. Course participants have the option of requesting a letter grade or a credit/no credit.

Instructor/Student Contact

Built into the course requirements are contacts between the course instructor and the students via asynchronous discussions. Questions are addressed and assistance is offered through these contacts, however, students are encouraged to contact the instructor anytime throughout the course to discuss the materials, assignments, or any questions that they may have.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL <http://www.fresno.edu>.

How to send Email:

The subject line of all Email must contain the following information:

course number your last name, first initial.

example: SOC959A Bennett, M.

Email sent without this subject line will not be opened.

If you have to leave a message, please leave your name, the course number, and any questions you may have along with a phone number so that we may return your call.

References/ Resources

Delicious

(<http://www.delicious.com/maryebennett>)

This link is to my social bookmarking site. This site is constantly growing with relevant and valuable resources for teachers.

Bibliography of Japan Resources: (<https://goo.gl/RyGRx3>)

Bibliography

The resources below have been selected to compliment the course content.

Beasley W. G. (1999). *The Japanese experience: A short history of Japan*. University of California Press.

Buruma, I. (2003). *Inventing Japan: 1853-1964*. Weidenfeld and Nicolson.

Brown, D. M. et. al. (1985). *Japan*. Time-Life Books.

Christopher, R. (1983). *The Japanese mind: The goliath explained*. Simon & Schuster.

Hall, J. et. al. (1999). *The cambridge illustrated history of Japan: six volumes*. Cambridge University Press.

Hern, L. (1955). *Japan: An attempt at interpretation*. Charles E. Tuttle Company.

Henshall, K. G. (1999). *A history of Japan: From stone age to superpower*. McMillan Press.

- Horner, F. J. (1948). *Case history of Japan*. Sheed & Ward.
- Keene, D. *Living Japan: The land, the people and their changing world*. Garden City, Doubleday & Company.
- Kato, S. (2002). *A history of Japanese literature: The first thousand years*. Kodansha International.
- Michener, J.A. (1958). *Japanese prints: From early masters to the modern*. Charles E. Tuttle Company.
- Mizoguchi, K. (2002). *An archaeological history of Japan: 30,000 B.B to A.D. 700*. University of Philadelphia Press.
- Meyer, M. W. (1993). *Japan: A concise history*. Rowman & Littlefield.
- Packard, J. M. (1988). *Sons of heaven: A portrait of Japanese monarchy*. McDonald Queen Anne Press.
- Paine, R. (1981). *The art and architecture of Japan*. Yale University Press.
- Reischauer, E. O. (1977). *The Japanese*. Harvard University Press.
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- Tanaka, S. (1993). *Japan's orient: Rendering pasts in history*. University of California Press.
- Toutman, C. (2005). *A history of Japan*. Blackwell Publishing Ltd.
- Varley, H.P. (2000). *Japanese culture*. University of Hawaii Press.
- Woods, S. (2004). *Japan: an illustrated history*. Hippocrene Books, Inc.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such

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reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.