

Cover Sheet: Request 12152

JPT 3XXX

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Christopher Smith csmith2@ufl.edu
Created	12/5/2017 12:43:25 PM
Updated	1/11/2018 9:09:13 AM
Description of request	Explores issues within Japanese visual culture, and uses visual-cultural products to explore Japanese political, cultural, social, and historical issues. Introduces and analyzes historically significant, foundational works of Japanese visual culture, unpacks genre and genre tropes in contemporary visual-cultural works, and analyzes several visual-cultural works that tackle significant social issues.

Actions

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Christopher Smith	<p>Chris - Could you please modify transcript title to read: Japan Visual Culture or JAP Visual Culture or JPN Visual Culture.</p> <p>Under the description of "Class Participation," it would be helpful if you add the following: "A rubric will be used in the evaluation process and it will be distributed separately." You could attach a pdf copy of the rubric that I sent out via Tunde last month. Please label it as "Class Participation Rubric."</p> <p>Please add a similar rubric for the "Discussion leader Days" according to which students will be evaluated and upload it. Please label it as "Discussion Leader Rubric" or something along these lines.</p> <p>I do not think you need to upload a syllabus, but I do not think it would harm, so you could keep it.</p> <p>Once you have taken care of these items, I can then go ahead and forward it to the LLC Curriculum Committee. If other issues are brought up at that stage, I will let you know about them. Otherwise, I can go ahead and approve it, in which case it will move to CLAS CC (Curriculum Committee).</p>	12/5/2017
No document changes					
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Christopher Smith	Please never use the abbreviation "JAP" or "Jap," as it is a perjorative term dating from WWII, and has been scrupulously avoided at UF.	12/12/2017
Class Participation Rubric.pdf					12/5/2017
Discussion Leader Rubric.pdf					12/5/2017

Step	Status	Group	User	Comment	Updated
Department	Commented	CLAS - Languages, Literatures and Cultures 011686001	Christopher Smith	If the majority of the readings are in English, then the prefix to the course should be JPT. This document is inconsistent in this regard, showing both JPN and JPT. In my opinion, the course should be JPT Japanese Visual Culture. The prefix JPN is when the object of study is Japanese language, and the prefix JPW is used when the majority of the readings are in Japanese.	12/12/2017
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Christopher Smith		12/12/2017
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Christopher Smith	The committee conditionally approves, with two requests. 1) That the course description be reduced to 50 words, in line with university rules 2) That the syllabus be removed from the request, as it is not needed for UCC approval	1/10/2018
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Christopher Smith		1/11/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Christopher Smith		1/11/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/11/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 12152

Info

Request: JPT 3XXX

Description of request: Explores issues within Japanese visual culture, and uses visual-cultural products to explore Japanese political, cultural, social, and historical issues. Introduces and analyzes historically significant, foundational works of Japanese visual culture, unpacks genre and genre tropes in contemporary visual-cultural works, and analyzes several visual-cultural works that tackle significant social issues.

Submitter: Christopher Smith csmith2@ufl.edu

Created: 1/10/2018 10:08:42 AM

Form version: 5

Responses

Recommended Prefix: JPT

Course Level: 3

Number: XXX

Category of Instruction: Intermediate

Lab Code: None

Course Title: Japanese Visual Culture

Transcript Title: Jpn Visual Culture

Degree Type: Baccalaureate

Delivery Method(s): 4637 On-Campus

Co-Listing: No

Co-Listing Explanation: N/A

Effective Term: Earliest Available

Effective Year: Earliest Available

Rotating Topic?: No

Repeatable Credit?: No

Amount of Credit: 3

S/U Only?: No

Contact Type: Regularly Scheduled

Weekly Contact Hours: 3

Course Description: Explores issues within Japanese visual culture, and uses visual-cultural products to explore Japanese political, cultural, social, and historical issues. Introduces and analyzes historically significant, foundational works of Japanese visual culture, unpacks genre and genre tropes in contemporary works, and analyzes several visual-cultural works that tackle significant social issues.

Prerequisites: JPT3500 or JPT3120 or ASH3442

Co-requisites: N/A

Rationale and Placement in Curriculum: This course adds the growing field of Japanese visual culture to our instructional curriculum. It bridges the gap between the literature courses and film course we offer, and responds to strong student interest in the topic, as well as growing scholarly interest.

Course Objectives: By the conclusion of the course, it is expected that students will be able to:

- Critically analyze works of Japanese visual culture.
- Identify major works of Japanese visual culture and describe their contributions to the medium.
- Interpret how general historical trends have affected Japanese visual culture.
- Differentiate major trends in the style and content of Japanese visual culture.
- Argue persuasively about Japanese visual culture in writing

Course Textbook(s) and/or Other Assigned Reading: Tezuka, Osamu. Astro Boy Vol. 1 & 2, Dark Horse, 2008. ISBN 1595821538

Tezuka, Osamu. Phoenix Vol. 1, VIZ Media, 2003. ISBN 1569318689

Tezuka, Osamu. Phoenix Vol. 3, VIZ Media, 2003. ISBN 1591161002

Tezuka, Osamu. Phoenix Vol. 7, VIZ Media, 2006. ISBN 1421505177

Tezuka, Osamu. Phoenix Vol. 8, Viz Media, 2006. ISBN 1421505185
Kishimoto, Masahi. Naruto Vol. 1, VIZ Media, 2003. ISBN 1569319006

Weekly Schedule of Topics Week 1: Early visual culture

Toba - Choju Giga (12th C)

Hokusai – Manga (19th C)

Schodt – Thousand Years

Gravett – Origins

Edo Roasted Playboy (18th C)

Kern – Origins

Week 2: Wartime and Postwar visual culture

Tagawa – Norakuro (1938)

Norakuro video (1934)

Dower - Embracing Defeat

Tezuka - Astro Boy Vol. 1

Tezuka - Astro Boy Vol. 2

Week 3: Visual culture of the protest movement

Steinhoff – Student Protest

Tatsumi – Goodbye

Shirato – Kamuiden

Week 4: Visual culture of the Cold War

Tomino - Mobile Suit Gundam (eps. 1,2,13,20,32)

Ishiguro - Super Dimension Fortress Macross (eps. 1,4,14,22,27)

Week 5: Production of visual culture, intro to genre

Kasai and Noriaki – Bakuman (eps. 1,6,13,15,25)

Kishimoto – Naruto Vol. 1

Kishimoto – Naruto Vols. 46,47,48 excerpts

Week 6: Genre continued: Girls' visual culture

Ikeda – Rose of Versailles

Yoshizumi - Marmalade Boy Vol. 1-2

Week 7: Genre continued: Adult visual culture

Hirogane - Division Chief Kosaku Shima Vols. 1-2

Ogasawara – Office Ladies and Salaried Men

Akizuki - Survival in the office: the evolution of Japanese working women v. 1-2

Week 8: Midterm, intro to Tezuka Osamu

===Midterm===

Kojiki (pp. 21-37)

Tezuka – Phoenix Vol. 1

Week 9: Tezuka continued

Kojiki (pp. 38-44)

Tezuka – Phoenix Vol. 3

Gikeiki (pp. 905-913)

Tale of the Heike 1

Tezuka – Phoenix Vols. 7

Week 10: Tezuka continued, intro to the visual culture of war memory

Gikeiki (pp. 913-917)

Tale of the Heike 2

Tezuka – Phoenix Vol. 8

Masaki - Barefoot Gen

Week 12: War memory continued

Takahata - Grave of the Fireflies

Miyazaki - The Wind Rises

Week 13: The visual culture of Japanese nationalism

Kersten - Neo-Nationalism and the 'Liberal School of History'

Kobayashi – Sensoron

Furuhashi – Zipang (eps. 1,3,13,21,25)

Week 14: The visual culture of contemporary social issues

Nagaoka - Crest of the Stars (eps. 1,2,3,6,13)

Daichi - Now and Then, Here and There (eps. 1,2,3,6,11)

Week 15: Class Choice

Class Choice

Week 16: Student research presentations

Links and Policies Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/Class Demeanor>

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Resources Available for Students

HEALTH AND WELLNESS

U Matter, We Care: umatter@ufl.edu; 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)

Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601

Library Support: <http://cms.uflib.ufl.edu/ask>

Teaching Center: Broward Hall; 392-2010 or 392-6420

Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Grading Scheme Evaluation of grades

Grades will be assessed according to the following breakdown. See below for descriptions:

Discussion leader day - 15%

Class Participation - 10%

Reading Journal - 10%

One 8- to 10-page Final Essay - 20%

Midterm - 20%

Final - 25%

Grading Scale

Grade Percentage

A 93-100

A- 90-92

B+ 87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Discussion Leader Days

Every student will be assigned one day to be the discussion leader. When you are the discussion leader you should prepare to give a 10 minute presentation. Your presentation should focus your classmates' attention on specific features of the day's text(s). Point out key features, either visual or narrative; identify key plot or character development moments; compare and contrast to earlier works; show us anything you found surprising or interesting. You should prepare a visual aid to help present your ideas (i.e., Powerpoint). After this quick presentation, you should be prepared to lead the class in a discussion, so you should have 2-3 discussion questions about the text ready that can serve to spark class discussion. A rubric will be used in the evaluation process, distributed separately.

Class participation

Since a major aspect of this course is class and group discussion, you should be prepared to participate in these discussions each class day. This means you should have read the assigned reading and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. A rubric will be used in the evaluation process, distributed separately.

Final Essay

This essay should be 8-10 pages, double spaced, in 12-point type. This is a persuasive essay that presents a thesis and defends it by citing from the readings or viewings. For this essay at least three secondary sources are required. The goal of this paper is to give you a high degree of freedom to explore topics and works that interest you, using the knowledge and analytical skills you have learned in class. You should pick your own work of Japanese visual culture and develop your own thesis about that. You will also have to give a 5 minute presentation on your paper topic during the last week of class as part of your essay grade.

Reading Journal

You will be required to keep a reading journal. For each day's reading(s) or viewing(s), you should jot down about a paragraph (you can certainly write more, but it is not expected). This is a learning tool that will help you reflect upon the readings. This will become a journal of your thoughts that might be useful when writing the essay and during class discussions. Submit before each class day on Canvas.

Exams

The midterm and final exams will be taken in class, closed book and closed notes. The final will be cumulative.

Instructor(s) Christopher Smith

Participation grading rubric

Participation/ Engagement	25 points always came prepared to class and actively participated in all discussions and activities	21 points usually came prepared and participated in discussions without being called on	17 points showed some preparation for class, but needed more to fully participate	13 points showed little preparation for class	9 points showed no preparation for class	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Respect/ Attention	25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain	18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion	17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active	13 points distracted, inattentive, or disengaged from class activities and discussions	9 points mostly inattentive to class discussions, the instructor, and peers	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
Impact on class	25 points actively made a positive impact on the class	18 points made a positive, although quiet and passive contribution to the class	17 points neutral impact on class process	13 points participated minimally in classroom activities; negative impact on class process	9 points failed to contribute to the class a/o detracted from the class with her/his negative attitude	4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation	_____/25
TOTAL							_____/75
COMMENTS							

Discussion Leader Presentation Rubric

					Your Points
Organization	5 Audience cannot understand presentation because there is no sequence of information.	9 Audience has difficulty following presentation because student jumps around.	13 Student presents information in logical sequence which audience can follow.	17 Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	5 Student does not seem to understand the topic very well. Fails to meet objective of assignment.	9 Student shows a good understanding of parts of the topic. Knowledgeable but fails to meet objective of assignment.	13 Student shows a good understanding of the topic. Knowledgeable and somewhat meets objective of assignment.	17 Student shows a full understanding of the topic. Meets objective of assignment.	
Visual Aids	5 Student uses superfluous visual aids or no visual aids.	9 Student occasionally uses visual aids that rarely support the presentation.	13 Student's visual aids relate to the presentation.	17 Student's visual aids explain and reinforce the presentation.	
Presentation	5 Student makes no eye contact and only reads from notes. Student mumbles or speaks too quietly for audience in the back of class to hear.	9 Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low and audience members have difficulty hearing.	13 Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear and Most audience members can hear.	17 Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and all audience members can hear.	
Length	3 Too long or too short; five or more minutes above or below the allotted time.	7 Within four minutes of allotted time.	11 Within three minutes of allotted time.	15 Within two minutes of allotted time.	
Discussion Questions	5 Student provides only one discussion question, or questions are not relevant to the text.	9 Student provides at least two questions, but they are primarily plot questions.	13 Student provides at least two questions relevant to the text that are not easily answerable and facilitate class discussion.	17 Student provides at least two questions relevant to the text that connect it to some larger issue and facilitate insightful class discussion.	
				Total Points:	