



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: JPNS

Course and Section #: 251G-002

Course Title: Introduction to Japanese Culture and Society

Credits: 3

Course Description

Introduces Japanese culture and society by exploring its history, religion, government, customs and traditions. Analyzes and evaluates the differences and similarities between Japanese and American cultures. Taught in English and little or no Japanese language skill required. Fulfills the requirements for a G/I course.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Stout, Timothy Glenn

Student Learning Outcomes

1	Recognize how the Japanese people adopted foreign cultures, assimilated and refined them into their own culture;
2	Evaluate the historical development of Japan as a nation and its culture and civilization;
3	Discuss how the current behaviors of the Japanese people have been formed;
4	Analyze the difference between the Japanese culture and the American culture and acquire knowledge and skills to properly respond to Japanese behavior;
5	Identify stereotypical descriptions and misunderstandings of the Japanese and Japanese culture and the reality of them;

6	Analyze the differences and similarities in the Japanese and American ways of thinking, belief, attitudes, customs, manners, and values.
7	Traits Upon successful completion, students should have the following attitude(s)/traits: 1 - Interrelate respectfully with individuals representing cultures and perspectives other than one's own.

Course Materials and Texts

- Morton WS, Olenik JK. Japan: Its History and Culture. 4th ed. McGraw-Hill; 2004.
 - Davies, Roger, and Osamu Ikeno, editors. The Japanese Mind: Understanding Contemporary Japanese Culture. Tuttle Publishing, 2002.
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Course Requirements

Course Assignments, Assessments, and Grading Policy

- Attendance and Participation 10%:** Active class attendance and engagement in discussions are crucial for mastering the material.
 - Daily Reading Checks 20%:** Regular reading quizzes ensure students are prepared and comprehending the assigned materials.
 - Unit Quizzes and G/I Reflections 20%:** Unit quizzes test understanding of key concepts, and G/I reflections help students connect grammar and ideas to real-world contexts.
 - Student Presentations 20%:** Students will deliver presentations to demonstrate their understanding and improve their communication skills.
 - Midterm Exam 10%:** A comprehensive assessment covering the material from the first half of the course.
 - Final Exam and G/I Key Assignment 20%:** The final exam and culminating assignment evaluate overall comprehension and the application of grammar and ideas.
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Required or Recommended Reading Assignments

n/a

General Description of the Subject Matter of Each Lecture or Discussion

Introduction to Japanese Culture and Society GI. (3 Credits)
Morton & Olenik, Chapter 1: The Origins and Early History of the Japanese
No reading assignment; Video lecture (no class on campus); Silicon Slopes Summit
Morton & Olenik, Chapter 2: The Introduction of Chinese Thought and Culture: Asuka Period (552-710)
Morton & Olenik, Chapter 3: The Stimulating Effect of Chinese Culture: Nara Period (710-794)
Quiz 1
Morton & Olenik, Chapter 4: The Japanese Pattern, Early Heian Period (794-857); Late Heian or Fujiwara Period (858-1158)
Morton & Olenik, Chapter 5: The Rise of the Warrior Class and the Gempei War (1158-1185)

Morton & Olenik, Chapter 6: Government by the Military Shogun (1185-1336)
Quiz 2
Morton & Olenik, Chapter 7: The Ashikaga Shogunate, Nambokucho (1336-1392); Muromachi (1392-1573)
Morton & Olenik, Chapter 8: The Golden Age of Japanese Art (1378-1490)
Morton & Olenik, Chapter 9: The Unification of Japan, Sengoku-Jidai (1534-1615)
Quiz 3
Morton & Olenik, Chapter 10: Japan in Isolation, The Tokugawa Shogunate, Part I (1615-1715)
Morton & Olenik, Chapter 11: The Winds of Change, The Tokugawa Shogunate, Part II (1716-1867)
Morton & Olenik, Chapter 12: The Meiji Restoration and the Modernization of Japan (1868-1914)
Midterm Exam, Global/Intercultural Reflection
Morton & Olenik, Chapter 13: Expansion, Liberalism, and Militarism (1914-1931)
Morton & Olenik, Chapter 14: Manchukuo, The China War, and World War II (1931-1945)
Morton & Olenik, Chapter 15: Post War Japan
Quiz 5
Morton & Olenik, Chapter 16: Japan Today—Economy, Part 1
Morton & Olenik, Chapter 16: Japan Today—Economy, Part 2
Morton & Olenik, Chapter 17: Japan Today—Foreign Affairs and Political Life, Part 1
Quiz 6
Morton & Olenik, Chapter 17: Japan Today—Foreign Affairs and Political Life, Part 2
Morton & Olenik, Chapter 18: Contemporary Japanese Life, Part 1
Morton & Olenik, Chapter 18: Contemporary Japanese Life, Part 2
JPNS 251G Final Exam & Key Assignment 1:00 to 2:50 pm

Required Course Syllabus Statements

Generative AI

A note on the use of artificial intelligence (AI) tools. The use of artificial intelligence is not prohibited in itself. AI has many beneficial uses, and you will do well to learn how to use AI tools effectively. We will discuss this during the semester. Just keep in mind that it is not appropriate to have an AI tool produce work that you submit as your own. It is appropriate to use AI tools to help you develop ideas, explore counter arguments, get feedback on areas your work might improve, and for many other uses. If you find that you are using AI to help you learn (e.g., to take full advantage of your educational opportunity) rather than to do work for you so you can turn something in (e.g., educational obligation), you are probably doing it right. If you copy and paste something, it better have a proper citation. When you see school as an opportunity rather than as an obligation, you open the door to the full benefits.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.