

HIS 350: Modern Japan

Jonathan Skaff

Paper Assignment 2: Living through Japan's Modernization

Due: Monday, November 11

- Hard copy due in class with the grading sheet on the reverse attached
- Electronic Copy submitted to the to the D2L Assignment Folder.

Length: 4 to 7 pages, double-spaced in 12-point font

Topic: Fukuzawa Yūkichi (1835-1901) and Kaneko Fumiko (1903-1926) lived through Japan's political, economic and social modernization during the Meiji (1868-1912) and Taishō (1912-1926) eras. Both were headstrong, ambitious, and highly intelligent individuals who in their teens and twenties were unwilling to accept conventional societal norms. In the end, Fukuzawa Yūkichi became a successful and famous figure who used his modern knowledge and connections to prosper, while Kaneko Fumiko struggled to find a stable family life and place for herself in society, and became a notorious rebel who ended her own life in a prison suicide.

Using their lives and experiences as evidence, write a paper reflecting on what Andrew Gordon means when he writes, "Like all modern revolutions, the changes of the Meiji era left a complex legacy of progress and pain" (*A Modern History of Japan*, p. 116). The paper should defend a thesis, based on a comparison of their lives and experiences, explaining why Japan's modernization created opportunities for some people, while others struggled to live stable lives. There are no right or wrong answers to this topic, but be sure to defend your thesis with persuasive evidence.

The content grade of your paper will be based upon on how well you formulate a thesis and defend it with evidence from *Fukuzawa Yūkichi: From Samurai to Capitalist*, *The Prison Memoirs of a Japanese Woman*, relevant assignments in *A Modern History of Japan*, and class lectures. Additional research in library sources is allowed, but not necessary. **NO INTERNET SITES ARE ALLOWED UNLESS LEHMAN LIBRARY PROVIDES DATABASE LINKS TO THEM.**

The paper should include citations and a bibliography. History majors should use Chicago A (Turabian notes-bibliography) or Chicago B (Turabian author-date) format. Students who are not history majors have the option of using MLA. **Quotations or ideas** that you take from your sources should be acknowledged with properly formatted citations and bibliography. Failure to acknowledge the source of a quote or an idea is **plagiarism**. To check for plagiarism or Artificial Intelligence, *all papers must be submitted to the D2L Assignment Folder*. **Flagrant cases of plagiarism or AI usage will result in a grade of "F" for the class.**

Evaluation: 80% of the grade will be based on content. Grades of A will be awarded to papers that demonstrate persuasive argumentation defending a thesis, and excellent understanding of Japan's modernization, and the lives and experiences of Fukuzawa Yūkichi and Kaneko Fumiko. The other 20% will be based upon grammar and word usage (4%), spelling, capitalization and punctuation (4%), organization (4%), readability (4%), and citations and bibliography (4%).

Grading sheet (attach to paper)

Name: _____

I. Content (80%)

Understanding of Fukuzawa's life and experiences: ___Excellent ___Good ___Fair ___Poor

Understanding of Kaneko's life and experiences: ___Excellent ___Good ___Fair ___Poor

Understanding of Japan's modernization: ___Excellent ___Good ___Fair ___Poor

Defense of thesis with persuasive evidence: ___Excellent ___Good ___Fair ___Poor

A=72-80, B=64-71, C=56-63, D=48-55, F=47 or lower _____

II. Writing mechanics (20%)

A=4, B=3.5, C=3, D=2.5, F=2 or lower

Grammar and word usage (4%) _____

Spelling, capitalization, and punctuation (4%) _____

Organization (4%) _____

Readability (4%) _____

Citations and bibliography (4%) _____

Total _____

Correction Symbols Used in Grading Paper

agr	wrong agreement (noun-verb or noun-noun)
awk	awkward sentence
cit	citation needed
frag	sentence fragment (usually a sentence that lacks a verb)
org	organization problems
redun	redundant (using different words to say the same thing more than once)
rep	repetitious use of the same word
run-on	run-on sentence
sp	wrong spelling
trans	poor transition (between sentences or paragraphs)
tn	wrong verb tense
unc	unclear phrase, sentence, or paragraph
wf	wrong grammatical form of word
ww	wrong word usage
¶	new paragraph needed