



NC GLOBAL DISTINCTION

Faculty Curriculum Development Grant Proposal Cover Sheet Individual Project

Community College: Forsyth

Technical Community

College

Department: Humanities

Which course will this project create a global module for? HUM 110 Technology and Society

World region module will focus on (choose 1 or 2 regions unless you choose "A combination of World Regions").

Africa

Asia

Europe and the European Union

Latin America

Middle East and Muslim civilizations

A combination of World Regions

How many students enroll in these courses per academic year? 350

Japan Module Description

The Industrial Revolution in Great Britain drastically changed the lives of people in Europe, and the United States of America. In Asia, Japan, a non-Western nation modernized, industrialized and westernized after the arrival of Commodore Matthew Perry to Edo Bay, present day Tokyo. This module focuses on Japan, and the technological advances Japan has made since the 19th century, and the impact Japan has made to the modern world with the invention of fuel-efficient automobiles, video games, bullet trains and robots. Students will also be introduced to the Samurai sword and the code of Bushido.

Module Objectives/Global Learning Outcomes

While completing this module, students should:

Learn additional information about Japanese culture and society.

Understand how culture influences the acceptance or rejection of a certain weapon technology, the use of the Samurai sword instead of guns in warfare.

Describe the rise and growth of the automotive industry in Japan in the 1960's. (Toyota, Honda...)

Describe the beginnings of the video game industry in Japan and Japan's impact on the gaming industry.

Explain Japan's high-speed train—the Shinkansen and its contribution to railroad technology in the world.

Account for the rise of the robotic industry in Japan & describe the uses of robots in Japanese industry & business.

Describe the huge technological impact Japan has made to the twenty first century.

Methodology:

Instructor will give lectures on Japan, brief history, feudalism, and geography about Japan. Videos and films about the mentioned topics will be shown. A map of Japan will be handed out to each student.

For all five assignments in this module:

Students will work in the computer lab or in the classroom doing research.

Assignment 1: The Katana, the Japanese sword-symbol of a culture

Assignment 2: Japanese cars

Assignment 3: Japan's the high speed train—the Shinkansen

Assignment 4: Gaming technology

Assignment 5: Japan's robot revolution & the robotic industry in Japan

Assignment #1 The Katana, the Japanese sword-symbol of a culture

Objectives:

At the end of this section, students should be able to:

Understand why the Katana was an important weapon in Japanese warfare.

Understand how culture and politics affected the rejection of western weapon technology like the gun.

Understand Samurai culture and lifestyle today.

Activity Description

For this assignment:

Instructor will give lectures about feudalism in England and medieval knights, the arrival of Europeans and Americans to Japan before the 16th century, and the modernization and industrialization of Japan.

Students will watch *The Last Samurai* released on November 25, 2003 by Warner Sunset Records.

After watching *The Last Samurai*, students will answer the questions below:

1. What is a Samurai? What does Tom Cruise believe it means to be a Samurai? How should Samurais live their lives?
2. What is the code of the Samurai? How was the code of the Samurai illustrated in this movie? (Respond to questions #1 and #2 using at least 250 words, complete sentences, correct spelling, grammar and punctuation)
3. What is the difference between knights during medieval England times compared to the Samurai?
4. What was the rebellion in the movie about?
5. Based on events in the final battle, what role did technology play in the defeat of the Samurai?

Materials and Resources

The Japanese Sword - Symbol of a Culture

<http://drdeanhartley.com/ColHartley/Oriental/JapaneseSwordSymbolofCulture.htm>

Japanese Swords: Cultural Icons of a Nation; the History, Metallurgy and

Iconography of the Samurai Sword Paperback – August 19, 2014. <https://www.japan-zone.com/omnibus/katana.shtml>

Japanese Swords: Cultural Icons of a Nation; The History, Metallurgy and

Iconography of the Samurai Sword. Colin M. Roach and Nicklaus Suino (e-book)

"Katana Swordplay Exercise is Tokyo's Latest Fitness Trend." *EFE News Service*,

Nov 04, 2015. *ProQuest*, [http://nclive.org/cgi-](http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1729307939?accountid=10939)

[bin/nclsm?url=http://search.proquest.com/docview/1729307939?accountid=10939](http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1729307939?accountid=10939).

O'Neill, Tom. "The Samurai Way." *National Geographic*, vol. 204, no. 6, 12, 2003, pp.

98-104,106-108,110-120,122-130. *ProQuest*, [http://nclive.org/cgi-](http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1353063109?accountid=10939)

[bin/nclsm?url=http://search.proquest.com/docview/1353063109?accountid=10939](http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1353063109?accountid=10939).

Assignment 2: Japanese cars

Objectives:

At the end of this section, students should be able to:

Explain the T-TEN program at Forsyth Tech sponsored by Toyota.

Describe the rise and growth of the automotive industry in Japan in the 1960's.

Describe how the Toyota and Honda companies take over the small car industry.

Compare and contrast Japanese small cars to an American made car by Ford or Chevrolet in the 1960's.

Determine the impact of Japanese cars on Japan and the world.

Activity Description

Students will tour North Carolina's only Toyota T-Ten Training Facility at Forsyth Tech at 4255 North Patterson Avenue, Winston-Salem, NC 27105. Students will see the most advanced diagnostic, repair systems and equipment used by Toyota.

For about three class periods, students will work in groups to share in a PowerPoint presentation or essay about their visit to the T-Ten facility. Students will also research the history and growth of the Japanese automotive industry after the Second World War, the rise and growth of Toyota and Honda, and compare Japanese smaller cars to American made cars. Students will also summarize their study about the impact of Japanese cars in the world, especially the United States, and turn in a hand out that matches their PowerPoint presentations so they get some practice, and instructor can provide feedback. Students will share their project with the rest of the class.

Materials and Resources

"Getting Lost, and Finding the Way, In Tokyo," *MHC Today*, September 23, 2013

"How Japanese Cars Changed the World: An Insider's Look"

https://www.youtube.com/watch?time_continue=295&v=Gey80MzOsCM

"Describe the rise and growth of the automotive industry in Japan in the 1960's".

https://www.youtube.com/watch?time_continue=295&v=Gey80MzOsCM

"History of Toyota"

https://en.wikipedia.org/wiki/History_of_Toyota

"The Japanese Automotive Industry"

<https://www.japanindustrynews.com/2016/03/japanese-automotive-industry/>

"The rise of Japan: How the car industry was won"

<https://www.theglobeandmail.com/globe-drive/adventure/red-line/the-rise-of-japan-how-the-car-industry-was-won/article27100187/>

Assignment 3: Japan's the high speed train—the Shinkansen

Objectives:

At the end of this section, students should be able to:

Explain and understand what the Shinkansen is.

Describe the railroad system in Japan, the Shinkansen and its impact on Japan itself, China, Korea and even the US.

Describe the effects of the Shinkansen on Japanese society, business, economy, environment and culture.

Describe its impact on the rest of the world.

Compare China's Maglev train to the Shinkansen.

Activity Description

For this assignment, students will be divided into 4 groups.

Group 1 will research railroads in 19th century Japan and provide a map of railway lines.

Group 2 will Research the Shinkansen and provide a map of the Shinkansen today.

Group 3 will research the benefits of the Shinkansen

Group 4 will research the high-speed train in China and compare that to the Shinkansen in Japan.

Then, each group will create a map, an essay or short presentation stating what they learned.

Materials and Resources:

[An Anthropology of the Machine Tokyo's Commuter Train Network](#) Michael Fisch 2018. University of Chicago Press.

“Shinkansen” <https://www.japan-guide.com/e/e2018.html>

“China's bullet train makers to merge”. (2014, Dec 31). *The Daily Telegraph* Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1640939610?accountid=10939>

“How the Shinkansen bullet train made Tokyo into the monster it is today” <https://www.theguardian.com/cities/2014/sep/30/-sp-shinkansen-bullet-train-tokyo-rail-japan-50-years>

“Rail transport in Japan” https://en.wikipedia.org/wiki/Rail_transport_in_Japan

“Shanghai Maglev Train — The Fastest Train in the World”

<https://www.chinahighlights.com/shanghai/transportation/maglev-train.htm>

“Why Japan’s Bullet Train will finally bring high speed rail to America”

<https://gizmodo.com/why-japan-s-bullet-train-will-finally-bring-high-speed-1707615418>

Zoellner, T. (2014, Mar). High-speed empire: THE BULLET TRAIN. *Foreign Policy*, , 44-51,8. Retrieved from <http://nclive.org/cgi-bin/nclsm?url=http://search.proquest.com/docview/1511443017?accountid=10939>

Assignment 4: Japan's gaming technology

Objectives:

At the end of this section, students should be able to:

Trace the history of video games in Japan.

Learn about Nintendo.

Learn about the video game industry in Japan.

Explain Japan's contribution to video games.

Describe how Japan changed video games forever.

Activity Description

Students will watch a YouTube video (<https://www.youtube.com/watch?v=HjVP24VEPPo>) about a visit to Nintendo in Kyoto, Japan.

Students will then respond to the questions:

1. What are your thoughts about the video?
2. What did you find interesting about the visit to Japan and the Nintendo headquarters?
3. Conduct a short research about the history of video games in Japan, and the rise of Nintendo.
4. Summarize in a short essay or a presentation about Japan's contribution to the gaming world.

Materials and Resources

"A Look at Technological Advances in Video Games"

http://www.streetdirectory.com/travel_guide/138770/gaming/a_look_at_technological_advances_in_video_games.html

Atari to Zelda : Japan's Videogames in Global Contexts, Mia Consalvo, MIT Press 2016.

A Casual Revolution: Reinventing Video Games and Their Players by Jesper Juul
MIT Press, 2010.

"How Japan changed video games forever"

<http://www.cnn.com/2017/11/12/asia/future-japan-videogame-landmarks/index.html>

“How Japanese video games made a comeback in 2017”<https://www.theverge.com/2017/6/30/15894404/japan-video-game-comeback-zelda-resident-evil-e3-2017>

The Foundation of Geemu: A Brief History of Early Japanese video games
By Martin Picard <http://www.gamestudies.org/1302/articles/picard>

“The History Of Gaming: An Evolving Community”
<https://techcrunch.com/2015/10/31/the-history-of-gaming-an-evolving-community/>

Kohler, Chris. *Power-Up : How Japanese Video Games Gave the World an Extra Life*, Dover Publications, 2015. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/forsythtech-ebooks/detail.action?docID=4715265>.

“Video game culture” https://en.wikipedia.org/wiki/Video_game_culture

“The Video Game: Past, Present, and Future.” Films Media Group, 2001, fod.infobase.com/PortalPlaylists.aspx?wID=107953&xtid=32924. Accessed 16 May 2018.

Ryan, Jeff, Penguin, 2011. *How Super Mario conquered America*.

“The 10 most famous Japanese video games”

<http://www.telegraph.co.uk/gaming/what-to-play/the-10-most-famous-japanese-video-games/>

Assignment # 5: Japan's Robot Revolution and the Robotic Industry in Japan

Objectives:

At the end of this section, students should be able to:

Be informed about the robot culture in Japan.

Stay up to date about the robotic revolution in Japan.

Learn about the use of robots in the workplace, in industries and everyday life.

Analyze newspaper/magazine articles about the use of robots in Japan.

Activity Description

For this assignment:

1. Each student will find reliable articles about the use of robots in Japan.
2. Then, each student will summarize the article in a paragraph answering the following questions. Students will be given the option to write a short essay analyzing each article, or create a presentation stating what they learned. Questions for students to answer about each article include the name of the article; the thesis of the article, and the parts of the article did the student find especially interesting or unusual.
3. Following their research, students will present their information to the class either by summarizing their writing or giving their presentation.

Materials and Resources

Students will be responsible for choosing reliable articles on which to base their research. Some helpful websites to search for articles include:

Japan Times, International; Tokyo
<https://www.japantimes.co.jp/>

The New York Times

<https://www.nytimes.com/>

Asia - BBC News - BBC.com
<https://www.bbc.com/news/world/asia>

South China Morning Post
www.scmp.com/frontpage/international

CBS News - Breaking News, Live News stream 24x7
<https://www.cbsnews.com/>