Japanese Foreign Policy

Political Science 386, Section 1
Winter 2011
Mondays and Wednesdays, 1:30 to 2:50 p.m.
238 McKay Building

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Office Hours: Mondays 10-10:50, Tuesdays 2-2:50, Wednesdays 12-12:50, and Fridays 11-11:50. Other times are available by appointment.

COURSE OBJECTIVES

Japan has a varied and interesting record of relations with other countries, from becoming a near colony of the West to being a colonizer of East Asia, from being the aggressive hegemon of East Asia to being occupied and reshaped as a democracy by US military power, from being the perpetrator of war time atrocities to being the only national victim of the atomic bomb. We will study Japan's interactions with the rest of the world to better understand issues such as imperialism, colonialism, pacifism, war crimes and their punishment, national strategy, culture, and economic conflict and cooperation. As we approach each topic, we will have three priorities: (1) to better understand the Japanese experience, (2) to apply that experience to the United States and other parts of the world, and (3) to explore the policy and moral implications of political decisions.

Obviously this course will seem relevant to students who already have an interest in Japan or East Asia. Our approach to these issues will also make this course relevant to students whose main interest is international relations generally or specific topics such as international conflict, international law, or international economic regulation. Japan is a fascinating country, and its experience is relevant to the advanced industrial democracies (of which Japan is one), to developing countries (of which Japan was one), and to non-Western countries interacting in an international relations framework that is built on Western ideas and practices.

We will also work on improving writing and analytical skills. Students are expected to read and think about the assigned readings for each class period and to learn how to read quickly for the main points of each article and be able to summarize those points succinctly. Students should be comfortable and competent at expressing their opinions to others in a respectful, coherent, and succinct manner.

LEARNING OUTCOMES

Our activities in this course will build on several of the learning outcomes listed for the Political Science major at http://learningoutcomes.byu.edu. Our specific course activities as related to those learning outcomes are as follows:

* Be able to articulate principles of faith in political analysis—Students will articulate and discuss the moral issues surrounding the US decision to use nuclear weapons against Japan,
decisions to wage war in East Asia, imposition of the Western international system on East Asian countries, dealing with war guilt and war atrocities, pacifism, foreign aid, and human rights.

* Demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy—Students will study important theories of international relations as applied to Japan’s relations with other countries.

* Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought—Students will learn the facts, events, personalities, and ideas that have animated Japan’s relations with other countries from about 1850 to the present.

* Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions—In each class period students will be asked to identify the main points of the assigned readings as well as the evidence presented to support those main points. This method will expose students to each of the methods of analysis and research described above, seeing how each method is used in the context of well-regarded research. Students will also be expected to critique each article, including its methods used.

* Write professional grade research papers on political science questions—Students will write two separate research papers, both on topics of their own choosing. The papers will require original research, organized and clear presentation of ideas, and adherence to high standards of grammar and style.

* Communicate effectively by presenting ideas in a high quality oral presentation—Each student will present his or her research to the rest of the class in a carefully evaluated oral presentation. In addition, each student will participate in evaluating the presentations of other students.

* Think critically, analytically, and synthetically—Students will have a rare opportunity in this course to set the topics for each day’s discussions based on their own analysis of the assigned readings. In each class period one or two students will be called on to lead a discussion of the implications of that day’s readings, and the implications identified by the students will be the topics that occupy the bulk of each class day’s discussions.

* Bring honesty and integrity to daily life, public affairs, and professional activities—Students will reinforce professional honesty and integrity by learning about the real world consequences of deceit in international relations, especially as they relate to Japan’s relations with other countries.

* Properly cite sources using a recognized citation style—Students will be expected to adhere to the highest standards of intellectual honesty in writing both research papers and in their use of materials for their oral presentation.

* Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought—Students will become more informed voters and participants in political processes by learning the history of US involvement in China, Japan, Korea, and in war, imperialism, trade disputes, democratization, reparations, and the United Nations in East Asia.

COURSE OUTLINE
Because of the small number of students enrolled in the course, we will have the opportunity to run the class in a seminar format. This will allow for extensive interaction between the instructor and the students. I have designed the course so as to maximize these opportunities while retaining elements of a structured presentation that will help students to master new information.

Each day of the course will have assigned readings. For each of the assigned readings, come to class prepared to answer the following questions:

(1) What were the main points of the reading?
(2) What evidence was given to support each of those points?
(3) Which of the points do you agree with; which do you disagree with? Why?
(4) What questions do you have for the author?
(5) What are the implications of this reading for broader or current issues of international relations?

We will begin each class period by having a few students give their answers to these questions. Each student is also expected to (1) complete two research-based writing projects on a topic or topics relevant to the course, (2) present as an individual or as a group to the class on a chosen topic, (3) show a mastery of course material on exams, and (4) participate enthusiastically in class discussions.

I will evaluate your performance on exams, presentations, papers, and in class discussion on your factual knowledge about Japanese foreign policy and your ability to form persuasive and well-supported arguments about Japanese foreign policy. We will practice these skills in class discussion. Please prepare well for class by coming prepared to ask and answer questions, with answers that show thought, insight, and a knowledge of relevant facts.

Tentative Schedule of Topics and Assigned Readings:

Jan. 5  Overview of Japanese History; Puzzle of Japan's International Relations
       1. Pyle, Introduction and Chapter 1

Jan. 10 Forced Opening
       1. Pyle, Chapter 3

Jan. 12 Globalization and the Cultural Costs of Participating in the International System
       1. Pyle, Chapter 4

Jan. 19 The 1920s International Legal System
       1. Pyle, Chapter 5

Jan. 24 Imperialism
       1. Pyle, Chapter 6

Jan. 26 National Interest and War, the Road to Pearl Harbor


Jan. 31  
**The Rules of War**  

Feb. 2  
**Atom Bombs**  

Feb. 7  
**War Crimes Trials**  

Feb. 9  
**Democratization by Military Occupation**  

Feb. 14  
**War Responsibility**  
1. Edited volume, Chapter 9

Feb. 16  
**The Yoshida Strategy**  
2. Pyle, Chapters 7 and 8

Feb. 22  
**Postwar Economic Relations**  
1. Edited volume, Chapter 6

Feb. 28  
**Article 9**

Mar. 2  
**Pacifism**  

Mar. 7  
**Japanese Strategy**  
1. Pyle, Chapter 2
Mar. 9  **Japanese Strategy**
1. Edited volume, Chapters 2 and 12

Mar. 14  **Case Study: Abductees**

Mar. 16  **Case Study: Asian Financial Crisis**
1. Edited volume, Chapter 8

Mar. 21  **Case Study: Burma and Human Rights**
1. Edited volume, Chapter 10

Mar. 23  **Case Study: Asian Development Bank**
1. Edited volume, Chapter 7

Mar. 28  **End of the Cold War**
1. Pyle, Chapter 9

Mar. 30  **Future**
1. Pyle, Chapter 11 and Epilogue

Apr. 4  **Future**

Apr. 6  **Military**
2. Edited volume, Chapter 5

Apr. 11  **Rise of China**
1. Pyle, Chapter 10
2. Edited volume, Chapter 11

Apr. 13  **United Nations**
1. Edited volume, Chapter 4

**COURSE REQUIREMENTS**
1. Research Writing
Students are required to write two research-based papers. The first paper should report the findings of your research that you have presented to the class as part of your oral presentation. The second paper may be a rewrite of this first paper, or it may be a separate, stand-alone research paper on a different topic. All of your writing must be high-quality, research-based writing on a topic related to Japanese foreign policy. The research can be a comparison of Japan with another country or an application of an explanation used in the Japanese context to a similar phenomenon in another country. The research writing may also focus exclusively on Japan.

Research based writing means that you have done additional reading, beyond what was required reading for the class. This additional research should serve as the basis for your thesis in your writing. Though I expect that your writing will have a position that you take and defend in your paper, research-based writing differs from what is often called an “opinion paper” in that I expect more than just your opinion or reaction to what we read for class or discussed in class. To the extent that your paper summarizes class discussion or assigned class readings, your paper will be graded down accordingly. One of the purposes of this writing is for you to apply what you have learned in class to a new fact situation or to discuss a new topic with your discussion of that new situation or topic amply grounded in additional research that you have done on that topic. These writing exercises are not meant to be merely a summary of what we have done or will do in class; nor is it meant to be your position on a topic that we discussed in class or will discuss in class. If you want to write on a topic and do not know if we will discuss it in a future class, come and talk to me and I will tell you if that topic will be covered in a subsequent class. Please review the guidelines for writing a research paper attached to this syllabus.

The first paper is due on the day that your oral presentation is scheduled. Please turn it in, in class on the day of your presentation. The second paper is due in class, two weeks after your first paper was turned in. If your first paper was turned in fewer than 14 days before the last day of class, your second paper is due on the last day of class, in class, even if there are fewer than 14 days between the two due dates. If you choose to turn in a paper late, please turn it in at my office (775 SWKT), or if you come after the hallway door to my office is locked, you may turn in your paper in the Department paper drop box (to the right of the Political Science Department door at 745 SWKT). If you use the drop box, please follow the instructions on the box about information to be recorded on the paper. Please realize that the building is locked around 10:00 pm each night, making it impossible to turn in a paper for that day if you come any later than 10:00 p.m. In addition, you may submit papers by e-mail, but any submission by e-mail incurs an additional 5% penalty, on top of any late penalties that may have also accrued. Late penalties are 10% for each day that a paper is late, excluding Saturdays and Sundays.

Please read carefully my guidelines for writing papers. There are no formal requirements that you turn in a draft of your paper for my review and comments, but I welcome the opportunity to talk with you about your ideas or look over a draft of your paper. Specific information about the first paper is included in the appendix under guidelines for writing research papers, and additional information is under the next section on oral presentations (because this first paper is written to accompany your oral presentation.) The second paper may be a rewrite of your oral presentation paper, or you may write a research paper on any other topic relevant to Japanese foreign policy. Papers written for the oral presentation may (but do not have to be) group papers. Papers written as research papers independent of the oral presentation must be individual papers. In addition, if you are satisfied with your grade for your first paper, you can
choose to accept that same grade for your second paper without rewriting the paper and turning it in. If I do not receive a second paper from you, I will assume that you are taking this option. In addition, if the original paper was a group paper, the same group may also turn in their rewrite as a group paper. The second paper can not be a group paper unless it is a rewrite of a group paper that was turned in as the first paper.

2. Oral Presentation

Individual students or groups of two or three students are each required to present to the class about a topic of their choosing (relevant to Japanese foreign policy) for twenty minutes of class time at some point during the semester. Presenters will be graded on both their content and presentation style. I expect presenters to become experts on the topic that they have chosen and to teach us about what they have learned from their research. In addition, I expect presenters to present in a manner that is engaging and interesting. There are no requirements for the form of the presentation. Presenters could engage in a debate on an issue or lead a discussion of the class about the topic. It would also be fine to do a formal presentation for ten minutes with a follow up period of ten minutes for questions and answers. A mixture of presentation types is also fine. If your presentation depends heavily on audience participation, it is your obligation to have a back up plan to use all of your time wisely even if the audience has no questions or comments.

I have attached some guidelines for formal presentations in an appendix to this syllabus. Most of these guidelines apply to any type of presentation, but some do not apply to all styles of presentation. For example, if you are engaging in a mock debate, using visual aids, though still perhaps important will be less important than in a formal presentation. Similarly, if you choose to lead a class discussion on a topic, having polished phrases will be less important in your leading the discussion than they would be if you were doing a formal presentation. In the first days of the semester, I will ask students to submit requests for who they would like to present with or if they want to present alone and what topic they would like to present. Please be creative and have fun with your presentations. Make sure that you have interesting information to present, but don’t make the mistake of drowning the audience with data. Try to achieve a good balance of content and style, not using all of your allocated time on gimmicks but not using all of your time on a recitation of facts and figures. **You will earn a low grade on your presentation if it is all fluff with no content.** (I expect to learn about your chosen topic in your presentation. If you only make superficial observations, sprinkled with a few facts, expect a C grade or lower for your presentation.) **You will also earn a low grade on your presentation if you overwhelm us with facts but fail to present well your findings to the audience.** You may have to choose which points would be most interesting and useful to make and make those points well rather than trying to tell the audience every single thing that you learned in your research.

The paper that you write for your oral presentation should differ from your actual presentation. I expect the paper to be a research paper on your topic, with an analytical (not a descriptive) thesis. However, when you present, you may choose to emphasize a question or presenting information, only reaching a conclusion at the end, or you might present two sides of an issue, without taking a particular side. In contrast, your paper should have an analytical thesis (not a descriptive thesis) that you defend with evidence and argument. It would not be appropriate to write a paper that merely lists the two sides of an issue, the same issue on which you presented for your oral presentation. I expect your research to inform both your presentation
and your paper, but your paper should not be simply a written copy of what you say in your presentation. If you present as a group, you are allowed to write a group paper that would count as the paper grade for each member of your group, or you may also write individual papers.

3. Class Participation
   Much of this class is interactive. I expect students to ask questions and be prepared to answer questions. In fact, most of our class discussion will be determined by the questions and issues that you raise in response to the readings. Unlike most classes, your preparation and thought will determine the quality and thoroughness of our class discussions. Thus, the amount and quality of your comments are extremely important. Though I will not take class attendance, it will be difficult to get a high grade for class participation if a student misses class. I will also consider a student’s attitude, efforts, and preparation in assigning a class participation grade. I expect students to have completed the assigned readings and be ready to discuss them in class. I also expect students to ask questions during lectures and discussions. Please see my guidelines for good class participation.

4. Examinations
   There will be a midterm and a final exam. They will cover readings, lectures, student presentations and discussion. Both exams will be given in our classroom. The exams will be a series of short answer questions with one or more essay questions. You need to bring only a pencil or pen to the exams. The final exam is scheduled for Thursday, April 21st from 7:00 am to 10:00 am. I am not allowed to alter this exam time to accommodate travel plans, weddings, family reunions, etc. If this date will conflict with such plans, please consider taking a different course. Alternatively, if you must miss this exam, the university policy states that an incomplete grade should be taken and the exam made up in the following semester rather than taking the exam early.

5. Course Readings
   The course readings come mostly from two books and a packet of articles that is available for purchase at the BYU bookstore. Packet readings are noted as “packet” on the tentative outline of the course in this syllabus. I have also made one copy of each of the packet readings and placed them in the Political Science Department so that you can read the assigned readings there, or make your own personal copy of the readings. Because we will talk in depth about each of the readings, it would be best for you to bring the assigned reading to class on the day that we will discuss that reading. I suggest that you purchase the books and the packet or make your own personal copies of the packet readings. It will require some planning to obtain all of the readings necessary for this course. If you simply wait until the day before class and try to do the readings, you will most likely be disappointed as someone else may already be using the reading that you would like to read. It would make more sense to obtain a copy of all the readings at once, at the beginning of the semester and then use those readings throughout the semester.

6. Grading Procedures
I will give course grades based on these criteria:

First Paper 15%
Second Paper 15%
Midterm Exam 10%
Final Exam 30%
Participation 20%
Presentation 10%

Grades are assigned as follows: 92.5-100% as an "A," 90-92.5 as an “A-,” 87.5-90% as a B+, etc. On most assignments, including participation points, the maximum number of points that can be earned is 95. I reserve the points from 95 to 100 for the occasional paper, presentation, or participation that is phenomenal. If you earn a 95 on any course assignment, pat yourself on the back, you have earned the highest grade that I regularly give.

I also curve up grades to something close to the average grade for an upper division political science class, something around an average GPA of 3.0 or 3.1. I never curve down grades to create a certain number of C or D grades. It is quite possible for everyone in the class to earn a B or A grade. It is also quite possible that several people in the class will earn C grades. If your scores on exams and other course work are in the 70s or lower and your relative ranking to other students in the class is quite low, expect to earn a C or lower for your course grade. I rarely give D or F grades as course grades, but a student who misses many classes or fails to turn in assignments or turns in work that shows only minimal effort will earn a D or failing grade in this class. Please don’t take the wrong message from these warnings; the average course grade in this class will be similar to the average course grade in other political science elective courses.
Guidelines for research writing

Analytical Component of the Paper and Expectations of Length.

Your paper(s) should be as long or as short as the topic requires to answer the question that you pose well. It is more important that you focus on covering your chosen topic well and accurately than on the page length. The paper must also be 80 percent analysis. Though you should also briefly summarize events and other factors that are related to your topic, the bulk of the paper should focus on your thesis statement, which is the answer to an analytical question. Additionally, any summary or recitation of necessary facts should be integrated in with the arguments that support your thesis rather than given at the beginning of the paper in a stand alone “historical background” section. For example, a student might choose to write about the US-Japanese dispute over semiconductors. This paper should give an overview of significant events related to this topic, but this portion of the paper should only be 10 to 20 percent of the entire paper and should be integrated with the arguments that support the thesis. The rest of the paper must be the answer to an analytical question, something like “Japan has fulfilled it obligations under the US-Japan semiconductor agreement” or “the US-Japan semiconductor agreement was politically motivated, and its clauses are an ill-advised skewing of market mechanisms.”

Selecting a paper topic.

Come and talk to me as you work to select and narrow your paper topic(s). I can help guide you if I think that you are choosing a topic that is too broad or too difficult. Similarly, I can help you select a new topic if your topic doesn’t relate in some way to Japan. **Your paper topic must be relevant to Japanese foreign policy.** You should not write on a topic of Japanese domestic politics because this is an international relations class, not a comparative politics class.

Obvious Expectations.

The paper(s) must be typed and double spaced. There should be no spelling, typographical, or grammatical errors.

Comprehensiveness of the discussion.

Your paper(s) should include a comprehensive discussion of all relevant issues and arguments. Obviously, a short paper cannot go into great detail on all of the relevant issues of a complex dispute. However, it is important to lay out for the reader what the important issues are and briefly discuss them. If you find that there are just too many issues to discuss adequately in your paper, then narrow the topic of the paper. For example, instead of talking about all of the possible reasons for the rise of nationalism in Japan, explore only the legacy of the occupation on Japanese nationalism. Remember that the actual page length of the paper is much less important than how thoroughly you cover your chosen topic.
Have a clear thesis statement at the beginning of the paper.

Your conclusions should be stated at the beginning of the paper and not saved for the end of the paper. The reader should be able to read the first paragraph of your paper and identify your thesis statement and your main arguments. The rest of the paper is to develop and support those arguments and not to spring new arguments on the reader. The main arguments that you list with your thesis should be the structure for the rest of your paper. A thesis statement may be more than one sentence. A thesis statement should not only give your conclusion, it should also tell the reader what the main arguments will be that will be discussed in the paper. These main arguments must be related to and support the conclusion that is the core of the thesis statement.

Present your ideas in a coherent structure.

Each paragraph of the paper should fit into an overall structure, and the reader should be able to easily figure out the structure. If a paragraph or an idea does not fit into this structure, the structure should be changed, or the paragraph or idea should be left out. The structure should be easily identifiable. This is best done by laying out the structure in the first paragraph or two. Give the reader a roadmap. Tell the reader what the thesis of the paper is and what the supporting arguments are. Then begin each section with a clear indication of what section it is. Use transitions to signal a change in sections or a change within sections. For example, “In addition to the importance of Confucian values in Japanese culture, the Japanese have also been heavily influenced by the ideas of Zen Buddhism.” This sentence tells the reader that the previous section was about Confucian values and the next section will be about Zen Buddhism. Another good method is enumeration. “There are four major differences between the US and Japanese positions on missile deployment.” Such cues help a reader to understand and follow your arguments. Subheadings of a paper are not a substitute for transitions. It is fine to use headings and subheadings in your paper, but you should still have transitions as you begin each section.

Anticipate counter arguments and address them.

A paper is much more persuasive and effective if you take the time to anticipate the weaknesses of your arguments. Then take a paragraph or two and give your response to the most likely counter arguments. For example, if you are writing about pacifism in Japan, you should include something like this: “Though it is easy to ridicule the lack of practicality of Japanese pacifists, the movement has arguably improved the stability and peace of East Asia by reassuring Japan’s neighbors (Smith and Jones, 1990). This argument, however, is flawed because it assumes that . . .” Do not be afraid to directly address what you see as some of the weaknesses in your arguments. A writer is usually better off just tackling these issues head on. Usually if you are aware of the counter arguments, the reader will think of them also. Do not, however, begin with your responses to counterarguments. Always put your positive arguments that support your thesis first and then any responses to counterarguments after you have made your best argument. A good rule of writing is to always put your best arguments first.
Your thesis statement must be based on an analytical question.

Do not write a descriptive paper. The question might be quite simple—“Why did Koizumi not attempt to revise the Japanese constitution?” This question should then be turned into your thesis and presented at the beginning of the paper. For example “Koizumi did not propose constitutional change because he relied on tacit support for his reforms from the opposition parties and pursuing constitutional change would have ruined that support.” This analytical portion of the paper must be 80 percent of your paper. In your analysis you can have description, but it must be description that is directly related to your thesis and its arguments. An example of a descriptive (and unacceptable) question would be “What are the main events of the US-Japanese trade dispute over rice.” To answer this question you do not need to think, you only have to find information and transcribe it into your paper. Also remember to introduce your thesis (answer) to your question at the beginning of the paper. Do not make the mistake of simply introducing a question at the beginning of the paper.

Each paragraph must also have a clear, internal structure.

Develop one idea per paragraph, and tell the reader what that idea is in the first sentence of the paragraph, the topic sentence. The rest of the paragraph should be related to that first sentence. For example, if a paragraph begins with “Public opinion in Japan made it difficult for the Japanese government to send troops to the Gulf War,” then everything else in the paragraph should deal with public opinion in Japan. Halfway through the paragraph do not switch and start talking about how the Japanese Constitution prevented the action regardless of public opinion. If you want to put both ideas in the paragraph, change the leading sentence to “Constitutional constraints and public opinion in Japan made it difficult for the Japanese government to aid the UN effort in the Gulf War.”

Your audience is an educated reader.

Do not expect them to know all the details of the events that you are writing about. On the other hand, you can just make simple reference to historical or international events that the educated reader should know about. It would be appropriate to say “just as the assassination in Sarajevo sparked World War I, some fear that the war in Bosnia will spread throughout the Balkans and will eventually involve the great powers of Europe.” You do not need to explain how the events in Sarajevo led to World War I.

Use a consistent and acceptable style of citation.

In the political science department, Turabian (Chicago Manual of Style) is the standard. Turabian allows for using footnotes, endnotes, or parenthetical citations with a works cited page at the end of the paper. I prefer the use of parenthetical citations but any of the three styles is acceptable.

Do not plagiarize.

You must cite anytime you use someone’s words or ideas. Arguments borrowed from other writers (even if they are paraphrased in your own words) and disputed statements of fact must be cited to their sources. If you use more than three words in a row from
another writer or source, you must put those words in quotation marks and have a citation to the source. If you do not follow these rules, serious consequences will follow. You should also cite facts that are not common knowledge. In contrast, you do not need to cite when an author makes an argument that many others make or cites a fact that could be found in many other books. For example, you would not cite someone who claimed that war causes suffering or someone who pointed out that China is the most populous country in the world.

Avoid the excessive use of quotations.
You should use quotations when (1) you are examining the exact text, such as an analysis of the wording of a politician’s speech or (2) the author’s wording is so superior that a paraphrase of the author’s point would be inferior. In all other situations you should paraphrase the author’s point with a citation. For example, if the original quotation says “China has long feared encroachment by what it terms hegemonic powers. In the early part of this century it was the European powers, later it was Japan and then the Soviet Union. China’s latest fears seem to center on the United States.” There is nothing spectacular about this quote, so don’t quote it. Paraphrase the information in your own words—[The twentieth century has been a time of fear for China, fear of intervention by foreigners. First it was the Europeans, then the Japanese, then the Soviets, and now China fears the United States (Hoople 1997, p. 26).] Your paper will read better if it isn’t just a string of quotations put together. Be careful, however, when paraphrasing. Anytime you use more than three words of another author’s work in a row, it is a quote, not a paraphrase. It is a violation of the BYU Honor Code to plagiarize, and passing off someone else’s wording as your own is plagiarism. It is also plagiarism to take someone’s quote and change only a few words in each sentence. If the majority of the words in the sentence are still the original author’s wording, it is not a paraphrase, it is plagiarism. Examples of plagiarism that occur will be reported to the Honor Code office, and the plagiarist will fail the class or the assignment, and possibly be expelled from the university if this plagiarism is egregious or other Honor Code violations have occurred in the past.

Check your writing style by following these tips.
(1) Count the number of words in each of your sentences. You should have sentences of varied lengths. If this is not the case, revise the length of some of your sentences to give some variety to your writing.
(2) Count the number of state of being verbs in your sentences (is, are, was, were, be, being, been). If most of your verbs are state of being verbs, revise.
(3) Read your paper aloud. As you read it you will stumble across awkward or garbled sentences or sentences that are too long. Revise those sentences.

Avoid packing your paper with fluff in order to lengthen the paper.
The paper should be tight and organized. If I come across a paragraph, a sentence, or a page that could be deleted without detracting from your arguments, I will indicate that on your paper. You should anticipate such comments from me and revise your paper.
accordingly before you turn it in. Similarly, do not try to include all of your research just because you have spent the time doing the research. You will come across many interesting and important facts, but they may not be directly relevant to your thesis. Do not make the mistake of including discussion or argument that does not fit into the overall structure of your paper.

Avoid the passive voice.
Do not say “The box was shown to us by the professor.” Say instead “The professor showed us the box.” You can identify the passive voice if you notice that the subject is missing “it is argued that short people are cranky” (who is doing the arguing is missing), or if the subject follows the verb “it is argued by some that short people are cranky.” Say instead “Some people claim that short people are cranky.” Some times the passive voice should be used, but most writers use it too much. Unless you have a good reason to say something in the passive voice, revise the sentence to eliminate the passive voice.

Cut out all unnecessary words.
Do not say “It is my opinion that the United States is a democracy.” In a paper that you write the reader knows that everything that you say is your opinion. Just say “The United States is a democracy.” Similarly, do not say “The Russians were unaware and did not have knowledge with regards to the fact that . . .” Say instead “The Russians did not know that . . .”

Avoid colloquial language.
Papers should not read like a telephone conversation. Do not say “The thing that really bothers me about Japanese protectionism is that . . .” Say instead “Japanese protectionism is unwarranted because . . .” Do not say “It’s very disgusting that the US tries to make Japan do things that it doesn’t want to do.” Say instead “The United States should not force Japan to follow US priorities.” You should try to avoid slang words, words that are common in informal speech, or vague words such as “thing” “really” “very” “a lot” etc. Using more formal speech does not mean, however, that you have to use big or complex words. Use the best word for the situation. It may be short or it may be long, but use the best word.

Do not use jargon or vague language.
If I read “the transcendent modalities of bureaucratic reifications” I will have no idea what you are trying to say unless you have previously defined what these terms mean in your context. It is also better to use concrete or specific language rather than abstract or general terms.

Use active verbs whenever possible.
Rather than saying “A third proposal put forth by the committee is that courses should be taught only on Tuesdays” say instead “The committee also proposed that courses be taught only on Tuesdays” The first sentence’s verb is “is” the second sentence’s verb is “proposed.” “Proposed” is an active verb in contrast to a state of being verb such as “is.”
A good test of active verbs is to circle every state of being verb in your paper (is, are, was, were, be, being, been). If most of your verbs are state of being verbs, there is probably a need to revise some of them to more active verbs.

**Know grammar rules.**
For example, “it’s” means “it is.” The possessive form of “it” is “its.” Two independent clauses are usually joined by a semicolon or ,and ,nor ,for ,but ,so ,yet ,or. “i.e.” is used for exhaustive lists; e.g. is used for examples. Compound subjects and predicates require parallel structures. Dashes(—) and hyphens( -) are not interchangeable though neither one is preceded nor followed by a space.

**Use the best word.**
If you say “economic growth is reverberating,” I will suggest that you reword the phrase. A better choice of words might be “growth rates are fluctuating.” Good writing is not just using correct grammar. It is using the best words and phrases to convey your message unambiguously and without awkward phrasing.

**Avoid choppiness in paragraphs and between paragraphs.**
It is important to use transitions to link paragraphs. It is also necessary to link the sentences in a paragraph with transitions. Though the repetition of words is usually undesirable, sentences in a paragraph can be linked together by repeating a key word. Another way to link sentences in a paragraph is to use transition words. I have taken the following list of linking words from Diana Hacker’s *A Writer’s Reference*: and, also, besides, further, furthermore, in addition, moreover, next, too, first, second, for example, for instance, to illustrate, in fact, specifically, also, in the same manner, similarly, likewise, but, however, on the other hand, in contrast, nevertheless, still, even though, on the contrary, yet, although, in other words, in short, in summary, in conclusion, to sum up, that is, therefore, after, as, before, next, during, later, finally, meanwhile, then, when, while, immediately, above, below, beyond, farther on, nearby, opposite, close, if, so, therefore, consequently, thus, as a result, for this reason, since. If your writing is choppy, consider using some of these or other transition words to link your sentences together better.

**Back up your claims or arguments with data, examples (real or hypothetical), analogies, or sound logic.**
Without support you are “arguing by assertion.” For example, a person could claim that affirmative action programs are bad because that person doesn’t like them. Most people are not persuaded by such arguments. Use data, analogies, examples, and logic to support your points.

**Writing grammatically correct sentences is not necessarily good writing.**
A paper could be written without any errors but still be marked down to a C grade because phrasing is awkward or paragraphs are unstructured or wordy. Do not be offended because I tell you that you can write better. Every semester I have students who
tell me that they have always received A grades on their papers and I am the first professor to give them a B. I had the same experience when I was a student at BYU, and I am grateful to the professor who forced me to improve my writing by pushing me beyond simply writing grammatically correct sentences.
Guidelines for Class Participation:

I recognize that some students are quite comfortable talking in class and some students are petrified of talking in class. I use a standard for class participation that every student, even a shy student can easily meet.

Be prepared, for each class period, to answer the five questions given on page three of the syllabus for each of the readings assigned for that class period.

I will check your level of preparation by asking you to lead off our discussion about the assigned readings for the class. You should come to class prepared to answer each of the five questions for each of the assigned readings. Expect these questions and be prepared to answer them. Being unprepared for class discussion is the easiest way to lower your participation grade in class. Half of your class participation grade will come from your response to my questions. You may be unprepared two times without any penalty. If you are unprepared more than two times during the semester, your participation grade will decline accordingly. In addition, if I go to call on you and you are not in class, that will count as being unprepared.

Volunteer a question, comment, or answer in every class period.

The second half of your participation grade is calculated by the number of classes in which you volunteer something. What you volunteer can be a question, an answer to a question, or a comment, but it doesn’t count as a volunteered comment if I call on you for an answer. Thus, it doesn’t matter if you say ten things in one class period or only one thing in a class period. I simply count the number of class periods in which you volunteer something. I give you two free class days in which you are not required to volunteer a comment. If you miss or fail to comment in more than two class periods, your participation grade will decline. However, if you complete the course evaluation for the class and release your name as having completed the evaluation, I will give four “free” days for class participation (voluntary comments). In addition, if you miss three or more days of class for illness, emergency, or a university excused absence, you will be allowed to make up any absences after the first two days. However, if you have fewer than three excused absences, you are expected to use your “free” days for those absences.

In addition, good participation in class relies on some of the following concerns. Though these will only affect your grade if they are extreme, you should consider them as you think about what constitutes good and effective class participation.

Consider the relevance of your question or comment.

I like provocative questions that may sidetrack us a little. Such comments are interesting and contribute much to the class. However, make sure that such sidetrips are interesting and will be relevant to the rest of the class. If we have already had ten minutes of discussion and I am obviously trying to move back to the main topic or move on to a new topic, it is probably not a good time to introduce an extraneous question.
Do not make repetitious statements.

If someone else just made what was essentially your point, do not try to make that same point again. If I call on you because I had seen your hand in the air, just say “so and so just made my point.”

Monitor the frequency of your own talking.

If you find that you are trying to answer every question that I raise, you are probably talking too much. Try restricting your own class participation. How about your own rule that you will only talk twice in each class period? Our class is a seminar class and so all of you should be participating in class discussion every day. Please make sure that you are not dominating that discussion. Do not always be the first to speak. Sit back sometimes and let the other students go first.

Treat other students with respect.

Laughing or snickering at another student’s statement is not appropriate. Anger is also not appropriate. I appreciate emotion and vigor in expressing opinions, but please do not direct it at an individual. Save your passion for your ideas. Try to use names when referring to other students.

Good comments or questions show thought or insight.

If you are sitting there thinking that what I have said seems contradictory or wrong, chances are that you have a good comment or question. Making a connection between what we are learning now with what we have learned in the past is also a good way to develop insightful questions or comments. Another good strategy is to apply what we are discussing to real world or hypothetical examples. It also helps if you try to imagine what the other side will say. You will come up with some good ideas and questions if you put yourself in the shoes of a Japanese politician and try to imagine how he or she would answer a question.

For those of you who don’t normally talk in class, I urge you to try to participate. I will help you by calling on you for your opinion. Do your best to stay with me and try to answer my questions. I am calling on you not to embarrass you. I want to help you practice this important skill. Don’t just wait, however, for me to call on you. Try to jump in and give your opinion. In class discussions I will give priority to those who normally don’t talk, so if you appear willing to talk, I will let you lead off on the discussion even though others also want to talk. As a seminar class, everyone will have to talk in class. Expect to say something in every class period, in addition to times that I call on you. It will be to your benefit if you choose when you talk rather than waiting for me to call on you and pull you into the discussion. If you find it extremely difficult to talk in classes, try coming up with a question that you can ask about our readings. I am just as happy if your voluntary participation in class is your asking a question.
Appendix 3: Guidelines for Presentations

Practice the timing of your presentation.

Your presentation is twenty minutes long. Make sure that you practice your presentation and can say everything that you want to say within this time limit. Going over time will hurt your presentation grade significantly. Going over by one minute will lower your grade to a B or B+ even if the rest of the presentation is flawless. Similarly, ending more than one minute early will also hurt your presentation grade in the same way. Please take this requirement seriously. You must practice and time your presentation in advance. The easiest way to get a bad grade on your presentation is to ignore this advice and go overtime.

Make sure that your dress does not detract from your presentation.

You don’t have to wear a dress or a suit and tie, but shorts, thongs and a T-shirt will make it difficult to take your presentation seriously. 

Do not read your presentation.

Practice so that as you talk you can engage your listeners. It might be a good idea to write out your presentation, but you must practice the presentation sufficiently so that you can talk with only occasionally glancing down to your notes. Ninety percent of the time you should be making eye contact with the audience. If you fail to do this, your presentation will be graded down accordingly. Also beware of the trap of looking at powerpoint slides, an overhead, or your notes. Remember that 90 percent of the time I expect you to be looking at the audience.

Do not grope for words or stumble on phrases.

If you decide to talk off of notes rather than writing out your speech, make sure that you practice making your speech off of those notes enough times that you are comfortable and have the set phrases in mind that you will use. Do not grope for the correct word while you are doing your presentation. Make sure that you know how to correctly pronounce all the words that you are going to say. You are giving a formal presentation; practice your speech so that you use powerful, concise phrases. Think through how you want to say things and then practice saying them that way.

If appropriate, liven up your presentations with a handout or visual aid.

However, make sure that your prop does not detract from your discussion. An example of a bad visual aid would be a presentation on Africa in which a map of Africa is put on powerpoint and it is kept on through the entire discussion and it is never referred to in the
discussion. Put the overhead or powerpoint slide up, refer to it, and then turn the projector off (or insert a blank powerpoint slide) so that your listeners will again concentrate on what you are saying rather than looking at some irrelevant overhead. Similarly, long, multi-page handouts often distract listeners. Make sure that your entire handout is relevant and important. It is also important that if you make a visual aid that it be visually appealing and easy to read. A chart of election returns must be larger than the typical 12 point font if your audience is going to be able to read the chart.

Use your imagination and have a sense of humor.
Liven up your presentation with an illustrative anecdote, a provocative question, a joke, a moving photograph, or an illustrative graph or figure. If you have a lot of information to go through, it is essential that you help the listener remember and understand what you are saying by illustrating your points and presenting examples. The more interesting your examples, the better your presentation will be. Remember that your goal in an oral presentation is to engage your listeners and help them remember key points. Do not make the mistake of cramming a ton of information into a short presentation. That will just ensure that the listener remembers nothing. It is better to cull out less important information and then use some of your time with illustrations or examples that will liven up your presentation and help the listeners remember the points that you are making. A presentation that is competent and simply presents information but does not engage the listener will likely earn a C grade, even if the rest of the presentation is flawless.

If you have a lot of technical or confusing information to cover, outline the information.
An outline or enumerating points helps the listener keep track of your arguments. Overhead, visual aid, or handouts can also help. If you tell the audience at the beginning that you have three main points and then summarize them at the end, I guarantee that the audience understanding and retention of your presentation will double.

Be prepared to respectfully answer questions.
Never ridicule the question or the questioner. Try to help questioners feel that you appreciate their questions and that their concern or question is natural or to be expected.

Be aware of distracting habits that you might have.
Do not chew gum. If you always tap your foot when you speak, try to stop doing it. Try to minimize the number of uh kay uhms that are in your speaking. Do not obviously look at the clock or your watch.

Begin your presentation at a basic level.
Make sure that all the listeners understand what the main issues are and what your answers are to those problems or questions. Begin and end your presentation with a reminder of the main points of your presentation and why this topic is important.

Beware the technology trap.
Powerpoint is an excellent way to make a presentation more lively, but there are also many ways to misuse powerpoint. Do not use powerpoint to simply repeat your main points up on the screen. If that is all that you are using powerpoint for, then just have a summary slide for the end or beginning of the presentation and then insert a blank slide so that the rest of the time the audience is looking at you. If you have multiple slides interspersed with your talking, try to find a way to direct attention back to you at times by either turning off the powerpoint or inserting a blank slide. Because technology is unreliable, please also have a backup system for your presentation should the computer or powerpoint not function. Be prepared to shift to handouts or an overhead if necessary. You will be marked down on your presentation if you are not ready to start at the starting time for the presentation, and this penalty will stand, even if the delay is entirely the fault of hardware in the classroom or a software problem. Be prepared to more forward with your presentation regardless of what happens to your technology.

Balance content with entertainment
An excellent presentation will leave the listener with new and interesting information and will have conveyed that information in a memorable manner. Do not create a presentation that is all fluff and fireworks, and do not create a presentation that has tons of new information but is hopelessly complex or boring. Good presenting combines both attributes: a little bit of entertainment, but not too much; enough new and interesting information, but not a torrent of facts.

Think about the physical layout of your presentation
Set up the presentation so that you minimize distractions for the audience. Don’t stand in the way of the projector so that part of the projector light shines on your face. If you have no powerpoint slide up and are talking, consider moving to a part of the room with better lighting or turning on the lights. Don’t stand in the dark talking. It is not an effective presentation technique. If the presenter before you had the lights off, but you want them on, turn them on. If the presenter before you failed to lower the screen, correct that error by lowering the screen. Consider using a podium. Think about how far or how close you are from your audience.

Be creative and have fun
You are consumers of information and presentations every day. You are often the best judge of whether something would be a good presentation. Think through what illustration or activity would best convey your information and motivate your audience to listen to what you have to say. A bit of effort to be creative typically reaps great rewards in the quality of your presentation.
UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS
(Some of these statements the Dean of the College has requested be in every syllabus)

Plagiarism:
While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU=s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Access:
Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated
with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.