HRS 174: Japanese Culture and Literature
Fall 2012; Wednesday 6:00-8:50; Mendocino Hall room 4004

General Information
Prof. Jeffrey Dym
Office: Tahoe 3088 e-mail: Dym@csus.edu
Office Hours: Tuesdays and Thursdays 9:00-10:00; Wednesdays 4:00-5:00; And by appointment!

Catalog Description
HRS 174. Modern Japanese Literature & Culture. The study of representative Japanese literature of the late Tokugawa period and of modern Japan through English translations. GE area C-4

Course Objectives
This course is designed to be a survey of modern Japanese culture and literature. We will be reading six works in translation as well as viewing seven feature films that represent a broad cross-section of some of the finest works produced in Japan during the twentieth century. The aim of this course is not only to introduce students to Japanese literature and cinema but also to use these mediums as a window into Japanese culture and sensibilities. Much of the class will revolve around in-class discussions of the works read and viewed. These discussions will be supplemented by lectures on Japanese culture. Through a combination of lectures, readings, and films each student will gain a fundamental understanding of modern Japanese culture. Moreover, the assignments are designed to encourage analytical thinking and intellectual growth.

Required Texts
Natsume Soseki, Kusamakura. Tanizaki Junichiro, Naomi.
Yoshimoto Banana, Kitchen. Kirino Natsuo, Out.

Requirements and Grading Criteria
Your grade will be based on your attendance, six book quizzes, two papers, and a final exam.

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<tbody>
<tr>
<td>Attendance assignments</td>
<td>30 pts</td>
<td>10%</td>
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<tr>
<td>Book Quizzes (6 X 20)</td>
<td>120 pts</td>
<td>40%</td>
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<tr>
<td>Three Papers (3 x 50)</td>
<td>150 pts</td>
<td>50%</td>
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<tr>
<td>Total</td>
<td>300 pts</td>
<td>100%</td>
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**Attendance Assignments**

Attendance is expected at all class meetings. I do understand that you all have lives outside of Sacramento State and that at times obligations come up that you must deal with. Thus, you are allowed to miss one class before your grade is affected. For each class over one that you miss your points for the class will be reduced by 5 points.

**Book Quizzes**

There will be 6 book quizzes worth twenty points each. Each quiz will be given at the beginning of class on the date that we discuss the book, thus it is imperative that you show up on time each week. The quizzes are designed to see how well you have read the book. If you read the book, then you should do well on the quiz. We will discuss the book following the quiz. The quizzes will all be multiple choice. You will need a Scantron 882 for each quiz.

If you earn a failing grade on a quiz (11 or less questions correct on 20 question quiz) then you will earn a zero for the quiz. In other words, if you do not read the book, you will not earn points for just guessing.

If upon completion of the quiz you leave class early without a valid reason, you will receive a zero on the quiz.

If you miss a book quiz, or show up too late to take it, you will earn a zero for the quiz. There will be one make up quiz. If you miss a quiz, you can make it up by reading Junichiro Tanizaki’s *The Makioka Sisters* and taking a quiz on it that will be given at 6:00 on Wednesday, December 12—the day of our scheduled final exam.

**Papers**

Each paper must address the assigned question. Each paper must incorporate three of the books and films that we have watched or read prior to the paper being due. You must use at least one book and one film for each paper. The third source may either be a film or a book.

**Paper 1 Topic:** Compare and contrast what three of these works—*Sisters of Gion, Kusamakura, Early Summer,* and *Naomi*—reveal about male-female relations in the first half of twentieth century Japan.

**Paper 2 Topic:** Compare and contrast the “Hero’s Journey” in three of these works—*Grave of the Fireflies, Ikiru, Barefoot Gen,* and *Otoko wa Tsurai Yo* (Tora-san). What challenges do the heroes face and how do they overcome them?

**Paper 3 Topic:** Compare and contrast what three of these works—*Tampopo, After Dark, Kitchen, Out,* and *Tokyo Sonata* (remember you must use one film and one novel)—reveal about the Japanese family in late 20th century and early 21st century Japan.
All three papers should be between 1000-1500 words in length. That is roughly 4-6 double spaced pages. Use the word count function in your word processor to verify the number of words in your paper. If I think that a paper is less than 1,000 words because of margins, pagination, or font I will ask for an electronic copy of the paper to verify that the paper is 1,000 words in length. Papers should be written using a 12 point font. Do not insert blank lines between paragraphs.

General expectations:
- The paper must have a thesis!
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- Ideally the thesis will be expressed in a well articulated sentence in the introductory paragraph. You should lay out your argument without explicitly saying, "In this paper I am going to show. . . ."
- There should be a smooth transition of ideas between paragraphs. The paper should flow seamlessly between arguments.
- There should be a conclusion that sums up your paper and contains some insight and interpretation.
- Your paper should have a good title; NOT: Paper # 1
- The paper should be clearly written and free of errors, especially blatant ones like missing pages that indicate you did not proofread.
- Papers should be free of spelling and grammatical errors.
- All character’s names should be spelled correctly
- Please pay attention to the Writing Standards: www.csus.edu/wac/rubric.htm

Papers will be evaluated using the University’s Writing Across the Curriculum’s writing rubric. This rubric is attached to the syllabus and posted on SacCT.

Late papers will be deducted a half a grade per day they are late.

For free, one-on-one help with writing in any class, visit the University Reading and Writing Center in Calaveras 128. The Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Reading and Writing Center in CLV 128. We also offer tutoring for one unit of academic credit through ENGL121. For current Writing Center hours and more information, visit the website at www.csus.edu/writingcenter.

Classroom Manners
No students may leave the classroom before the class hour ends unless I am informed before class of an unavoidable appointment.
All cellular telephones must be turned off or set on Silent Mode (what they call “Manner Mode” in Japanese). A disruption of class caused by your phone ringing will be held against you.

No talking while the films are showing.

**Class Participation.** pertinent to the topic under discussion, is encouraged. Everyone is expected to be prepared and to participate. Active participation may be used to determine the final grade in borderline cases.

**Cheating or Plagiarism** will not be tolerated and may result in failure of the course and possible referral for academic discipline. I expect your papers to be your own work. If they are not, beware!

“The word plagiarism derives from Latin roots: *plagiarius*, an abductor, and *plagiare*, to steal. The expropriation of another author’s text, and the presentation of it as one’s own, constitutes plagiarism” (*Perspectives*, March 2002).

Plagiarizing, trying to pass someone else’s work off as your own, is a serious violation of the CSUS honor code. Cutting and pasting something from the internet, for example, is a flagrant example of plagiarism. If you are caught plagiarizing, you will receive a zero on the assignment and the matter may be turned over to the CSUS authorities for possible disciplinary action.
# COURSE OUTLINE AND SCHEDULE

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<th>Week 1</th>
<th>Aug. 29</th>
<th>Introduction</th>
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<tr>
<td>Week 2</td>
<td>Sept. 5</td>
<td>Mizoguchi Kenji’s <em>Sisters of Gion</em></td>
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<td>Week 3</td>
<td>Sept. 12</td>
<td>Natsume Soseki’s <em>Kusamakura</em></td>
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<td>Week 4</td>
<td>Sept. 19</td>
<td>Ozu Yasujiro’s <em>Early Summer</em></td>
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<td>Week 5</td>
<td>Sept. 26</td>
<td>Tanizaki Junichiro’s <em>Naomi</em></td>
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<td>Week 6</td>
<td>Oct. 3</td>
<td>Studio Ghibili’s <em>Grave of the Fireflies</em> <strong>PAPER 1 DUE</strong></td>
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<td>Week 7</td>
<td>Oct. 10</td>
<td>Kurosawa Akira’s <em>Ikiru</em></td>
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<td>Week 8</td>
<td>Oct. 17</td>
<td>Nakagawa Kenji’s <em>Barefoot Gen</em></td>
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<td>Week 9</td>
<td>Oct. 24</td>
<td><em>Otoko wa Tsurai Yo</em> (Tora-san)</td>
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<td>Week 10</td>
<td>Oct. 31</td>
<td>Itami Juzo’s <em>Tampopo</em> <strong>PAPER 2 DUE</strong></td>
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<td>Week 11</td>
<td>Nov. 7</td>
<td>Murakami Haruki’s <em>After Dark</em></td>
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<td>Week 12</td>
<td>Nov. 14</td>
<td>Yoshimoto Banana’s <em>Kitchen</em></td>
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<td>Week 13</td>
<td>Nov. 21</td>
<td>NO CLASS THANKSGIVING</td>
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<td>Week 14</td>
<td>Nov. 28</td>
<td>Kirino Natsuo’s <em>Out</em></td>
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<td>Week 15</td>
<td>Dec. 5</td>
<td>Kiyoshi Kurosawa’s <em>Tokyo Sonata</em></td>
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**PAPER 3 TO BE HANDED IN AT TIME OF FINAL EXAM**

**Wednesday, Dec. 12, 5:15-7:15 in the classroom**

Or it may be handed in early on Monday, December 10, between 8:30-10:30 at my office.

Make-up Book Quiz on the *Makioka Sisters*: 6:00 pm Wednesday December 12.
WRITING STANDARDS AND EXPECTATIONS

A (Excellent)—A paper in this category:
• Addresses the assignment thoughtfully and analytically, setting a challenging task.
• Displays awareness of and purpose in communicating to an audience.
• Establishes a clearly focused controlling idea.
• Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.
• Provides clear generalizations with specific detail, compelling support and cogent analysis.
• Cites relevant sources and evaluates their validity, effectively integrating them into text when appropriate.
• Displays superior, consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

B (Strong)—A paper in this category:
• Addresses the assignment clearly and analytically, setting a meaningful task.
• Addresses audience needs and expectations.
• Establishes a clearly focused controlling idea.
• Demonstrates clear and coherent organization.
• Provides clear generalizations and effective support and analysis.
• Cites relevant sources, effectively integrating them into text when appropriate.
• Displays consistent control of syntax, sentence variety, word choice, and conventions of Standard English.

C (Adequate)—A paper in this category:
• Addresses the assignment with some analysis.
• Addresses most audience needs and expectations.
• Establishes a controlling idea.
• Demonstrates adequate organization.
• Provides support for and some analysis of generalizations.
• Cites appropriate sources, adequately integrating them into text.
• Displays adequate control of syntax, sentence variety, word choice, and conventions of Standard English; errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.

D (Seriously Flawed)—A paper in this category:
• Addresses the assignment inadequately.
• Shows insufficient audience awareness.
• Strays from the controlling idea, or the idea is unclear.
• Displays formulaic, random, or confusing organization.
• Lacks generalizations, or provides generalizations with inadequate support or analysis.
• Fails to cite sources or cites and/or integrates them inappropriately.
• Shows deficient control of syntax, word choice, and convention of Standard English; errors impede understanding.

F (Fundamentally Deficient)—A paper in this category
• Fails to address assignment.
• Demonstrates a lack of audience awareness.
• Lacks a controlling idea.
• Lacks organization or organizes illogically.
• Displays inability to generalize, analyze, or support ideas.
• Fails to use outside sources or misuses the texts of others.
• Shows inadequate control of syntax, word choice, and convention of Standard English.