

Cover Sheet: Request 12205

JPT3XXX Early Modern Japanese Literature

Info

| | |
|------------------------|---|
| Process | Course New Ugrad/Pro |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Christopher Smith csmith2@ufl.edu |
| Created | 1/8/2018 2:58:17 PM |
| Updated | 2/20/2018 8:31:37 AM |
| Description of request | Surveys Japanese literature of the Early Modern period (also called the Edo period), 1600-1868. Introduces and analyzes historically significant, foundational works of Early Modern Japanese literature and theater. Explores the history of the period and the development of print technologies and new genres, and introduces critical aesthetic and cultural concepts. |

Actions

| Step | Status | Group | User | Comment | Updated |
|------------|-----------|---|----------------|---|----------|
| Department | Commented | CLAS - Languages, Literatures and Cultures 011686001 | Youssef Haddad | Chris - The course looks good. There is only one issue: A 3000-level course may have 3000-level or lower courses as prereqs. It may not have a 4000-level course as a pre-req. So only JPT 3500 or JPT 3100 or JPT 3300. Note that you may have JPN 2230 as a prereq as well. Thus, JPN 2230 or JPT 3500 or JPT 3100 or JPT 3300. This will open the course to students who have the language and culture background via language courses as well as to students who are interested in the culture and literature but have not done any language courses (yet). Sometimes incoming Freshmen do JPT3500 before they even start JPN language courses. Other students may start with the language before they do content courses. By having both types of prereqs (if you in fact deem this as a pedagogically viable model), you will be able to cater to both types of audience. Either way, the 4000-level prereqs need to go. Once you have taken care of this, I will put the course up for input from the LLC Curriculum Committee. | 1/9/2018 |
| | | | | Class Participation Rubric.pdf | 1/8/2018 |
| | | | | Discussion Leader Rubric.pdf | 1/8/2018 |

| Step | Status | Group | User | Comment | Updated |
|-----------------------------------|----------|---|-----------------|---------|-----------|
| Department | Approved | CLAS - Languages, Literatures and Cultures 011686001 | Youssef Haddad | | 1/16/2018 |
| No document changes | | | | | |
| College | Approved | CLAS - College of Liberal Arts and Sciences | Joseph Spillane | | 2/20/2018 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 2/20/2018 |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |

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Submitter: Christopher Smith csmith2@ufl.edu

Created: 1/9/2018 11:51:15 AM

Form version: 2

Responses

Recommended Prefix JPT

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Early Modern Japanese Literature

Transcript Title Early Modern Jpn Lit

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation N/A

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Surveys Japanese literature of the Early Modern period (also called the Edo period), 1600-1868. Introduces and analyzes historically significant, foundational works of Early Modern Japanese literature and theater. Explores the history of the period and the development of print technologies and new genres, and introduces critical aesthetic and cultural concepts.

Prerequisites JPT 3500 or JPT 3100 or JPT 3300 or JPN 2230

Co-requisites N/A

Rationale and Placement in Curriculum Currently the Japanese program offers courses on classical Japanese literature and modern Japanese literature. This course fills the gap between the two, examining the literature of the Early Modern period, a crucial cultural time before Japan's encounter with modernity, but when new print technologies and mass literacy created a vibrant literary culture.

Course Objectives By the conclusion of the course, it is expected that students will be able to:

- Critically analyze works of Early Modern Japanese literature.
- Identify major works of Early Modern Japanese literature and describe their characteristics and historical impact.
- Interpret how general historical trends have affected Early Modern Japanese literature.
- Differentiate major trends in the style and content of Early Modern Japanese literature.
- Argue persuasively about Early Modern Japanese literature in writing

Course Textbook(s) and/or Other Assigned Reading Shirane, Haruo Early Modern Japanese Literature: An Anthology, 1600-1900 (2004) Columbia University Press. ISBN 0231109911

Weekly Schedule of Topics Week 1: Class Intro

Said - Orientalism

EMJL – Introduction pp. 1-10

- * Nobuhiko – Commercial Change
- * Hall – The New Look of Tokugawa History

EMJL – Introduction pp. 10-20

- * Keene – World Within Walls
- * Pollack – Marketing Desire

Week 2: Early parody
EMJL Chapter 2 pp. 21-41

- * Putzer – Inu makura
- * Rucinski – A Japanese Burlesque

Week 3: Ihara Saikaku, Japan's first novelist
EMJL Chapter 3 pp. 42-120
EMJL Chapter 3 pp. 120-169

Week 4: The Poetry of Basho / Chikamatsu, Japan's Shakespeare
EMJL Chapter 5 pp. 178-232

- * Ueda – Basho and His Interpreters

EMJL Chapter 6 pp. 233-300
Video: Sonezaki Shinju

Week 5: Chikamatsu continued / other Bunraku
EMJL Chapter 6 pp. 300-351
EMJL Chapter 10 pp.389-410

Week 6: Popular Bunraku continued
EMJL Chapter 10 pp.410-434

- * Leiter – Sugawara's Secrets of Calligraphy

Week 7: Dangibon (lecture books), comic poetry

- * Brandon – Sukeroku

Video: Sukeroku

Week 8: Kabuki continued, midterm

- *Brandon - Kanjincho

===Midterm===

Week 9: Buson, Ueda Akinari
EMJL Chapter 13 pp. 538-554

- * Ueda – Winter Trees

EMJL Chapter 14 pp. 563-598

Week 10: Kokugaku (nativist studies), Sharebon (books of fashion), Kokkeibon (joke books)

EMJL Chapter 15 pp. 599-630
EMJL Chapter 16 pp. 631-671
EMJL Chapter 18 pp. 730-759

Week 12: Kibyoshi (comic books) and Ninjobon (books of human emotion)

EMJL Chapter 17 pp. 672-687,711-729 (Skip "playboy")

- * Kern – Edo Playboy

EMJL Chapter 19 pp.760-799

- * Knight – Why We Enjoy condemning sentimentality

Week 13: Gokan (multi-volume story books) and late Kabuki

EMJL Chapter 20 pp. 800-842
EMJL Chapter 21 pp. 843-884

Week 14: Yomihon (reading books) and rakugo (comic storytelling)

EMJL Chapter 22 pp. 887-909
EMJL Chapter 27 pp. 961-968

- *Pollack – The Love Suicides at Shinagawa

Week 15: The transition to modernity
* Tsubouchi Shoyo – Essence of the Novel
* Futabatei Shimei – Drifting Cloud

Week 16: Student research presentations

Links and Policies Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Resources Available for Students

HEALTH AND WELLNESS

U Matter, We Care: umatter@ufl.edu; 392-1575

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx> ; 392-1575

Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161

University Police Department: <http://www.police.ufl.edu/> ; 392-1111 (911 for emergencies)

ACADEMIC RESOURCES

E-learning technical support: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml> ; 352-392-4357 (opt. 2)

Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/> ; 392-1601

Library Support: <http://cms.uflib.ufl.edu/ask>

Teaching Center: Broward Hall; 392-2010 or 392-6420

Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/> ; 846-1138

Grading Scheme Evaluation of grades

Grades will be assessed according to the following breakdown. See below for descriptions:

Discussion leader day - 15%

Class Participation - 10%

Reading Journal - 10%

Two 4-page essays - 20% (10% each)

Midterm - 20%

Final - 25%

| Grading Scale | |
|---------------|------------|
| Grade | Percentage |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 80-82 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 0-59 |

More information on grades and grading policies is here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Discussion Leader Days

Every student will be assigned one day to be the discussion leader. When you are the discussion leader you should prepare to give a 10 minute presentation. Your presentation should focus your classmates' attention on specific features of the day's text(s). Point out key features, either visual or narrative; identify key plot or character development moments; compare and contrast to earlier works; show us anything you found surprising or interesting. You should prepare a visual aid to help present your ideas (i.e., Powerpoint). After this quick presentation, you should be prepared to lead the class in a discussion, so you should have 2-3 discussion questions about the text ready that can serve to spark class discussion. A rubric will be used in the evaluation process, distributed separately.

Class participation

Since a major aspect of this course is class and group discussion, you should be prepared to participate in these discussions each class day. This means you should have read the assigned reading and thought about them. You need to actively engage with your classmates, contribute your own original ideas, discuss classmates' ideas, and have a positive impact on the class discussion. A rubric will be used in the evaluation process, distributed separately.

Essays

You must submit two essays, 4 pages each, double spaced, in 12-point type. These are persuasive essays that present a thesis and defend it by citing from the readings or viewings. For each essay at least two secondary sources are required. The goal of this paper is to give you a high degree of freedom to explore topics and works that interest you, using the knowledge and analytical skills you have learned in class. There are no assigned topics. Instead, you should pick one of the readings we have examined in class and develop your own thesis about it. You will also have to give a 5 minute presentation on your paper topic during the last week of class as part of your essay grade.

Reading Journal

You will be required to keep a reading journal. For each day's reading(s), you should jot down about two paragraphs. This is a learning tool that will help you reflect upon the readings. This will become a journal of your thoughts that might be useful when writing the essay and during class discussions. Submit before each class day on Canvas. Graded on completion.

Exams

The midterm and final exams will be taken in class, closed book and closed notes. The final will be cumulative.

Instructor(s) Christopher Smith

Participation grading rubric

| | | | | | | | |
|--------------------------------------|---|---|---|---|---|--|----------|
| Participation/ Engagement | 25 points always came prepared to class and actively participated in all discussions and activities | 21 points usually came prepared and participated in discussions without being called on | 17 points showed some preparation for class, but needed more to fully participate | 13 points showed little preparation for class | 9 points showed no preparation for class | 4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation | _____/25 |
| Respect/ Attention | 25 points always listened attentively when others spoke; took initiative in discussions and promoted ongoing dialogue about the ideas under discussion; asked questions if uncertain | 18 points listened attentively when others spoke; contributed to ongoing dialogue about the ideas under discussion | 17 points occasionally inattentive to class discussion; participated briefly in discussions if called on, but was more passively attentive than active | 13 points distracted, inattentive, or disengaged from class activities and discussions | 9 points mostly inattentive to class discussions, the instructor, and peers | 4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation | _____/25 |
| Impact on class | 25 points actively made a positive impact on the class | 18 points made a positive, although quiet and passive contribution to the class | 17 points neutral impact on class process | 13 points participated minimally in classroom activities; negative impact on class process | 9 points failed to contribute to the class a/o detracted from the class with her/his negative attitude | 4 points did not attend enough classes or did not demonstrate sufficient participation for evaluation | _____/25 |
| TOTAL | | | | | | | _____/75 |
| COMMENTS | | | | | | | |

Discussion Leader Presentation Rubric

| | | | | | Your Points |
|-----------------------------|--|--|---|--|--------------------|
| Organization | 5 Audience cannot understand presentation because there is no sequence of information. | 9 Audience has difficulty following presentation because student jumps around. | 13 Student presents information in logical sequence which audience can follow. | 17 Student presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | 5 Student does not seem to understand the topic very well. Fails to meet objective of assignment. | 9 Student shows a good understanding of parts of the topic. Knowledgeable but fails to meet objective of assignment. | 13 Student shows a good understanding of the topic. Knowledgeable and somewhat meets objective of assignment. | 17 Student shows a full understanding of the topic. Meets objective of assignment. | |
| Visual Aids | 5 Student uses superfluous visual aids or no visual aids. | 9 Student occasionally uses visual aids that rarely support the presentation. | 13 Student's visual aids relate to the presentation. | 17 Student's visual aids explain and reinforce the presentation. | |
| Presentation | 5 Student makes no eye contact and only reads from notes. Student mumbles or speaks too quietly for audience in the back of class to hear. | 9 Student occasionally uses eye contact, but still reads mostly from notes. Student's voice is low and audience members have difficulty hearing. | 13 Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear and Most audience members can hear. | 17 Student maintains eye contact with audience, seldom returning to notes. Student uses a clear voice and all audience members can hear. | |
| Length | 3 Too long or too short; five or more minutes above or below the allotted time. | 7 Within four minutes of allotted time. | 11 Within three minutes of allotted time. | 15 Within two minutes of allotted time. | |
| Discussion Questions | 5 Student provides only one discussion question, or questions are not relevant to the text. | 9 Student provides at least two questions, but they are primarily plot questions. | 13 Student provides at least two questions relevant to the text that are not easily answerable and facilitate class discussion. | 17 Student provides at least two questions relevant to the text that connect it to some larger issue and facilitate insightful class discussion. | |
| | | | | Total Points: | |