

EAJ212 (3 credit hours)
MODERN JAPANESE LITERATURE IN TRANSLATION
Spring 2021 Call Number 9936
Asynchronous, Fully Online

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Course Description:

This course is a survey of modern Japanese prose literature and writers, with a special emphasis on Natsume Sōseki, Kawabata Yasunari, Mishima Yukio, and Ōe Kenzaburō. Material will be presented in a (more or less) chronological fashion, with the aim of providing the student with an overall view of literary trends. Class format will include required annotated readings and video lectures. No knowledge of the Japanese language is required.

General Education Information:

This course fulfills the General Education Categories of **Humanities** and **International Perspectives**.

Characteristics of all General Education Courses

The General Education Program as a whole has the following characteristics. Different courses within the Program emphasize different characteristics.

- *General education offers explicit understandings* of the procedures and practices of disciplines and interdisciplinary fields.
- *General education provides multiple perspectives* on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
- *General education emphasizes active learning in an engaged environment* that enables students to become producers as well as consumers of knowledge.
- *General education promotes critical thinking* about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

Humanities

Approved courses are concerned with defining and disputing that which is understood to be quintessentially "human:" studying language, texts, thought, and culture; their definition, interpretation, and historical development; and their reflection of human values, beliefs, and traditions. Courses in a variety of disciplines explicate the underlying assumptions, methods of study, practices, theories, and disputes appropriate to those disciplines.

Approved courses generally fall into one of three categories (all open to majors and non-majors):

1. introductions to basic materials and methods in the disciplines;
2. introductions to subfields or groupings of materials in the disciplines;
3. literature and culture courses taught in a foreign language higher than the third- semester level.

Learning Objectives for General Education *Humanities* Courses

Humanities courses teach students to analyze and interpret texts, ideas, artifacts, and discourse systems, and the human values, traditions, and beliefs that they reflect. Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities.

Depending on the discipline, humanities courses will enable students to demonstrate some or all of the following:

1. an understanding of the objects of study as expressions of the cultural contexts of the people who created them;
2. an understanding of the continuing relevance of the objects of study to the present and to the world outside the university;
3. an ability to employ the terms and understand the conventions particular to the discipline;
4. an ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them;
5. an understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon.

International Perspectives

An *International Perspectives* course develops students' understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States. Students must fulfill this requirement in one of two ways:

- participating in a study abroad program that earns University at Albany academic credit
- taking a course that meets the learning objectives below (this includes courses taught in a foreign language beyond the elementary level that addresses histories, institutions, economies, societies, and cultures beyond those of the United States)

Students will demonstrate a knowledge and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that development relates to other regions of the world, and at least one of the following:

- an understanding of the variety of cultures, societies, and countries that make up the region studied
- an understanding of a region or culture from the perspective of its people(s)
- an ability to analyze and contextualize cultural and historical materials relevant to a region
- an ability to locate and identify distinctive geographical features of a region
- an understanding of the reciprocal interactions between individuals and global systems
- an ability to use the analytic tools of a specific discipline to engage in comparative and/or historical analyses of cultures, nations, and regions
- an understanding of the economic, political, historical, and cultural relationships between different world regions resulting from contact, interaction, and/or influence

Required Texts:

All readings are available and MUST be accessed through Perusall in Blackboard. There is no cost to you.

Testing and Grading:

This is a literature class. It is very important that you read the literature! Coursework will entail two main parts: first, you will do the reading through Perusall in Blackboard and make annotations as you do so. The day after the reading is due, I will post the accompanying video lecture. You will have a few days to watch that lecture and annotate it also. In both cases, Perusall will score your annotations on their quality and quantity. There is more information on how that works available on Blackboard. Generally speaking, readings and annotations are **due on Mondays and Thursdays (see schedule below) at noon**. The best way to keep on top of due dates is to look at the calendar in Blackboard on a regular basis. The video lecture annotation assignments will not be available on either Perusall or Blackboard much in advance, which is why you should check the calendar often to see what is new.

The exams will include short answer and essay questions on the material covered in lecture. The exams will be open book, open note, and will not be cumulative.

Course grades will be based on the following criteria:

Perusall reading score average	25%
Perusall lecture score average	25%
Midterm Exam	25%
Final Exam	25%

- My grading scale is as follows: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E.
- I do not give extra-credit assignments. I do not curve grades. If you anticipate a problem that will affect your grade, I encourage you to meet with me as soon as possible.
- Because this is an asynchronous class, the chance of timing conflicts is very small. However, students unable because of religious beliefs to complete classwork on certain days will be excused per NYS Law. See Section 224-A.

Academic Integrity:

“Every student has the responsibility to become familiar with the standards of academic integrity at the University.....student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)

If you commit a violation of academic integrity, I will fail you for the assignment and report you to the office of Undergraduate Studies. For examples of what constitutes a violation, see the Undergraduate Bulletin (http://www.albany.edu/undergraduate_bulletin/regulations.html).

			Topic/Authors	Reading
Feb.	1	M	Course Introduction	None
	4	TH	Japanese Lit. in the Modern Era	None
	8	M	Mori Ōgai & Natsume Sōseki	“Sanshō the Steward” & “Ten Nights of Dreams”
	11	TH	The Japanese Soul: Natsume Sōseki	<i>Kokoro</i> , Parts 1 & 2
	15	M	The Japanese Soul: Natsume Sōseki	<i>Kokoro</i> , Part 3
	18	TH	Higuchi Ichiyō & Kunikida Doppo	“Separate Ways” & “Bonfire”
	22	M	Nagai Kafū & Shiga Naoya	“The Peony Garden” & “Seibei’s Gourds”
	25	TH	Tanizaki Jun’ichirō & Satomi Ton	“Aguri” & “Blowfish”
March	1	M	Akutagawa Ryūnosuke & Okamoto Kanoko	“In a Grove” & “The Old Geisha”
	4	TH	Miyazawa Kenji & Yokomitsu Riichi	“The Bears of Nametoko” & “Spring Riding in a Carriage”
	8	M	Ibuse Masuji & Kajii Motojirō	“Carp” & “Lemon”
	11	TH	Kawabata Yasunari	“The Izu Dancer”
	15	M	Hirabayashi Taiko & Hayashi Fumiko	“Blind Chinese Soldiers” & “Downtown”
	18	TH	MIDTERM EXAM	None
	22	M	Enchi Fumiko & Sakaguchi Ango	“The Flower-Eating Crone” & “Under the Cherry Blossoms in Full Bloom”
	25	TH	Inoue Yasushi & Dazai Osamu	“Passage to Fudaraku” & “Merry Christmas”
	29	M	Nakajima Atsushi & Kojima Nobuo	“The Expert” & “The Rifle”
April	1	TH	Abe Kōbō & Endō Shūsaku	“The Bet” & “Unzen”
	5	M	Yoshiyuki Junnosuke & Kaikō Takeshi	“Three Policemen” & “Duel”
	8	TH	Mishima Yukio	“Onnagata”
	12	M	Mishima Yukio	“Summer”
	15	TH	Mishima Yukio	“Winter”
	19	M	Kōno Taeko & Mukōda Kuniko	“Toddler Hunting” & “Mr. Carp”
	22	TH	Ōe Kenzaburō	“Japan, The Ambiguous, and Myself”
	26	M	Tsushima Yuko & Murakami Haruki	“A Very Strange, Enchanted Boy” & “The Elephant Vanishes”
	29	TH	Shimada Masahiko & Yoshimoto Banana	“Dessert Dolphin” & “Dreaming of Kimchee”
May	3	M	Ogawa Yoko & Saeki Kazumi	“Pregnancy Diary” & “Weather-Watching Hill”
	6	TH	Hoshi Shin’ichi & Matsuda Aoko	“Shoulder-Top Secretary” & “Planting”