

Cheryl Crowley  
REALC, Japanese Literature  
Piedmont Project Summer 2011

**Proposed Course Module: Addition to JPN 270 Introduction to Japanese Culture**

I have been teaching this course for about 10 years, and the topics we discussed in this summer's workshop have given me some good ideas for ways to refresh and renew my teaching plan. This is especially timely, given the recent tragic events that have resulted from the devastating earthquake and tsunami in northeastern Japan.

The course description is as follows:

Overview:

The course is divided into two sections. The first section will provide a brief overview of Japan's geography, climate, and political and cultural history. We will read and discuss examples of pre-modern Japanese literature as primary documents that will give us insight into pre-modern Japanese social structures, religion, thought, and aesthetics. The section will conclude with a discussion of Japanese culture(s) and society at the beginning of the modern period. The second half of the course will consist of student presentations on assigned readings. The presentations should expand on the background we explored in the first half of the course, with careful consideration of Japanese approaches to pressing social issues and problems.

Goals:

- Develop a basic knowledge of Japanese historical periods and the cultural landmarks with which they are associated
- Acquire a familiarity with the structures and special characteristics of modern Japanese society
- Approach the readings and discussions with a critical, questioning frame of mind
- Try to see through the stereotypes and myths of Japanese culture that are prevalent in both Japan and in the United States in order to better understand both Japanese culture(s) and their own.

In its previous iteration, the syllabus included one session focusing on the topic of "Nature" in Japan, with the following readings:

**Nature.** Kalland and Asquith, "Japanese Perceptions of Nature," *Japanese Images of Nature: Cultural Perspectives* (Taylor and Francis, 1997); Theodore C. Bestor, "How Sushi Went Global," in *Foreign Policy*, November/December 2001.

The new version of the syllabus will retain this assignment, but will add two more to reflect recent current events in Japan, including readings on (1) the earthquake and tsunami and the historical context of popular distrust of government response to the tragedy, and (2) social changes relating to sustainability.

**Disasters: Natural and Human.** Jun Ui, "Overview" from *Industrial Pollution in Japan*, United Nations University, 1992; excerpts from articles published in *The Asahi Journal* newspaper, March - September, 2011, excerpts from *2:46: Aftershocks: Stories from the Japan Earthquake*, The Quakebook Community ([www.quakebook.org](http://www.quakebook.org)), edited by Our Man in Abiko, Enhanced Studios Ltd, 2011.

**Sustainability.** Excerpts from Azby Brown, *Just Enough: Lessons in Living Green from Traditional Japan*, Kodansha 2010; excerpts from Eisuke Ishikawa, *Japan in the Edo Period - An Ecologically-Conscious Society* (O-edo ecology jijo) Kodansha, 2000 (available through Japan for Sustainability, <http://www.japanfs.org/en/pages/009397.html>).

## Emory University Japanese Program, Draft Syllabus

### JPN/EAS 270 Introduction to Japanese Culture

Instructor: C A Crowley  
Office: Modern Languages 209  
E-mail: ccrowle@emory.edu  
Tel. and text: (678) 632-1715

Time: Tuesday and Thursday 11:30-12:45  
Location: New Psych Bldg., 220  
Office hours: Tuesday 8:00 - 9:45 am. Please make an appointment. Students unable to meet during office hours may set up telephone or online chat appointments, 8 p.m. - 10 p.m. Monday through Friday.

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Since this is a writing requirement course, another goal is to polish critical thinking and writing skills. Reading should never be a passive activity, but one that should involve contemplation, questioning, and reaction. With this in mind, students are required to submit seven "response papers," informal comments related to the content of a particular session. An eight to ten page paper is also required. Part of some class sessions will be devoted to discussion of various techniques and approaches to develop and complete an analysis or exploration of one or several of the works or topics we will discuss.

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#### Required texts:

All assigned texts are available through on-line reserve, [www.library.emory.edu](http://www.library.emory.edu). Please bring a copy of all assigned readings to class. Do not come to class without readings. Those who do will be marked absent.

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#### Requirements:

1. Read all assigned texts.
2. Strict attendance. Read "Policies" handout for attendance policy.
3. Seven written responses to readings.
4. Mid-term and final examination.
5. In-class presentation.
6. One 8-10 page paper. Paper proposal must be submitted in advance and approved by the instructor. The paper may not be related to the in-class presentation topic.

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#### Assessment:

Exams: 20% each.  
Presentation: 15%  
Paper: 20%  
Response papers: 15%  
Participation (attendance, contribution to discussion): 10%

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**Assignment Schedule** - This schedule is subject to change. Please be mindful of changes and let me know if you lose your copy.

## INTRODUCTORY SESSIONS

January 13

**Introduction to the Class**

January 18

**Discussing Japanese Culture.** Mason, "Introduction" (handout). Valignano, de Torres, Carletti, "Reports of the Earliest Western Visitors to Japan" from White & Barnet, *Comparing Cultures: Readings on Contemporary Japan for American Writers* and Douglas McGray, "Japan's Gross National Cool" (online reserve.)

## HISTORICAL OVERVIEW

January 20

**Early history.** Excerpts from *Kojiki* (Record of ancient matters), transl. Philippi; John Travis, "Jomon Genes," *Science News*, Feb. 15, 1997, Vol. 151, Issue 7.

January 25

**Classical period.** "Yûgao (Moonflower)" chapter of *Tale of Genji* (*Genji monogatari*), from *Genji and Heike*, transl. Helen McCullough.

January 27

**Medieval period.** Excerpts from *Tale of the Heike* (*Heike monogatari*), transl. Helen McCullough; Atsumori from *Anthology of Japanese Literature*, ed. Donald Keene.

February 1

**Early modern period.** Chikamatsu Monzaemon, "Love suicides at Sonezaki" (*Sonezaki shinjû*) Online reserve. CHOOSE PRESENTATION TOPIC.

February 3

**Meiji period.** Selections from Tsunoda, *Sources of Japanese Tradition*, Vol. II, "Imperial Rescript on Education," "Imperial Precepts to Soldiers and Sailors."  
PAPER TOPIC DUE. (PAPER TOPIC MUST BE DIFFERENT FROM PRESENTATION TOPIC.)

## TOPICS (Student Presentation Themes)

February 8

**Samurai.** Excerpts from Nitobe Inazô's *Bushidô*, Cameron Hurst, "Bushidô."

February 10

**Geisha.** Excerpts from Liza Dalby, *Geisha*; Ayako Kano, "Wifeing the Woman," from *Acting Like a Woman in Modern Japan*. PAPER PROPOSAL DUE.

February 15

**Imperial(ist) Japan.** Brooks, "Peopling the Japanese Empire," from *Japan's Competing Modernities*.

February 17

**Modern Society: The Basics.** Excerpts from, Joy Hendry, *Understanding Japanese Society*, "The House and Family System," "Socialisation and Classification," "Status and Stratification in the Wider World."

February 22

**Family.** Merry White, *Perfectly Japanese: Making Families in an Era of Upheaval*, Chapters 3 and 4.  
TAKE-HOME MIDTERM DUE.

February 24

**Aging and Death.** Diana Bethel, "Alienation and Reconnection in a Home for the Elderly," from White and Barnet, *Comparing Cultures*, Susan Long, *Final Days* (excerpts).

March 1

**Self and the Body: Abortion, Organ Transplants.** William Lafleur, excerpts from *Liquid Life: Abortion and Buddhism in Japan*, Takeshi Yoro, "The Fuss over Brain Death and the Japanese Psyche," Kono Ayako, "Meditations on Organ Transplants from Brain Dead Donors," Yoshikawa Manabu, "Organ Transplants."

March 3

**Women.** Miller and Bardsley, *Bad Girls of Japan* (excerpts); Spielvogel; *Working Out in Japan* (excerpts).

March 8 & 10

**SPRING BREAK: NO CLASS**

March 15

**Men.** James E. Roberson and Nobue Suzuki, eds., *Men and Masculinities in Contemporary Japan: Dislocating the Salaryman Doxa* (excerpts).

March 17

**Nationalism and Nihonjinron (Theories of Japanese-ness).** Mouer and Sugimoto, "Nihonjinron at the End of the Twentieth Century," from *Japanese Encounters with Postmodernism*. Crawford and Foster, "Culture Wars: Japanese History Textbooks and the Construction of Official Memory," from *What Should We Tell the Children?*

March 22

**Identities I: Overseas Japanese.** Tessa Morris-Suzuki, "Race," *Reinventing Japan: Time, Space, Nation*. Dorinne Kondo, "On Being a Conceptual Anomaly," from White and Barnet, *Comparing Cultures*. FIRST DRAFT OF PAPER DUE.

March 24

**Identities II: Koreans.** Sonia Ryang, "Introduction," from *Koreans in Japan: Critical Voices from the Margin*, Susan Chira, "They Call Japan Home but are Hardly at Home," from White and Barnet, *Comparing Cultures*.

- March 29           **Identities III: People of African Descent.** Millie Creighton, "Soto Others and Uchi Others" from *Japan's Minorities: The Illusion of Homogeneity*; Ian Condry, "Yellow B-Boys, Black Culture, and the Elvis Effect," from *Hip-Hop Japan: Rap and the Paths of Globalization*.
- March 31           **Nature: Construction and Destruction.** Kalland and Asquith, "Japanese Perceptions of Nature," *Japanese Images of Nature: Cultural Perspectives* (Taylor and Francis, 1997); Theodore C. Bestor, "How Sushi Went Global," in *Foreign Policy*, November/December 2001.
- April 5             **Nature: Disasters, Natural and Human.** Jun Ui, "Overview" from *Industrial Pollution in Japan, United Nations University*, 1992; excerpts from articles published in *The Asahi Journal* newspaper, March - September, 2011, excerpts from *2:46: Aftershocks: Stories from the Japan Earthquake*, The Quakebook Community ([www.quakebook.org](http://www.quakebook.org)), edited by Our Man in Abiko, Enhanced Studios Ltd, 2011.
- April 7             **Nature: Sustainability.** Excerpts from Azby Brown, *Just Enough: Lessons in Living Green from Traditional Japan*, Kodansha 2010; excerpts from Eisuke Ishikawa, *Japan in the Edo Period - An Ecologically-Conscious Society* (O-edo ecology jijo) Kodansha, 2000 (available through Japan for Sustainability, <http://www.japanfs.org/en/pages/009397.html>). SECOND DRAFT OF PAPER DUE.
- April 12           **Cuteness.** Sharon Kinsella, "Cuties in Japan," from *Women, Media, and Consumption in Japan*, Christine Yano, "Monsterring the Japanese Cute," from Tsutsui and Ito, *In Godzilla's Footsteps*.
- April 14           **Cyberculture.** Larissa Hjorth, "Cute@keitai.com," from *Japanese Cybercultures*, Gottlieb and McLelland; Ito, Okabe, Mitsuda, *Personal, Portable and Pedestrian: Mobile Phones in Japanese Life* (excerpts).
- April 19           **Manga and Anime.** Kinko Ito, "Manga in Japanese History," from MacWilliams, *Japanese Visual Culture*, Wendy Wong, "Globalizing Manga," from *Mechademia 1*.
- April 21           **Conclusion.** FINAL DRAFT OF PAPER DUE.

TAKE-HOME FINAL due Friday, April 29, 5:00 p.m.

#### IMPORTANT DEADLINES

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|-------------|---|
| February 1  | Propose <b>presentation</b> topic       |
| February 3  | Propose paper <b>topic</b>              |
| February 10 | Paper <b>proposal</b>                   |
| February 24 | Midterm (due in class, at class time)   |
| March 22    | First draft                             |
| April 7     | Second draft                            |
| April 21    | Final draft                             |
| April 29    | Final exam (at REALC office, 5:00 p.m.) |

Presentation due dates will be announced February 3.