EALL 272 JAPANESE LITERATURE IN TRANSLATION – MODERN (Spring 2016)
Moore Hall 103, MWF 1:30 – 2:20pm

Quillon Arkenstone
quillon@hawaii.edu, Lincoln Annex A-2, #4
Office hours: after class or by appointment

Course Description:
EALL 272 is a survey of modern Japanese literature in English translation. The texts, consisting of novels, short stories, and poetry, will be considered both historically and analytically. The course format will be a combination of lectures, presentations, and discussions based on reading assignments. Readings should be completed by the date of their listing on the schedule, and students should come to class prepared to engage the assignment whether through discussion or presentation. The “class participation” portion of the grade is a measure of daily preparedness based on participation in discussions, regular class attendance, and performance on content-related quizzes. The frequency of quizzes will depend on the health of classroom discussions (or lack thereof). Students will write three short papers, focusing on one or more selected literary works, and will give one individual presentation on a selected author. There will be a midterm and final examination.

Required Texts:
Dazai Osamu, *The Setting Sun*
Higashino Keigo, *Malice*
Kawabata Yasunari, *Snow Country*
Murakami Haruki, *Norwegian Wood*
Natsume Sōseki, *Kokoro*
Tanizaki Junichirō, *Naomi*
All other required readings will be on Laulima.

Student Learning Outcomes:
--Students will gain an overview of modern Japanese literary history.
--Students will be able to identify literary influences, themes, and movements of the modern era.
--Students will be exposed to how narratives position themselves vis-à-vis historical and cultural contexts.
--Students will be able to discuss, present on, and write about modern Japanese literature in an informed manner.

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
</tr>
<tr>
<td>3 critique papers</td>
<td>30%</td>
</tr>
<tr>
<td>1 in-class presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>15%</td>
</tr>
<tr>
<td>Final examination</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading = 100-90 = A   89-80 = B   79-70 = C   69-60 = D   59 & below = F

Final Exam is Monday, 05/09, 2:15 – 4:15pm
Please Note:
1. Cell phones and anything else that beeps (laptops, etc.) should be muted during class.
2. Students with learning differences, disabilities or related access needs are encouraged to contact the KOKUA Program (956-7511 or http://www.hawaii.edu/kokua/) for information and services.
3. Students are expected to uphold the values of the university community as they are articulated in the UHM Student Conduct Code: <http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/>.

Critique Papers:
Critique papers should be from 1000 to 1500 words (3 to 4 pages). Some ideas for topics are narrative framework, character depiction, use of imagery, isolation and discussion of an exemplary portion of the text, etc., but what you write about is up to you (although it must be related to our readings). No outside research is required; you are simply giving an organized reaction to one or more stories that we have read. If you do consult outside research, you must cite. Make sure that your response has a clear thesis (i.e., a point) and support it accordingly. If you are not a native speaker of English, or if you need help with your writing, you are encouraged to get help with your papers at the UH Writing center. Papers are due in class on the date assigned.

To review, students are required to write 3 critique papers.
Grading rubric for responses:

9 – 10 (“A”): Writing that shows signs of brainwave activity going beyond the obvious; very reader-friendly (easy to follow, coherent structure with clear beginning and ending); ready for prime time (smooth, lively expression with no or very few careless spelling/grammar/format errors)

8 (“B”): Decent writing, showing that you have read the material and thought about it at least a little; a few minor errors but mostly reader-friendly and ready for prime time

7 (“C”): Not clear you have read the material or thought about it, hard to follow, serious sloppiness

6 (“D”): Cannot figure out what you are trying to say, but there are signs of effort; OR can figure it out, but there are signs of major carelessness

0 – 5 (“F”): Did not do what I asked you to do, just going through the motions

In-Class Presentations:
All students are expected to do a presentation on one of the authors/topics we will talk about. On your presentation day you will introduce the author and/or topic relevant to our reading. Good information to include would be relevant biographical information, other important works by the author and what they are about, how the work we are reading fits into the larger scheme of things, and anything else you may find interesting in your research. Use at least one non-internet source. Length: 10 minutes.

Presentations should be informed by outside scholarship, but your own input is just as important. Please incorporate your own ideas and creativity. Visual aids (PowerPoint, video clips, etc.) are encouraged. All presentations should effectively launch class discussion on related topics, and presenters should be prepared to field questions and comments from the class.