Overview:

The Edo period looks different depending on how one approaches it. One may focus on the continuities with earlier literary traditions (or abrupt breaks from them, as the case may be), or one may focus on its “early modern” aspects, connecting them to what followed. My own training is in classical literature, so naturally I will be looking at Edo through that lens, but it is assumed that each student will bring a somewhat different lens to bear.

Course Description:

There will be two class meetings a week. One (usually the Wednesday one) will focus on close reading of several selected Edo texts as a common core. The other meeting (usually the Friday one) will revolve around the students’ individual research projects. I will select the texts for the former. Students will need to identify by the second day of class what their own research topic is going to be.

The reading day will be traditional “read and translate,” with the goal of building reading speed, as well as familiarity with different types of Edo discourse. The projects days will be broken down into a series of tasks in which the students will have to prepare class presentations and/or written assignments dealing with such things as preparing a literature review of your topic, writing a one-page abstract such as might be presented to get your paper accepted into a conference, and presenting your research outcomes in the form of 20-minute oral presentation (with or without supporting media), simulating the kind of presentation one would make at a major conference.

Goals:

1. To introduce several types of literary discourse from the Edo period
2. To develop better reading fluency in Edo literary texts
3. To familiarize students with important scholarly resources related to Edo period literature
4. To develop a research topic (including abstract, literature review, and 20-minute presentation) which will culminate in a research paper due at the end of the term

SLOs (Student Learning Outcomes)

1. The students will be able to identify and describe characteristic genres of Edo period literature
2. Students will increase the rate at which they can read Edo period writings
3. The students will be able to put together a literature review for a topic of their choosing, including both Japanese and Western language sources.
4. The student will be able to situate their chosen topic both in terms of its contemporary (Edo period) milieu, as well as in terms of a theoretical framework of their choosing.
5. Students will be able to present their project as a one-page abstract such as might be submitted to a conference.
6. Students will be able to present their topic as a twenty-minute oral presentation suitable for a conference or symposium environment.
7. Students will be able to use general resource materials (e.g., texts, dictionaries, etc.) connected to the study of Edo literature, as well as specific materials appropriate to their chosen topic.

(Note: Information on how this course meets departmental SLOs will be posted on the course Laulima website in the form of the curriculum maps for the MA in Japanese literature and the PhD in Japanese literature.)

Assessment:

Students will be graded on how well they can demonstrate competence in the four goals and seven SLOs outlined above. The instruments will include:

- In-class Work
- Homework
- Oral Presentation
- Final Paper

Make sure you fully understand the Student Conduct Code, particularly the section of “Academic Dishonesty.” See: [http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/](http://studentaffairs.manoa.hawaii.edu/policies/conduct_code/)

Class Schedule:

Wednesdays 2:00 pm – 3:00 pm; Fridays 1:30 pm – 3:30 pm; Moore 351

Note: There are often CJS or EALL seminars on Fridays. If they are right on topic with the course, we will attend those in lieu of class. If they are potentially connected, we may attend them, but make up the class time.

Week 1, Wednesday (1/14): Introduction to class; readings from *Ise Monogatari* and *Nise Monogatari*

Week 1, Friday (1/16): Attend part of “Human Trafficking” symposium (CKS Auditorium); students present their tentative research topic for the semester

(I will add to this schedule after our first week of class. I need a better sense of who wants to study what…)