

Syllabus

Japan 177 "Urami: Rancor and Revenge in Japanese Literature"

Fall 2018

Instructor: John R Wallace

Our class meets Monday, Wednesday, Friday, 2:10 PM-3PM in 234 Dwinelle.

Our digital classroom spaces:

- bCourse (if enrolled or waitlisted, you have this URL, you can also ask me to temporarily give you access)
- my public website: Sonic.net @ <http://www.sonic.net/~tabine/>
- our course Google Drive folder(s) @ [J177Fa18 \(G-Drive, shared for viewing\)](#)

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1. Prerequisites

This class has no prerequisites and does not require any prior knowledge of Japan. It does require good English essay writing skills in terms of quality research and original analytic thinking (not necessarily good grammar) because there is a major term essay required for this class. I also requires good English reading and listening skills because the final will be based in part on your ability to incorporate the oral presentations of others into your term essay.

2. Course content

This course, on the calendar, is in four segments:

GETTING STARTED

The key aspects of urami around which the class is organized are introduced on the first day of class, then there are “warm-up” examples of urami in Japanese narrative: one film, one novel and a few paintings.

READINGS IN ACADEMIC SECONDARY SOURCES

Reading and discussion of academic material on the topic of urami and related matters. This material speculates on the cause and structure of urami and stories with urami in them.

READINGS IN PREMODERN PRIMARY SOURCES

Reading and discussion of premodern Japanese texts. Discussions are built around the key elements of urami we have made the framework of the course.

STUDENT RUN SESSIONS THAT INTRODUCE ADDITIONAL PRIMARY SOURCE READINGS

Selection of further reading by students, then a class session devoted to that reading assignment where the student group quizzes the students, offers thoughts on the reading, and takes questions by me, as a panel in the front of the room.

ESSAY

In addition to these segments of the course, students are working outside of class on a major term essay, to be submitted during finals week.

3. Key aspects of urami and learning objective

The key aspects are below. The learning objective is to become able to offer sophisticated content for each aspect, referencing both the academic material and stories as appropriate.

- Causes and pace of development
- Recurring metaphors, symbols, plot developments, other symptoms, include level of visibility and transformations
- How well does the cause of urami match its intensity?
- Urami's location
- Actions related to urami carried out, or not, because of urami. Ensuing plot developments: at a meta-level what does this say of urami?
- The process, or not, of urami healing
- Relationship to other "sister" feelings such as revenge, hatred, jealousy, bitterness, feeling sorry for oneself, Korean *han*, Chinese *han*
- Terms: *urami*, *amae*, *omote*, *ura*, *honne*, *tatemaie*, *aware*
- How this is or is not similar to anger-related stories in other cultures

4. Assessments and their grade weights

This is only the initial table of grade weights. For the correct and up-to-date information, refer to the grade weights table in the course's Google Drive folder.

Initial grade weights (subject to change—it is not unusual for me to rethink grade weights as the class progresses) are as below. Please notice that you will not be well-positioned to determine your final grade accurately enough for it to be helpful in deciding whether or not to select the Pass / No Pass option. This is particularly true if your concern is about the difference between an "A" and "A-minus." If this is very

important to you, this is not the appropriate class for you. You can discuss your grade with me but I, too, will not have enough information.

20% — Course engagement and participation (revised to 15%)

15% — Midterm test on *urami* concepts

15% — Student Run Sessions (SRS)

30% — Term essay

5% — Presentation slide for final exam (this item added midterm)

5% — Term essay addendum

15% — Final three-hour exam which will require giving an excellent 5-minute presentation based on your essay, listening to the presentations of others, and using those presentations in an addenda to your essay

Assessments details (subject to change):

Attendance (ATTEND) — This represents a percent of the times when attendance is taken. Attendance might be tracked by roll call (done out loud or silently) or by in-class submissions.

- On-time attendance means in the room ready to start at the time your name is called during roll call, or when class officially begins, whichever comes first.
- Late arrival and early departure (for whatever reason even if you have shared it with me and I have said it is okay to leave early or arrive late) counts as up to 7/10ths of a full attendance point.
- Multitasking, if observed and even if it is only momentary, is recorded as no more than 5/10ths of a full attendance point and often much less than that. If multitasking is frequent (in regular or discussion section), that student's attendance is no longer tracked. Instead, the attendance grade becomes an automatic "C-minus."
- *Excused absences are taken out of the grade category calculation. Please do not come to class if you think you are ill with something that is contagious.*

- Perfect on-time, multitask-free attendance (more exactly, of the times when attendance was tracked) earns extra credit to be applied to the final course grade. The value is .25 point. One grade step on the 12-step scale (“A-minus” to “A,” and so on) is approximately .33 point. Therefore, an additional .25 added to the final grade has a good chance of moving the student up one grade step, but not necessarily. Perfect attendance will also be part of my considerations when I am trying to determine the “A+”s of the class, if any.

(20%) Engagement and participation (PART) — Determined through observation by me, perhaps via peer evaluations, attendance, and other things. These points are considered:

- Contribution of ideas: Did you bring value to group discussion through the sharing of your ideas that are the result of extended thinking?
- Facilitation of discussion: Did you help facilitate the exchange of ideas through asking questions of others, helping to provide welcoming discursive space, and contributing to the management of the practical issues of assignment submission?
- Listening well: Did you listen to others in your group? Does your submission easily evidence care and time investment?
- Engagement in assignments: Were your submissions on time, with attention paid to the details of instructions?

Exercises (EX) — Because the class uses an active learning approach, there will be a variety of exercises to complete. Exercises are tracked to help understand the student's engagement but otherwise are not part of the final course grade. Typically, they are just graded complete / incomplete, if graded at all. (Naming of exercises: Because some exercises are meant to be done in class and other exercises are done after class, the best naming scheme ties them to the class session. So, an exercise might be EX180903-InC or EX180903-PostC. The first will be due on Sept 3, obviously, but the second might be due several days later but uses material from Sept 3.)
Exercises cannot be made up.

Peer Evaluations (PEEREVAL) — In many of my classes, I use regular submission of peer evaluations for various things: as a way of helping me understand a student's contribution to a group, as a way to signal what I think is valuable for participation in a

group, as a way for students to review or explore or celebrate or criticize the contributions of group members, and so on. Peer Evaluation content is always confidential, although I might share generic results when I am sure that doing so does not reveal the identity of any individual. Currently I am undecided as to whether this class will have peer evaluations. *If peer evaluations are required, it is a major grading point as to whether they were done on-time, thoughtfully, and honestly. The deadlines for submission will be firm, too.*

(15%) Tests (T) — A midterm, in-class, closed-book, no-devices allowed (including for dictionary use) will test closely the student's understanding of the concepts covered in the segment of the class where we read academic articles.

(15%) Student Run Sessions (SRS) — This is a group assignment. The group decides an appropriate story for the class to read or video for the class to view. They prepare, administer, and grade a reading / viewing check quiz. They provide background information, a neutral, non-interpretive story summary, and some thoughts. They remain at the front of the room to receive questions from me and others, not knowing who will be responsible to answer the questions posed. The story or video can be from any time and any place in the world but must be short enough that it is not a burden for the students to prepare, have a complete narrative (cannot be, for example an episode of an anime unless the episode works fully well on its own), and be relevant to this, which is the theme for all SRS activity: "Is urami a specifically Japanese emotion?" One grade is given to the group, except when it is clear someone did not fully participate, as determined by my observation of the group.

(35%) Essays (ESSAY) — The student works toward offering advanced thinking about urami by combining the experience of the class (the readings and discussions) with outside research of high quality academic sources on urami. Chicago Manual Style will be required and graded. Perfect grammar is not necessary. The essay will be graded for its credibility, usefulness, and hopefully, interest. The essay is submitted, then the key discoveries of the research (not one's own thesis or conclusions) are shared in the form of a brief presentation during the final exam (with a brief written statement). After listening to the presentations of others, some of that content must be used to modify or advance one's own term essay, in an addendum that is added to the essay that is then resubmitted. The addendum is 5% of the final course grade. The essay itself is 30%.

(30%) Final Exam (FINAL) — As currently planned, the exam will be a full set of lightning presentations, approximately five minutes per student. Enrollment is expected to be around 30 students. The presentations are on the research done for the term essay. Those presentations will be closely graded, which means it is also likely that they will be video recorded so I can review them after the event. Students are expected to find ways of using in their own terms essays some of the information presented. They then resubmit their essays with an addendum that used the presentations to modify and improve their work (not as evidence to support the claims already made). *The final must be taken at the designated time.*

5. Schedule (initial version)

Our class meets Monday, Wednesday, Friday, 2:10-3PM.

The below is only the initial schedule. Due to the interactive nature of this active learning class (I watch student progress and adjust as necessary), the schedule is frequently updated. For the correct and up-to-date information, refer to the schedule in our Google Drive folder.

Initial schedule (this will evolve as the class progresses)

Week 1 — Orientation and screening of the film “Confessions”

Week 2 — Screening and discussion of the film “Confessions” (*Kokuhaku* 告白, 2010) continues, then we begin reading in translation and discussing a novel by Enchi Fumiko: *Masks* (*Onnamen* 女面, 1958)

Week 3 — We continue reading and discussing *Masks*.

Weeks 4-7 — We read and discuss academic works (chapters of books and articles) related to *urami*, ending with a two-day review, then a midterm exam on this material.

Monday, October 5 — Test

Weeks 8-10 + the first day of Week 11 — We read in translation and discuss short fictional works and selections from longer works from Japan written between the 11th–18th centuries.

Week 11-14 — SRS

Week 15 — Students are researching and writing their term essay, but in the room during the regular class session

RRR Week — Students are writing their term essay and preparing the presentation for the final exam. Consultation is available but there will be no formal review sessions or presentations.

Final Exams Week — **Students submit their essay before the final exam, take the final at its regularly scheduled time, and submit an addendum to their essay after the final exam.**

6. Course materials

ACADEMIC ARTICLES AND PASSAGES FROM OTHER SCHOLARLY WORKS

Doris G. Bargen, "Spirit Possession in The Context of Dramatic Expressions of Gender Conflict: The Aoi Episode of The Genji monogatari" *Harvard Journal of Asiatic Studies* (1988).

Hayao Kawai, *The Japanese Psyche: Major Motifs in the Fairy Tales of Japan*, trans. by Hayao Kawai and Sachiko Reece (Spring Publications: Dallas, Texas, 1988)

Takeo Doi, *The Anatomy of Self: The Individual Versus Society*, trans. by Mark A. Harbison (Kodansha, Texas, 1985)

Akira Kuno "The Structure of Urami" *Japan Review* (1991)

Noriko T. Reider, *Japanese demon lore: oni, from ancient times to the present* (Utah State UP, 2010).

LITERARY TEXTS

Tales of Ise (Ise monogatari 伊勢物語; poem tales, 10th c.)

Gossamer Years (Kagerō nikki 蜻蛉日記, diary, 10th c.)

The Tale of Genji (Genji monogatari 源氏物語; prose narrative, 11th c.)

Tales of Times Now Past (Konjaku monogatari 今昔物語: legends, 12th c.?)

Noh drama:

- *The Damask Drum* (Aya no tsuzumi 綾鼓; Noh drama, 15th c. ?)
- *The Fulling Block* (Kinuta 砧; Noh drama, 15th c.) ACCESS: Eileen Kato and Kanze Motokiyo Zeami "The Fulling Block)
- *The Iron Crown* (Kanawa 鉄輪; Noh drama, 15th c. or later)"

The stories of Nun Four and Nun Five from "The Seven Nuns"

"Akimichi" (Otogizoshi)

Great Mirror of Male Love (Nanshoku Okagami) by Ihara Saikaku (1642-93)

Tales of Moonlight and Rain (Ugestu monogatari) by Ueda Akinari (1734-1809)

Enchi Fumiko, *Masks*

OTHER

"Confessions" (Kokuhaku 告白; film, 20th c.)

Uemura Shōen (上村松園; painter, 20th c.)

7. Contacting me / meeting with me

My office is 5110 Dwinelle Hall.

My email is jwallace@berkeley.edu. Please do not message me either using my private account or via bCourse. Please use email.

My office hours, and any last-minute changes to them or special signup requirements, are listed at my public website Sonic.net @ <http://www.sonic.net/~tabine/>.

8. Announcements and finding out what to do

Information about class activity (what to do, due dates, grading explanations, test information, etc.) will come to you through four channels:

- in-class announcements
- bCourse announcements (arrives to you as an email notice and remains accessible on the bCourse site)
- postings to Session Details page (must remember to manually visit Sonic.net)
- bCourse assignment pages (creation notices and grade releases arrive to you as an email notice and remains accessible on the bCourse site, due date can appear on your calendar if you coordinate it with bCourse and remains on the bCourse site as "syllabus" and "calendar")

Because, as an active learning classroom, we are already very busy with activities, and because I think all of you are good readers, I rarely make announcements in class. Instead, send out announcements via bCourse and expect you to read them. I like to be helpful. If I have made an announcement it is almost certainly because I have thought, "If the students know this, it helps them with their grade." **Set the frequency of your bCourse notifications for "Announcement" to "✓ Notify me right away" by going to bCourse Account (the very top, left-hand tab) > Notifications**

Details about what you should do before and after class, and what we will do in class will be on the Sonic.net Session Details page. I will not expect you to be responsible for anything posted less than 24 hours before class would begin. I DO expect you to be responsible for everything else.

In most cases, assignments will have a bCourse page, in which case they will automatically generate a due date on your calendar.

9. "How do I know what to do for each class session?"

The information is on the course Sonic.net Session Details page @ <http://www.sonic.net/~tabine/> .

10. List of key things to remember that help with your grade

The below is also on Sonic.net for quick reference.

- Online course digital spaces:
 1. bCourse (if enrolled or waitlisted, you have this URL, you can also ask me to temporarily give you access)
 2. my public website: Sonic.net @ <http://www.sonic.net/~tabine/>
 3. our course Google Drive folder(s)
- Please email me. Please don't message me either through bCourse or otherwise.
- Devices cannot be used during class.
- Multitasking, even once, will affect the final course grade, sometimes dramatically, always at least one grade step.
- This is an active learning class: Review [here](#) what that means for this course.
- My deadlines are bright lines—they are specific moments in time **without a grace period**. Late submissions are not accepted. Very few of my assignments or assessments can be made up.
- Allow extra time to submit through the bCourse since it is not reliable. Remember that if bCourse displays the deadline as "2AM," the submission portal locks at exactly 2:00AM, not 2:00:01AM. If the submission is via Google Forms, past due submissions are ignored.
- Regular, on-time attendance is important for the course grade.
- The final will be given at the designated time. I won't accommodate other dates.
- Travel plans are made by your choice. I won't make accommodations for missed classes due to travel-related issues when planned, although I might consider accommodation for unforeseen difficulties.
- Read all announcements promptly. They are usually time sensitive.

- To know how to prepare for class and what we will do in each session, go to the Class Session Details web page. You are responsible for being informed. Ask questions when you are unsure.
- I care a great deal about academic integrity.
- Academic dishonesty is penalized starting with the first event. **There are no redo opportunities given.** Explanations are expected but the penalty will not change.
- Integrity: Keep in mind the "context is king rule" which is **always** relevant, not just for essays and such—do not use someone else's work in a way that context would suggest to me (or any reader) that it is your work. When in doubt, cite your work.
- Integrity: The "over the shoulder rule" rule—when you use a source, the author (if she or he could see what you are writing) would judge that your use is a fair and accurate representation of what she or he wrote.
- All reading is to be done "with some thought and care."
- Following instructions improves scores.
- The time it seems you have invested in something is considered when grading.
- Credibility is always a grading point. Use sources with critical awareness, make plausible claims, submit work that seems to have been thoughtfully constructed.