

## **JPT 3121 Contemporary Japanese Literature: Postwar to Postmodern Syllabus**

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Office Hours: MWF 12:00pm-1:00pm or by appointment

### **Course Description**

JPT 3121 is an examination of modern Japanese literature since the end of World War II (1946 – present). The course will take an in-depth look at important texts during this period, as well as introduce students to contemporary scholarship. In addition to reading specific texts, students will develop the skills to analyze postwar Japanese literature and conduct meaningful research on it. All readings are in English; no knowledge of Japanese is required.

### **Required Textbooks**

The following books are available at the UF bookstore. All are required.

Oe, Kenzaburo. *The Silent Cry*  
Abe, Kobo. *Woman in the Dunes*  
Murakami, Haruki. *Hard Boiled Wonderland and the End of the World*  
Yoshimoto, Banana. *Goodbye Tsugumi*  
Murakami, Ryu. *Coin Locker Babies*  
Kanehara, Hitomi. *Snakes and Earrings*

All other readings will be posted on Canvas (e-Learning).

### **Class Policies**

#### **Absences**

There will be no makeups for missed exams without a valid, documented excuse (e.g., a doctor's note, jury summons, etc.). You are allowed three unexcused absences without question. After that, each additional unexcused absence will result in a 1% drop in your final grade. An unexcused absence will, of course, result in a zero for your class participation grade for that day.

#### **Late Work**

Essays are due at the assigned time and date. Late essays will be marked down 10% for every 24 hours late (i.e., if an essay is due at 10:59 P.M. on Monday, submissions between 11:00 P.M. Monday and 10:59 P.M. Tuesday will be marked down 10%, submissions between 11:00 P.M. Tuesday and 10:59 P.M. Wednesday will be marked down 20%, and so on).

### **Academic Dishonesty**

Academic dishonesty, either in the form of cheating or plagiarism, will not be tolerated. Any proven instances may result in an automatic grade of "E" for the entire course and WILL result in referral to the Dean of Students Office.

Examine the UF honor code at <https://sccr.dso.ufl.edu/students/student-conduct-code/>: particularly the following:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

VIOLATIONS OF THE STUDENT HONOR CODE.

(a) Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

To avoid common issues remember: when in doubt, cite.

- Words taken verbatim from another source, whether a whole paragraph, a sentence, or part of a sentence, must be placed in quotes and cited. Changing a few words here and there does not make it your original work.
- If you take an idea from another source, you should acknowledge your borrowing in the text of the essay and provide a citation.

### **Accommodations**

Students who need accommodations in class or on exams are warmly encouraged to contact the Dean of Students Office. See <https://drc.dso.ufl.edu/> for more info. You are welcome to visit me during office hours to discuss your needs, but note that I need authorization from the DSO to make accommodations.

### **Technology Policy**

This class is “tech friendly,” but devices are expected to be used to read PDFs, take notes, or look up information. Non-class-related activities, especially those that distract your classmates, like texting, checking social media, or playing games will result in a zero for your class participation grade that day.

## **Grading**

Grades will be calculated with the following weights. See below for descriptions:

Reading Journals: 15%

Class Participation: 10%

Secondary Reading Presentation: 15%

Exams: 30% (15% each)

Essays: 30% (15% each)

## **Assignments**

### **Reading Journals**

You must submit a reading journal (on Canvas) for each day’s reading(s). You should jot down about two paragraphs that reflect on the readings. You are free to write what you want, as long as it deals with the day’s assignment. This isn’t formal writing, so you don’t need to have a thesis or avoid first person or anything like that. Write in your own style about what you thought was interesting about the reading/viewing: what stood out to you, what you had questions about, random thoughts you had, whatever. The only stipulation is that it should be a *thoughtful* reflection on the day’s assignment, not just a reaction. In other words, it’s fine to write about your reaction to the text (you liked or disliked it, it made you happy or sad), but don’t stop there: think about *why* you reacted that way. What feature of the text made you feel that way, and why? Write about how you are processing the reading. Due before class each day. This is graded on completion: as long as you submit a reasonably thoughtful reflection of the required length, you get 100%.

### **Class Participation**

In this type of class it is vital that you come to class prepared and participate in class discussions. To receive a full class participation grade you should come to class prepared to fully participate. That means engaging the assigned texts with active reading, taking notes or highlighting as necessary. If it is evident you have not done the reading or are not prepared to participate fully in the class you will receive a grade of zero for the day. (Hint: answering a question with “I dunno” or “I don’t remember reading that” tells me you are not prepared!) Remember, an unexcused absence automatically results in a zero for your participation grade for that day. See the Absence Policy above.

### **Essays**

You must submit two essays, each 4 pages, double-spaced, in 12-point type. These are persuasive essays that present a thesis about a text and defend it by citing evidence in the form of quotations from that text. At least two scholarly secondary sources are required for each. Scholarly sources are books from academic presses or articles from academic journals. Encyclopedias, newspapers, magazines, personal websites, and organizational websites are not scholarly sources. Neither are unpublished theses or papers, although exceptions are possible. You should cite other scholars *making an argument that supports your argument*, not random or well-known facts. Use Chicago citation format.

There are no assigned topics. You should pick one of the class readings you wish to examine further and develop a thesis about it. Keep in mind, however, that the main grading criteria are a) is your thesis strong? and b) do you successfully persuade your reader of your thesis? You must prove a strong thesis that *analyzes* the text and uncovers something new about it.

If you are a major in LLC and want to combine these two essays into your 10-page qualifying essay, please let me know.

### **Secondary Reading Presentations**

On some days there will be a secondary reading assigned, which the class as a whole is not expected to read. If you sign up for a secondary reading presentation on a certain day, your job is to read that secondary reading for that day and deliver a 10-minute presentation on it to the class. You should digest the reading and synthesize it for the class, summarizing its main arguments or most important points in a digestible form for your classmates. Make your classmates aware of all the important parts of the reading so they get the information without having to read it themselves. You should also prepare a simple visual aid (like a powerpoint) that summarizes the main points. Everyone will do two secondary reading presentations.

### **Exams**

There will be a midterm and a final exam, taken in class, closed book and closed notes. The final will be cumulative. The exams will test whether you have absorbed *lecture* content such as critical terms and textual themes. They will not test analytical ability.