

Instructor: Christopher Smith

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Office Hours: Monday 2-3pm in person (masked) or on Zoom, or by appointment

### **Course Description**

JPT 3140 is a survey of literature by women writers in Japan's modern period (since 1868). The course will acquaint students with major women writers in Japan, as well as the historical and cultural context of their writings. Students will also be introduced to major scholarship on Japan's women writers. 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.

Enchi Fumiko – *The Waiting Years* (Kodansha)

Yoshimoto Banana – *Goodbye Tsugumi* (Grove)

Kirino Natsuo – *Out* (Vintage)

Kanehara Hitomi – *Snakes and Earrings* (Dutton)

Murata Sayaka – *Convenience Store Woman* (Grove)

Kawakami Mieko – *Breasts and Eggs* (Europa)

Recommended: *Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers)* 9th Edition, University of Chicago Press, 2018

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 11:55 P.M. on Monday, submissions between 11:56 P.M. Monday and 11:55 P.M. Tuesday will be marked down 10%, submissions between 11:56 P.M. Tuesday and 11:55 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.

E. Plagiarism. A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

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.

## Grading

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

Lightning Essays: 15%

Class Participation: 15%  
Secondary Reading Presentation: 15%  
Essays: 40% (20% Each)  
Final project: 15%

### Grading Scale

Grade	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

### Assignments

#### Lightning Essays

Lightning essays are short (250 word) essays designed to be completed in one sitting. Although much shorter than a full essay, they are more than reflection or reaction papers and incorporate the mechanics of formal essay writing in a condensed setting. Rather than journaling your reaction or writing a reflection, in the lightning essay you will state a one-sentence point (or thesis) about one of the readings that you wish to prove, then persuade your reader that point is true with the rest of your essay. You must also include at least one direct quotation from the reading as evidence to support your argument (you do not have to provide a citation, but supply the page number for your quotation in parentheses).

Example thesis: "Mori Ōgai's short story 'The Abe Family' seems to celebrate Japan's samurai, but actually critiques samurai values and questions whether they ever existed at all."

Note that the point you prove should not be evaluative; in other words, you should not try to evaluate a reading as good or bad. Instead you should try to develop your own ideas about or insights into the text. Although lightning essays can be written in a less formal tone than normal essays, they should still be grammatical, correctly spelled, and persuasive.

One lightning essay will be due most Fridays after class, as indicated on the class schedule. Each essay can be about any of the readings covered that week.

Lightning essays will be graded:

0 (0%): Not submitted, incomplete

1 (50%): Did not follow instructions (insufficient length, no thesis, no quotation, not persuasive, etc.)

2 (100%): Satisfactory (required length, states a thesis, persuades the thesis is true with a quotation for evidence, as described above)

### **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. Remember, an unexcused absence automatically results in a zero for your participation grade for that day. See the Absence Policy above.

### **Essays**

There are two 1,000-word essays in this class. 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. See the separate "Essay Guide" handout.

Use Chicago citation format.

One essay should be about a work of prewar literature, and the other should be about a work of postwar literature. 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.

### **Grading Rubric**

Essays are evaluated on four areas:

1. Thesis: Is it an original, strong provable point? Does the essay successfully persuade that it is true?

2. Organization: Does each paragraph contribute to proving the thesis? Does each paragraph have its own analytical point? Do paragraphs flow well?
3. Evidence: Does each paragraph include a piece of evidence? Is the evidence appropriate and help prove the paragraph's point? Does the essay use the required secondary sources? Are secondary sources used appropriately, as analysis that supports the essays' argument?
4. Mechanics: Grammar, spelling, and style.

### **A Essay**

An A essay makes a strong, original, provable claim, argues for it logically, has well-organized paragraphs, uses strong and appropriate primary and secondary evidence, and has few mechanical problems.

### **B Essay**

A B essay is similar to an A essay, but is somewhat lacking in one area above. For example: perhaps the thesis is strong, evidence is good and there are few mechanical problems, but paragraphs are not well structured and often lack a clear point. Or an essay that does areas 1-3 well but has many mechanical problems.

### **C Essay**

A C essay is lacking in two of the areas above. A C essay might also be an essay that only superficially engages with the work of literature, i.e., an evaluative essay or an unoriginal thesis.

### **D Essay**

A D essay is seriously deficient in at least three areas, or does not follow the assignment instructions.

### **E Essay**

The E grade is reserved for essays that are not turned in, or which are plagiarized. Note that the point value of the E grade in this case is zero.

## **Secondary Reading Presentation**

On some days there will be a secondary reading assigned, usually author biographies, 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 day's secondary reading and deliver a 10-minute presentation on it to the class. Note that most of the readings will be too long for you to present everything they contain. Instead, you should absorb and synthesize the reading for the class, summarizing its important points or most vital information 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.

## **Final Project**

You must submit a final project by the final exam date. The final project is a project that you design and implement yourself, with my approval. The project is designed to be flexible and give you many options to explore your interest in the class material in a format that appeals to you. As long as your project engages with the course texts in a meaningful way, you can pursue a variety of different projects: You could write another essay (~1,000 words), you could make a YouTube video presentation (~10 minutes), you could create a poster presentation, etc. See the Final Project guide that will be distributed in class.

## **Other Information**

### *Students Requiring Accommodation*

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### *UF Evaluations Process*

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### *Counseling and Wellness Center*

Contact information for the Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### *The Writing Studio*

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

### *In-Class Recording*

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.