

Instructor: Christopher Smith

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

Course Description

JPT 3500 is a broad introduction to Japanese culture. It includes a survey of both premodern and modern Japan, as well as an introduction to research methods and critical methodologies for studying Japan. The course covers secondary readings about Japan as well as a selection of important primary texts. In addition to learning specific historical/cultural knowledge, students will develop the skills to analyze and use primary source materials, evaluate secondary source materials, and conduct meaningful research on Japan. All readings are in English, no knowledge of Japanese is required.

Class Motto

“Always historicize!”
(Frederic Jameson)

Required Textbooks

Hane, Mikiso and Perez, Louis. 1991. *Premodern Japan: A Historical Survey*. Second edition. Boulder, Colorado: Westview Press.

Sugimoto, Yoshio, ed. 2009. *The Cambridge Companion to Modern Japanese Culture*. Cambridge: Cambridge University Press.

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

Class Policies

Absences

There will be no makeups for missed exams or quizzes 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 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 on Monday, submissions between 11:00 Monday and 10:59 Tuesday

will be marked down 10%, submissions between 11:00 Tuesday and 10:59 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://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 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. 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.

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.

Grading

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

Pop Quizzes: 10%

Class Participation: 10%

Exams: 40% (midterm 15%, final 25%)

Essays: 40% (3 essays: 10% [Essay 1], 15%, 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

Pop Quizzes

There will be short quizzes given in class on random days at irregular intervals. The quizzes will cover the assigned reading(s) for that day. You will not be required to memorize minutiae from the readings (such as dates or population numbers), but you should be familiar enough with the readings to answer general questions (identify important people and terms, provide a sequence of events, identify a reading's main argument, etc.). Your lowest quiz grade will be dropped from the final grade. Quizzes will be administered at the beginning of class, and there will be no extra time for students who come in late. Pop quizzes will be administered via the [iClicker REEF app](#).

Class Participation

In this type of class it is vital that you come to class prepared, participate in class discussions, watch presentations, and listen to the lectures. 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. Attendance will be taken via the [iClicker REEF app](#).

Exams

There will be a midterm and a final exam given in class, both closed book and closed notes. The exams will cover both assigned readings and lecture/discussion content, focusing especially on critical terms introduced in class. They will have a variety of question types (i.e., multiple choice, short answer, matching, etc.). The final will be cumulative but weighted more towards material from the second half of the class.

Essays

This is a Writing Requirement (Gordon Rule) 4000 class, so you must complete 4,000 words of writing. This is divided into three essays. The essays are worth 10%, 15%, and 15% of your grade respectively. Please read carefully the above class policies about [Academic Dishonesty](#) and [Late Work](#).

- All essays should be submitted in Canvas by the deadline on the class schedule.
- Essays must be submitted in MS Word (doc, docx) format.
- Use Chicago style for citations. Use footnotes, with a full citation for the first instance of any cited text. Example:

Andrew Gerstle has argued that “the essence of *aragoto* is defiance toward the samurai,”¹ and Sukeroku certainly seems to be a fine example. The play mainly consists of him romping through the Yoshiwara pleasure quarters taunting and provoking samurai. He is “the townsmen’s townsman,”² both a vigorous street brawler and a great lover.

- Essays must be within 10% of the of the target word count (not less than 90%, not more than 110%). You also must get a C or higher on each essay in order to receive Gordon Rule writing credit.

Essay 1 (1,000 words)

Type: Source Evaluation

Go to the library and select any scholarly writing about Japan written before 1975. Although you can use online journals instead, you should limit yourself to articles accessed via JSTOR or ProjectMUSE to ensure they are really academic in nature (exceptions are possible: email me). 250 words of this essay should be a concise synthesis of the argument of that work, while the remainder should be an evaluation of the work as a source according to what you have learned about Orientalism and essentialisms. How does the source organize knowledge about Japan? Which parts (if any) use essentialist modes of knowledge, and which parts do not? Which parts of its argument and research are still valuable to us today, and which parts no longer accord with the present critical stance on cultural

¹ C. Andrew Gerstle, “Eighteenth-Century Kabuki and Its Patrons,” in *A Kabuki Reader: History and Performance*, ed. Samuel L. Leiter and C. Andrew Gerstle (Armonk, NY: M.E. Sharpe, 2002), 91.

² Gerstle, 96.

studies? There is no prescribed format for this essay, and it can be written in a conversational style. You only need one source: the book or article you select. However, you should cite any other sources you borrow words or ideas from.

Essay 2 (1,500 words)

Type: Persuasive Essay

This is basically a literature essay. The goal is to successfully argue a thesis about one of the primary source texts (the literature or quasi-literature) we have read in class. Your thesis should be a *provable claim* about the text that puts it in a new light or provides some deeper insight into it. Normally this will involve uncovering some theme in the text that is not immediately obvious. This essay should be written in a formal voice. In addition to the primary source text, you need at least two additional *scholarly* secondary sources. 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. Secondary sources should *support your argument*. Citing secondary sources for well-known facts or tangential claims that do not advance your argument will not count. Remember how you evaluated a source in essay 1 and incorporate that into your essay if necessary.

Essay 3 (1,500 words)

Type: Research Prospectus

In this essay you will explore further one of the non-fictional topics in the *textbook* readings we have done in class (e.g., late Tokugawa cultural developments, modern Japanese food culture, etc.). A reading that you found particularly interesting (or one you particularly disagreed with!) would be a good starting point. This essay is a research prospectus, where you write through an exploration of a topic and sources available on it, then conclude with what you learned and how you would now frame a long research paper on the topic. Begin by clearly stating a research *question* and why it interests you. You should then provide a *critical* summary of at least three scholarly secondary sources (see the explanation in the Essay 2 description). This means you should summarize and explain each source's argument, but also critically identify any problems there might be with the source's approach or argument. Then conclude by explaining what you have learned about the topic, and—as an answer to your research question—what the thesis of a potential research paper might be. In other words, end the essay by stating what you would now argue about the topic if you were to write a much longer paper. You may not count the textbooks as secondary sources. However, works that are cited in the textbook or mentioned in the “further reading” section are valid, so those might be a good place to start. This essay requires you to talk about your own interests and reflect on what you have learned, but should be written in a formal tone.

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.