

INAF 315C
JAPANESE CULTURE & SOCIETY
Spring 2012 – January 17 – May 1

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CLASSROOM: Sullivan House

CLASS TIMES: T 6:45 – 9:15pm

OFFICE HOURS: M - F 9:30am – 5:00pm

COURSE DESCRIPTION:

This course will start with a foundation and overview of Japanese society and culture. It will explore values and traditions through a survey of modern Japanese literature and films that will be used to understand and analyze the society.

The goal of this course is to introduce students to a culture different from their own, to challenge them to gain an inter-cultural perspective, and to learn how to approach understanding new cultures. Inter-cultural understanding has become a greatly valued and desired skill. As we educate students for global citizenship, this is one of the skills that will contribute to their development.

GENERAL EDUCATION DESIGNATION “C”

This course will meet the goals of the general education designation for the “C” (cultures) by challenging students to learn a point of view of a culture other than their own, including an awareness of the basic beliefs of that culture and the institutions and symbol systems that serve the purpose of a social group within that culture.

REQUIRED MATERIALS:

Kawabata, Yasunari. Snow Country. Used: \$10.50.

Kirino, Natsuo. Out. Used: \$11.25.

Oe, Kenzaburo. A Personal Matter. Used: \$9.75.

Sugimoto, Yoshio. An Introduction to Japanese Society. Retail: \$29.99.

COURSE RULES FOR SUCCESS

To create the very best environment for supporting your success and the success of your classmates, this course has three important rules. By choosing to follow these three rules, you are choosing to be successful; not only in this course, but in your life.

1. **Show Up!** To support my success, I choose to attend every scheduled class period in its entirety.
2. **Do the Work!** To support my success, I choose to do my very best work in preparing all my assignments and doing them on time.
3. **Participate actively!** To support my success, I choose to stay mentally alert in every class, offering my best comments, questions, and answers.

COURSE EXPECTATIONS

Class Attendance and Participation (15% of grade)

Attendance is expected at every class. If you are ill or absence is unavoidable, you are expected to inform me before class through email or by phone (leave a message). Think of this as a job and if you're not going to show up, you need to let someone know.

Your participation is a valuable asset to the class. We all learn from each other and the unique perspectives that we have. Please come prepared to each class, ready and willing to share your thoughts on the readings and films.

Blackboard

The syllabus will be available there for your reference. Grades will be posted there too.

Readings

Please see schedule below for reading assignments. Students are expected to complete the readings by the scheduled class meeting and be prepared to discuss the topics covered, answer questions, and offer their thoughts and opinions.

Reaction paper (10% of grade)

Students are expected to write 1 reaction papers during the semester. Students may choose one of the films to write a 3-page reaction paper. Reaction papers are not to be researched but are to be written based on your personal reactions to the film matter.

Weekly presentations (5% of grade)

Each student will be asked to make a 5-10 minute presentation about a topic on Japanese culture. Students will pick topics during the first class to determine which topic and week they will present. Two students will present each week. Students may use any audio-visual aids they wish.

Mid-term Examination (20% of grade)

There will be a mid-term exam that will include True/False, multiple choice, short answer and essay questions.

Literary analysis paper (ea. 15% of grade)

Students must choose two of the 3 novels we will read on which to write a literary analysis. Papers must be 4-5 pages in length. Paper due dates are on the schedule.

Final Research Paper (20% of grade)

Students must choose any topic related to Japan (Japanese culture, history, politics, etc.). Students will work on this paper in stages. The deadlines for each stage are listed in the schedule. The final paper must be at least 10- 15 pages in length and have a minimum of the following types of works cited – 3 scholarly journal articles, 2 books, and 2 other resources. Students are required to use the Writing Center at each stage of the writing process – outline, draft, final.

All assignments are subject to change.

SCHEDULED READINGS AND ASSIGNMENTS

Jan 17	Introduction to class; review of syllabus
Jan 24	Sugimoto – Chapters 1-3
Jan 31	Sugimoto – Chapter 4-5
Feb 7	Sugimoto – Chapters 6-8
Feb 14	Sugimoto – Chapters 9-10 Topic & Outline for Final Research Paper due
Feb 21	Snow Country
Feb 28	Snow Country paper due Film: Rashomon
Mar 6	Spring Break – no class
Mar 13	Mid-term Exam
Mar 20	Rashomon reaction paper due A Personal Matter
Mar 27	A Personal Matter paper due Film: Spirited Away
Apr 3	Spirited Away reaction paper due Out, pp. 1-235 Draft of Final Research paper due
Apr 10	Out, pp. 236-400
Apr 17	Out paper due Film: Departures

Apr 24 Departures reaction paper due
{*one flexible date*}

May 1 Final Paper due

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities.

STUDENTS WITH DISABILITIES

If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Gail Ridgeway, Disability Services Coordinator, located in the Thomas P. Johnson Resource Center, phone, 646-2354, e-mail: gridgeway@rollins.edu .

Statement Concerning Academic Excellence

In order to foster a challenging intellectual experience in this course, I have joined a number of other Rollins faculty members in a commitment to the following principles:

1. Believing that my high expectations are an indication of my respect for you and your capacity to work at a level of excellence you may not have thought possible. *I will follow the grading standards outlines in the college catalog:*

Grade A is reserved for work that is exceptional in quality and shows keen insight, understanding, and initiative.

Grade B is given for work that is consistently superior (that is, not merely respectable or “average”) and shows interest, effort, or originality.

Grade C is a respectable grade. It reflects consistent daily preparation and satisfactory completion of all work required.

Grade D is the lowest passing grade. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

Grade F is failing.

2. Recognizing that the work done in class is only a small part of your acquisition of an education—and that pursuing a college education should be thought of as the equivalent of a full-time job—, *I will design the assignments for this course so that you may plan to spend at least six to eight hours a week outside of class doing assignments.*
3. *I will faithfully enforce the attendance policy stated in this syllabus, which makes clear that absences and lateness will affect course grades.*
4. Recognizing that college graduates must be able to communicate clearly and effectively, *I will not assign A's or B's to papers marred by an accumulation of the following errors, which are so serious that they are usually seen as the markers of an uneducated writer:*
 1. Sentence fragments
 2. Run-on sentences; comma splices
 3. Lack of agreement: subject/verb; noun/pronoun
 4. Lack of possessive apostrophe
 5. Dangling or misplaced modifiers
 6. Shifting verb tenses
 7. Unparallel constructions
 8. No comma after introductory element
 9. No comma after nonrestrictive element

10. Use of *I* as objective case pronoun
 11. Confusion between *it's* and *its*, *to* and *too*, and among *their*, *there*, and *they're*
 12. Misuse of colons and semicolons.
5. In fairness to all students in the class and with the knowledge that, in the world beyond college, workers are expected to meet deadlines even in the absence of ideal circumstances, *I will faithfully enforce the policy concerning late work stated in this syllabus.*
 6. *I will assign evaluated work throughout the term; I will treat your work seriously and will respond to it as the serious endeavor of a serious student.*
 7. Knowing that ultimately your education is what you make it, I will encourage you to come to class prepared; *I will encourage you to initiate conversations, ask questions, and comment on the readings and other assignments; I will encourage you to engage your classmates in lively intellectual exchanges.*
 8. Because I want to be a part of your intellectual growth and because I enjoy the play of ideas, *I will be available to you during my office hours and at other scheduled times,* and I encourage you to use those times, not just for discussions of grades and assignments, but also of the ideas generated by the class.

Jenifer