

San José State University
SYLLABUS – MUSE Fall 2010
SAMURAI, POETS, AND TEA MASTERS:
AN ETHNOHISTORICAL INTRODUCTION TO TRADITIONAL JAPAN
ANTH 96KQ (#46876)

Instructor Information

Instructor: Dr. Jennifer L. Anderson

Meeting Time: MW 1:30-2:45 PM

Room: Clark 137

Office: Clark 461

Office hours: MW 8:00 to 8:45, T 8:00-11:30, 12:30-2:00 and by arrangement

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Course URL: <http://www.sjsu.edu/people/jennifer.anderson/courses/c4/>

The on-line library for abstracts and research is located at:

<http://www.sjsu.edu/people/jennifer.anderson/courses/c2/>

Course Description

Loyal samurai, wicked warlords, beautiful poets, and saintly tea masters—you'll meet them all when you immerse yourself in traditional Japanese culture. No best-seller has ever done justice to the cast of characters whose lives intermingled throughout Japanese history. This course will trace the development of Japan's cultural institutions from the Paleolithic Age to the present. Through the extensive use of visual images, students will visit archaeological sites, ancient tombs, the Kabuki stage, temples, and tea houses. Emphasis will be placed on the integrating function of values which continue to influence Japanese behavior even today. Discussions will center on exploring developing concepts of ethnicity, nationhood, and diversity through "first-person" readings of Japanese literature in translation. There are no prerequisites for this course.

Learning Objectives and Activities for this Course

A. Goals

Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students will establish a strong foundation for becoming a university level student and scholar. Students will become acclimated to both the intellectual and social activities of university life.

B. Student Learning

Upon completing this course, students should be able to:

- place contemporary developments in cultural, historical, environmental, and spatial contexts;

- identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them; and
- evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
- recognize the interaction of social institutions, culture, and environment with the behavior of individuals.
- understand the learning process and their responsibility and role in it. [MUSE]
- know what it means to be a member of a metropolitan university community. [MUSE]
- Students will demonstrate a beginning ability to participate actively and civilly in class discussions, recognizing how their own and others' identities influence their interactions and how to bridge differences. [MUSE]

C. Course content

I. Human Behavior Courses (GE Area D1) focus on the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, the forces that engender social cohesion and fragmentation and recognition of the interaction of social institutions, culture, and environment with the behavior of individuals. Briefly describe below the content in the course that addresses these topics:

Introduction to MUSE

University-level study is different from what you experienced in high school. The Metropolitan University Scholars' Experience (MUSE) is designed to help make your transition into college a success by helping you to develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary focus to show how interesting and important ideas can be viewed from different perspectives.

MUSE and GE Goals:

- To understand the learning process and their responsibility and role in it.
- To know what it means to be a member of a metropolitan university community.
- Issues of diversity shall be incorporated in an appropriate manner.
- Writing: The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. [GE]
- Social sciences: Content to promote all of the above GE competencies. [GE]
- University scholar: Course activities should be designed to enable students to improve critical thinking skills, information competencies, critical writing and reading skills, and group interactions. [MUSE]
- University life: Students should attend workshops and participate in group activities to help them learn about university resources and activities and to improve in areas they have identified. [MUSE]

Learning Objectives of the Anthropology Department

- Understand culture, and the relationships of human life, biology
- Awareness of past/present cultures
- Knowledge of significant findings: archaeology, cultural anthropology, physical anthropology
- Knowledge of the history of anthropological thought and its place in modern intellectual history
- Comprehension of multiculturalism as central phenomenon in modern society
- Familiarity with forms of data, literature, ability to access
- Awareness of anthropology's importance to issues of contemporary society; ability to apply knowledge to social issues
- Knowledge of qualitative & quantitative research methods in one sub-discipline
- Ability to present & communicate anthropological knowledge, results to different audiences

Samurai, Poets, and Tea Masters Course Goals

In the context of learning about Japanese culture, the student is will be encouraged to:

- Obtain an overview of the processes and events which have shaped Japanese history;
- Learn to identify and analyze key cultural concepts in the context of Japanese life and to recognize the manner in which they impact the processes of change and continuity;
- Learn to analyze specific historical events in the context of universal trends in the development of complex societies and cultural themes particular to Japan;
- Learn how selected cultural concepts have changed throughout history and how they have impacted society and the environment;
- Investigate the manner in which key cultural concepts developed centuries ago have impacted modern Japanese and their neighbors;
- Investigate the manner in which key cultural concepts have contributed to perceptions of Japanese nationality as perceived both locally and globally;

Course Requirements

Required Texts

R.H.P. Mason and J.G. Caiger, *A History of Japan*, Boston, Rutland Vermont, Tokyo: Tuttle Publishing, 1997. ISBN 0-8048-2097-X

Ryusaku Tsunoda, Wm. Theodore de Bary, and Donald Keene, *Sources of Japanese Tradition*, Vol. 1, (2nd Edition) New York: Columbia University Press, 2002. ISBN 0-231-2139-3

Grading: Your final grade will be determined by your grades on weekly in-class quizzes (20 points total), three abstracts (250 words, 25 points total), one writing assignment (2000 words, 30 points total), an open-note final (25 points), and by class participation. Writing will be assessed for correctness, clarity, and conciseness.

Participation: Participation in two Student Success workshops and the library orientation is required. You will be required to participate in two workshops and one library orientation (Monday. September 20). Plan your time accordingly. It is advisable to take

workshops early in the term so you can apply the skills you have learned to the required work in this class.

Quizzes: There will be a short factual quiz each class period (less than ten minutes) designed to encourage you to do assigned reading on a timely basis.

Writing Assignments: One assignment is designed to encourage the student to research a topic of personal interest in Japanese history in a scholarly manner. The other three will consist of abstracts and analysis of the class readings. Emphasis will be placed on clear and effective communication. We will also focus on the concept of presenting a hypothesis supported by information from academic sources. Students are encouraged to use both library and on-line resources for research; however, plagiarism will not be tolerated.

Final: The final will include both factual material and more analytical essay questions. Participation in the final is required. Class and reading notes may be used.

Grading on Written Material: Quizzes (20%), Abstracts (25%), Research paper (30%), Final (25%) **Participation in class discussion will also be considered in determining your final grade.**

Marking Criteria for Written Work: (Instructor reserves the right to take class participation into consideration in calculating the final grade)

A+ 98-100 A 94-97 A- 90-93

An “A” demonstrates originality, addresses the tasks effectively, shows effective organization and logical argumentation, uses clear, appropriate and accurate examples and a high level of writing competence and knowledge. Completes the task and consistently does extra work.

B+ 88-89 B 84-87 B- 80-83

A “B” may show a good level of competence, but uneven development of tasks. It may be generally well organized, uses appropriate examples, displays facility, with a few gaps, in argumentation, and demonstrates a good level of writing and knowledge. Completes the task and does some extra work.

C+ 78-79 C 74-77 C- 70-73

A “C” may show a fair level of competence, but may be uneven. It will address the task adequately, but only with parts of the task. It is adequately organized and may occasionally use examples. Argumentation may be inconsistent and writing and knowledge competence may be unclear.

D+ 68-69 D 64-67 D- 60-63 F <60

A “D” will demonstrate poor competence with inadequate organization, task and argumentation development and inappropriate examples. It will display difficulty in using adequate academic language and errors in knowledge will be in evidence. A failure will only occur if no effort is made to address the question or topic.

Participation and Miscellaneous Activities: To Be Excused if you cannot make it to class to participate in an exercise, please leave an E-mail message THAT day or earlier, giving your name, class and reason for missing the activity. You will receive full credit as long as the reason is significant and the privilege is not abused. Failure to participate might result in a significant loss of overall points. Participation in class discussions is required.

Other Class Policies

Academic Integrity

Academic integrity statement (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” The policy on academic integrity including definitions of plagiarism and cheating and sanctions for violations can be found at: http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Academic dishonesty will be dealt with following San José State University Academic Integrity Policy: “The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically”. See this website for a complete statement:

http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

“Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

Cheating:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another’s test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by

departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

“If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy F06-1 requires approval by instructors.”

Plagiarism:

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work; and representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.” (Office of Student Conduct & Ethical Development)

If you would like to include in your paper any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity policy S07-2 requires approval by instructors.” See this website for a complete statement:

http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf

Late Papers:

No late papers will be accepted unless a genuine emergency arrives and the student notifies the professor in advance.

Adds/Drops/Incompletes, etc.:

You are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. The SJSU procedure for adding classes can be found at

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2251.html>

The procedure for dropping a class can be found at: <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2254.html> and

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-2253.html>

The policy regarding incompletes can be found at:

<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1993.html>

Disabilities:

If you require accommodation, please advise me. I will be happy to help. “Campus policy in compliance with the Americans with Disabilities Act:

“If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that

students with disabilities register with DRC to establish a record of their disability.” For more information on accommodations contact the Disability Resource Center at <http://www.drc.sjsu.edu/>.

Cell phones:

Please turn off all cell phones at the beginning of the class and keep them off. If you have a family emergency that may require you to keep the cell phone on, inform me at the beginning of class. Text messaging in class will not be tolerated.

Laptops:

Students are permitted to use laptops in class for note-taking **only**. Students who abuse this policy by surfing the web or playing games during class will be asked not to use laptops in class. If you want to use a laptop, you must sit in the front row of class and sign a contract saying that you will not abuse the privilege of using a laptop.

Class Website:

“Samurai, Poets, and Tea Master” readings and assignments may be found on the “Samurai, Poets, and Tea Master” class website: <http://www.sjsu.edu/people/jennifer.anderson/courses/c4/> Any changes to the schedule will be printed to the “Samurai, Poets, and Tea Masters” website syllabus. Please check it regularly

Schedule

(The schedule may be changed with fair notice.)

Wednesday, August 25

Introduction, Cultural Themes and Historical Depth, Geography

- *Key Cultural Point: mono aware* (the sorrow of existence)

Paleolithic Japan

- *Text:* Mason and Caiger, pp. 19–24.
- See Class website for further details.

Monday, August 30

- *Quiz clues: (Quiz 1)* Be able to discuss features of Japanese geology that influence culture.

Know what resources what material resources were exploited during the Paleolithic.

Jōmon Japan, The Ainu

- See Class website for further details.

Wednesday, September 1

Yayoi Japan

- *Text:* Mason and Caiger, pp. 25–27.
“History of the Kingdom of Wei” from Tsunoda, et al., Vol. 1, pp 6–8.

“The Sun Goddess and Susa-no-o” from Tsunoda, et al., Vol. 1, pp. 24–25.

- See Class website for further details.
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Monday, September 6 - Campus Closed for Labor Day

Wednesday, September 8

The Early Kofun Period (266 A.D. to about 470 A.D.)

- *Text:* Mason and Caiger, pp. 27-34.
“History of the Latter Han Dynasty from Tsunoda, et al., Vol. 1, pp. 8-9.
- See Class website for further details.

Monday, September 13

The Late Kofun Period (540-563 A.D.), Asuka Period (563-710 A.D.)

- *Text:* Mason and Caiger: 37–51.
“Nintoku: Rule of Benevolence” from Tsunoda, et al., Vol. 1, pp. 74–75.
“The Seventeen Article Constitution of Prince Shōtoku” from Tsunoda, et al., Vol. 1, pp. 50–55.
“Fujiwara Kamatari and the Future Emperor Tenji” from Tsunoda, et al., Vol. 1, pp. 76.
“Reform Edicts” [excerpts from the Taika Reforms] from Tsunoda, et al., Vol. 1, pp. 77-83.
- See Class website for further details.

Wednesday, September 15

The Nara Period (710-794 A.D.)

- *Text:* Mason and Caiger: 51-63.
“Nara Buddhism,” “The Sutra of the Golden Light,” and “The Protection of the Country by the Four Deva Kings” from Tsunoda, et al., Vol. 1, pp. 100-108.
- See Class website for further details.

Monday, September 20

- **Library research orientation with Toby Matoush. We will meet in the library classroom, Room 217. Start work on thesis and preliminary bibliography. See “[Student Skills Library](#)” for Chicago-Scientific System Information Sheet and “Developing a Good Thesis” Thesis and Preliminary Bibliography due Thursday, September 24.**

Wednesday, September 22 and Monday, September 27

The Heian Period (794-1185 A.D., Parts 1 and 2)

- *Text:* Mason and Caiger, 64–128.
“One Page Testament” by Hōnen, in Tsunoda, et al., Vol. 1, pp. 225–226.
- See Class website for further details.

- **Submit your research thesis and preliminary bibliography. Outlines Due Wednesday, October 20**

Wednesday, September 29

- *Research Paper Skills and Format* **Do not miss this class!**

Monday, October 4 and Wednesday, October 6

The Kamakura Period (1185-1333 A.D.)

- *Text: Mason and Caiger, 128–138.*
 “Introduction to the Guide to the Composition of Poetry” by Fujiwara no Teika in Tsunoda, et al., Vol. 1, pp. 203-204.
 “Selections from One Hundred Sayings” by Ippen in Tsunoda, et al., Vol. 1, pp. 229-230.
 “Drink Tea and Prolong Life” by Eisai in Tsunoda, et al., Vol. 1, pp. 393–395.
 “Rectification for the Peace of the Nation” by Nichiren in Tsunoda, et al., Vol. 1, pp. 295-299.
- See Class website for further details.

Monday, October 11 and Wednesday, October 13

The Muromachi Period (1333-1568 A.D.)

- *Text: Mason and Caiger, 139–170.*
 “Reflections on the Enmity between Emperor Go–Daigo and the Shogun, Ashikaga Takauji” by Musō Kokushi in Tsunoda, et al., Vol. 1, pp. 330– 332.
- See Class website for further details.

Monday, October 18

- **Special class- Tea Ceremony Lecture – Required**

Wednesday, October 20

- **Outlines Due**
- Special Session with Peer Mentors on outline development
- **Revised Outlines Due Monday October 25**

Monday, October 25 and Wednesday, October 27

- **Revised Outlines Due**
- **First draft of paper due Monday, November 15.** Must be submitted first to Turnitin.com! Hard copy due in class.

The Azuchi–Momoyama Period (1568-1600)

- *Text: Mason and Caiger, 173–189.*
- See Class website for further details.

Monday, November 1 and Wednesday, November 3

The Early Edo Period (1600-1854 A.D.)

- *Text:* Mason and Caiger, 191–219.
- See Class website for further details.

Monday, November 8

The Late Edo Period (1600-1868 A.D.)

- *Text:* Mason and Caiger, 220-253.
- See Class website for further details.

Wednesday, November 10

- *Film:* *Twilight Samurai*

Monday, November 15

- *Finish Film:* *Twilight Samurai*
- **First Draft Paper Due (No late submissions accepted)**
- **Final Paper due Wednesday, December 24**

The Meiji Period

- *Text:* Mason and Caiger, pp. 257–304.
- See Class website for further details.
- *Learning focus:* Discussion of paper drafts. Return of corrected drafts.

Wednesday, November 17

Taishō Era

- *Text:* Mason and Caiger, 304–341.
- See Class website for further details.

Monday, November 22

Shōwa Era (Part 1)

- *Text:* *Mason and Caiger, 342-354*
- See Class website for further details.

Wednesday, November 24

- *Film:* *Roots of Japanese Anime!*

Monday, November 29

Shōwa Era (Part 2)

- *Text:* Mason and Caiger, 354-360,
- See Class website for further details.

Wednesday, December 1

- *Film:* *Kamikaze*
- **Research Papers Due**

Monday, December 6

- Discussion and Presentation of Research Papers

Wednesday, December 8

- *Review:* Key Cultural Concepts
- *Discussion:* Key Cultural Concepts
- *Learning focus:* Preparing for the Final Exam
- **Final to be Given Out**

Final Due– Friday, December 17, 12:15-2:30

OPEN BOOK, OPEN NOTE FINAL DUE IN CLASSROOM

NO EMAIL SUBMISSIONS, NO LATE SUBMISSIONS!