

# JAPANESE CLASSICAL LITERATURE

USC U.S.-China Institute / Spring 2024 Online Seminar

Tuesdays, April 23 - May 21, 2024

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## SEMINAR REQUIREMENTS

### **Instructor**

Lynne Miyake, Pomona

### **Course Description**

In this 5-week seminar, K-12 educators are invited to explore the rich world of classical Japanese literature. Taught by, Lynne Miyake, Professor Emerita, Pomona College, this course will cover a variety of literary forms, beginning with early poetry and prose and including classics from the aristocratic age (e.g., *The Tale of Genji*, *The Pillow Book*) where women writers and poetry reigned supreme, the warrior age (Zen works, drama) where war, warrior, and religious concerns transform the literary landscape, and the early modern age (*Love Suicides* and other dramas, *haiku*) where townspeople broaden our horizons as to what constitutes classical literature. A variety of themes will be explored including customs, gender, social structure, and commercialization. Readings will be provided, including excerpts of longer works. The course will also include teaching suggestions and materials such as *manga* comics adaptations which instructors can use to introduce the texts to their students.

### **1. Attendance**

You should actively participate in the five weekly online live discussions on Tuesday evenings from 4pm to 5pm PST. You will need access to the Internet and a computer or phone with a camera and microphone to participate. These online discussions will be on Zoom. Please download it beforehand onto your desktop or phone at [https://zoom.us/download#client\\_4meeting](https://zoom.us/download#client_4meeting). You don't need to create an account, but your screen name **should include first and last name for attendance purposes**. You will be able to join the videoconference as a guest. The Meeting ID will be emailed to you weekly.

<b>Week</b>	<b>Date</b>	<b>Topic</b>
Week 1	April 23	Intro and Nara Period Zoom discussion
Week 2	April 30	The Heian Period Zoom discussion
Week 3	May 7	The Kamakura Period Zoom discussion

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Week 4	May 14	Muromachi Period Zoom discussion
Week 5	May 21	The Edo Tokugawa Period Zoom discussion

If you missed a session (no more than one in the duration of the seminar), you will need to complete a make-up assignment.

- Attend an event (lecture/meeting/discussion panel, etc.) that focuses on Japan-related issues or visit a museum exhibition or performance relating to Japan.
- Submit a 150-200 word summary of what you learned, and post it in the forum.

### **2. Video and Reading Assignments**

Prior to each live discussion on Tuesday, please prepare for the session by watching the corresponding video presentations at your own pace as well as completing any reading assignments. Much of what will be discussed will be based upon the videos and readings.

- Readings (12 hours total)

Week	Task	Topic
Week 1 (Prior to April 23)	Video	Intro and Nara Period: “Earthy” Gods, Haiku, Anime and Manga: Japanese Literature in Five Weeks (30 minutes)
	Readings	<ul style="list-style-type: none"> <li>● Kojiki (A Record of Ancient Matters), “Amaterasu” (pp. 1-8) (Bingham summary)</li> <li>● Kojiki (A Record of Ancient Matters), “Ancient Japanese Empresses” (pp. 9-18. Includes Himiko and Nara history) (Bingham summary)</li> <li>● Manyōshū (A Collection of Ten Thousand Leaves), Kakinomoto Hitomaro and Yamanoue no Okura poems</li> </ul>
Week 2 (Prior to April 30)	Video	The Heian Period #1 and #2 (30 minutes each, 1 hour total)

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	Readings	<p>#1 Readings</p> <ul style="list-style-type: none"> <li>● Rodd. Kokinshu poems, L. 2</li> <li>● The Pillow Book of Sei S</li> <li>● The Lady Who Loved Insects</li> <li>● The Bamboo Cutter and the Moon Child</li> </ul> <p>#2 Readings</p> <ul style="list-style-type: none"> <li>● Tsuboi, Kiritsubo</li> <li>● Tsuboi, Yugao</li> <li>● Seidensticker, C 1 Kiritsubo</li> <li>● Seidensticker, C 4 Evening Faces</li> </ul>
Week 3 (Prior to May 7)	Videos	The Kamakura Period (30 minutes)
	Readings	<ul style="list-style-type: none"> <li>● Shinkokinwakashū (New Collection of Ancient and Modern Poems, pp. 192–96 (Keene)</li> <li>● Opening of The Tale of Heike, p. 1 (McCullough)</li> <li>● Ichi no tani/"The Assault from the Cliff" (The Tale of Heike), pp. 310-12 (McCullough)</li> <li>● Atsumori/"The Death of Atsumori" (The Tale of Heike), pp. 315-17 (McCullough)</li> <li>● Confessions of Lady Nijō by Lady Nijō, pp. 180-95 (Brazell)</li> </ul>
Week 4 (Prior to May 14)	Video	Muromachi Period (30 minutes)
	Readings	<ul style="list-style-type: none"> <li>● "Little One-Inch" (McCullough, pp. 495-498)</li> <li>● "Three Poets at Minase" (Keene, pp. 314-321)</li> <li>● "Atsumori," (Keene, pp. 286-293)</li> <li>● "Busu," (Keene, pp. 305-311)</li> </ul>
Week 5 (Prior to May 21)	Video	The Edo Tokugawa Period (30 minutes)

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	Readings	<ul style="list-style-type: none"><li>● Matsuo Bashō, <i>The Narrow Road to the North</i>, pp. 363-373</li><li>● Ihara Saikaku, <i>Life of an Amorous Man</i><ul style="list-style-type: none"><li>○ pp. 42-50 (Intro + “Age Seven”)</li><li>○ pp. 55-57 (“Age Sixty”)</li></ul></li><li>● Santō Kyōden, <i>Playboy Roasted à la Edo</i><ul style="list-style-type: none"><li>○ pp. 359-398 (32 pgs but 26 pgs of manga)</li></ul></li><li>● Kabuki: excerpt from <i>Nansō Satomi Hakkenden (The Saga of the Eight Dogs or The Eight Dog Warriors of the Satomi)</i><ul style="list-style-type: none"><li>○ Video clip (10 minutes: 0-9:40)</li><li>○ 2 page summary.</li><li>○ Includes clips used in zoom lecture.</li></ul></li><li>● 5) Bunraku: Chikamatsu Monzaemon, <i>The Love Suicides at Sonezaki</i><ul style="list-style-type: none"><li>○ 44 second video of suicide pact scene in presentation.</li><li>○ Short Summary or Shirane, pp. 237-243</li><li>○ pp.400 up to lines 1-2 on p. 402 of play, labeled Chikamatsu. (Entire play on pp. 390-409—optional)</li></ul></li></ul>
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### **3. Web discussion forum** (1 hour per week x 5 weeks = **5 hours total**)

Each teacher is expected to actively participate in a seminar-focused web forum. We are moving our seminars to the Moodle platform. For detailed information on how to get started, you can go here.

#### **Participation in the forum entails the following:**

- Minimum contribution of 20 thoughtful, well-written, analytical posts. (Approx. 4 per week). You are encouraged and welcome to participate as much as possible in the forum, but please note that posts like introductions, one-line responses, and the final essay will not count towards the total.
- EVALUATIONS – reactions to readings, video presentations, and other participants’ posts. At least one posting needs to be made following each live discussion session:
  - React to the ideas presented
  - Discuss how these ideas can be effectively shared with students
  - Please post these in the “Japanese Classical Literature, Spring 2024” forum under the corresponding session thread.
- FILM REVIEW - at least one posting needs to be a film review from a teacher’s point of view:
  - 100-150 word summary on how you can use the film in the classroom

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- Reviewing a previously discussed film is acceptable, but be sure to offer your own assessment of the film and how it might be used with students
- Post your review in the “Film Festival” forum  
at <http://china.usc.edu/k12/forums/forums/film-festival>
- WEBSITE REVIEW - at least one posting needs to assess the teaching usefulness of an East Asia-focused website:
  - Provide the website url, describe its contents and evaluate its ease of use
  - Discuss how the website could be used with students
  - Post your review in the “Web Resources” forum at <http://china.usc.edu/k12/forums/forums/web-resources>

### 4. Curriculum project (4 hours total)

Upon completion of the seminar, you will incorporate the seminar experience into your own classes by **developing a multi-lesson curriculum project**.

**Design a series of lessons to be used in one of the courses you teach.** This multi-lesson plan should cover at least three days of instruction. You are encouraged, but not required, to create lessons that will help your students meet the California educational standards (included in the “Reference” section of your seminar binder). You are also encouraged to incorporate the Internet into your lessons, either in the research assigned, activities employed, or presentation of conclusions. You may wish to put draft versions of your lesson plan on the discussion forum to secure feedback from your colleagues.

Your multi-lesson curriculum project should include the following components:

#### 1. A rationale for the proposed unit

Explain how and where the unit fits into your course. What skills and/or content will your students have prior to the unit and what will they be ready to tackle?

#### 2. Skill and content objectives

Refer to the CA and NCHS world history standards or the CA language arts standards (included in the “Reference” section of your seminar binder) and identify which of these is addressed by your lesson plans.

#### 3. Detailed lesson plan

Include specific lesson objectives, class and individual activities, and materials to be used. Provide discussion-launching questions, questions to guide reading, and

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other procedural tips. Include copies of textbook readings, draft handouts, or other materials. Be sure to provide complete citations for the materials you include.

There are a wide variety of teaching guides you may consult for activity suggestions, and many primary source materials are available from the USCI website. You are encouraged to use music, film, and the web as part of your lessons. Also consider whether your location and budget might permit class trips to museums, temples, or ethnic commercial districts into your unit (don't neglect the possibility of virtual trips to museums and other sites).

#### **4. A plan for assessing student achievement**

Describe culminating activities, projects, or other tasks which will permit students to demonstrate the knowledge and skills they have acquired.

##### **▪ Optional**

Discuss possible extracurricular extensions of this unit (e.g., Model UN, world music/film club, etc.)

#### **5. Final course reflection (1 hour total)**

**Reflect on the seminar experience in a short recorded clip (video or audio) and post under the “Final Course Reflection” section in Moodle.**

In a conversational reflection, please share about your experience taking this seminar, for example: What motivated you to join this seminar? Which issues or ideas raised in the seminar did you find particularly interesting? Why? Which topics are of greatest relevance to your courses and your students? What may other educators find valuable about this course? What is your biggest takeaway?

\*Excerpts from the curriculum project or from the course reflections may be shared with future educators participants in the seminar.

**DEADLINE – Tuesday, June 25, 2024**

#### **Checklist**

<b>Requirement</b>	<b>Due Date</b>
Readings/Videos	Prior to each session

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20 forum posts, including at least one film review and one website review	Please post evaluations after each live discussion, the rest are due by June 25, 2024.
Final Course Reflection	June 25, 2024
Curriculum project	June 25, 2024

### Seminar Benefits

Teachers who successfully complete the seminar and its follow-up requirements receive:

- East Asian reference and teaching materials
- 3 Continuing Education Units (processing fee covered by USCI)

### QUESTIONS ?

If you have any questions, please feel free to contact:

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