

Environmental Studies 244 / English 244
JAPANESE NATURE WRITING
SPRING 2014 MW 1:50-3:20, Sage Hall 4215

Course website: www.uwosh.edu/facstaff/barnhill/244

Office hours: by appointment: just email me: barnhill@uwosh.edu

Environmental Studies website: www.uwosh.edu/es

English Department website: www.uwosh.edu/english

Japanese Studies website: www.uwosh.edu/foreignlanguage/japanese/

This course examines the views of nature in Japanese literature. Although we will consider Japanese literature from 700 to the present, we will have three focuses: classical poetry and in particular the monk-poet Saigyō; Matsuo Bashō (1644-1694), who wrote linked verse, hokku (haiku), haibun (poetic prose) and travel journals; and Kawabata Yasunari, a novelist who won the Nobel Prize for Literature. Throughout the course we will focus strongly on the vision of nature embodied in Japanese literature: the conception of nature, its value, and the relationship between humans and nature. We also will consider the religious dimension of that writing. In order to deepen sensitivity to nature in Japan, we will periodically examine East Asian landscape painting and Japanese garden art.

As a *nature writing* class, this course counts as an introductory humanities course in the Environmental Studies Program. We will discuss various views of nature in the East Asian tradition. As a *Japanese* nature writing course, it satisfies the Non-Western (NW) general education requirement. More broadly, it is part of a *liberal arts* education. The College of Letters and Sciences (COLS) is the university's liberal arts college. COLS summarizes liberal arts in the following way:

A liberal arts education transcends preparation for specific careers. A liberal arts education prepares students to be responsible citizens who understand and contribute to the changing world in which they live. It exposes students to a broad spectrum of knowledge about the human experience and the natural world, from contemporary science to literature, music and art. It enhances the skills of communication and critical thinking. It challenges students to appreciate their cultural heritage, to be sensitive to diverse traditions and opinions and to value truth. It encourages students to develop a lifelong commitment to inquiry. In sum, a liberal arts education develops the whole person who values knowledge for its own sake as well as for the achievement of specific objectives.

<http://www.uwosh.edu/colleges/cols/home.htm>

This course is part of liberal arts education for the whole person. It engages students in another tradition and cultural heritage. It is part of a broad spectrum of knowledge about the human experience of the natural world. It develops the skills of communication and critical thinking.

GOALS of the course:

CONTENT

1. To introduce *Japanese literature*, in particular traditional poetry and certain forms of literary prose.
2. To examine the *views of nature* in Japanese literature and their significance for the West.
3. To consider the *religious dimension of nature in Japanese literature*.

SKILLS

4. To study these subjects in a way that develops the quality of your *thinking*, especially the ability to think analytically, critically, and constructively.
5. Through the composition and revision of different types of papers, to develop your ability to *write* with clarity, correctness, incisiveness, and vigor. This course is part of UWO's Writing Across the Curriculum Program.
6. In general class discussion, small discussion groups, peer-editing groups, and an oral presentation, to develop your ability to *speak, listen, and question* in an effective way.
7. In group discussions and peer editing, to develop skills in *cooperative learning*.
8. To develop the ability to examine a subject in an *interdisciplinary* way.

ASSIGNMENTS:

All assignments are explained in more detail in the “Assignments” section of the *Study Aids*.

1. **Test:** One test on the religious and literary contexts. 10% of the final grade.
2. **Reading responses:** Answers to study questions and other types of responses to reading, including “mini-papers” on Buddhism, *yūgen*, and Bashō. 20% of the final grade.
3. **Paper on Bashō:** A peer-edited 6-8 page analysis of Bashō's view of nature. 35% of the final grade. Grade includes pre-writing, first draft, peer editing, as well as the final draft.
4. **Short Paper on Kawabata:** 3-4 page response to one topic concerning nature in Kawabata's *Snow Country* and its relation to the traditional Japanese view of nature. Approximately 15% of the final grade.
5. **Discussion:** Active and informed discussion counts for approximately 15% of the final grade.
6. **Co-curricular events.** Attendance at and a short response each to two events related to East Asia, literature, or the environment held on campus. Approximately 5% of the final grade. Due after the event, and no later than May 4.

CALCULATING GRADES

As tests make up only a fraction of your grade, I grade based on letter grade—just as it is reflected in your transcript, rather than with artificial numbers.

ATTENDANCE, PARTICIPATION, CONTACT:

Because this course is a discussion class and relies on consistent group participation, attendance is crucial. Students are allowed **two** [2] absences due to causes other than *serious* illness [serious does not include car problems, going to a wedding, and other creative ventures]. Further absences will result in a lowering of the final grade, one level per absence [e.g., B- to C+]. Absences that disrupt the *peer editing* process *count double* and result in a lower grade on the paper. Six [6] unexcused absences results in being dropped from the course.

Note: I communicate with students regularly through email, with additional information, changes in the syllabus, etc. Students are expected to check their email at least every other day.

ACADEMIC INTEGRITY

The University of Wisconsin Oshkosh is committed to a standard of academic integrity for all students. The system guidelines state: “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.” (UWS 14.01, Wisconsin Administrative Code) Students are subject to disciplinary action for academic misconduct, which is defined in UWS 14.03, Wisconsin Administrative Code. Students at UW Oshkosh have been suspended from the University for academic misconduct. Students are encouraged to review the procedures to violations of academic honesty. The system guidelines and local procedures are printed in the *University of Wisconsin Oshkosh Student Discipline Code 2003-2004* and can be found on the Dean of Students website at www.uwosh.edu/dean/conduct.htm. For a website that gives a helpful discussion of plagiarism, see <http://www.indiana.edu/~wts/wts/plagiarism.html>.

EARLY ALERT

UW Oshkosh conducts an Early Alert program for all 14-week undergraduate courses to provide students with performance feedback early in the term so that appropriate action can be taken if needed. You will receive an e-mail from Academic Advising with the subject Early Grade Report on March 6. Please read the e-mail carefully and see me if your grade is lower than a C and/or you have not attended class regularly.

REQUIRED BOOKS:

Barnhill, David, trans. *Bashō's Journey: The Literary Prose of Matsuo Bashō*. Albany, N.Y.: SUNY Press, 2005.

Kawabata, Yasunari. *Snow Country*. New York: Perigee, 1981.

Miner, Earl. *Introduction to Japanese Court Poetry*. Stanford UP, 1968.

Ueda, Makoto. *Bashō and His Interpreters: Selected Hokku with Commentary*. Stanford: Stanford UP, 1995.

Ueda, Makoto. *Matsuo Bashō*. Tokyo: Kodansha, 1983. <note: this is out of print: we will discuss this in class>

TENTATIVE CLASS SCHEDULE AND READING ASSIGNMENTS

*Note: readings are to be finished **BEFORE** coming to class.*

**** **Bring to class copies of all required reading** ****

“Study Aids” materials are found on the course website

I. INTRODUCTION TO BASHŌ AND HIS CONTEXTS

- M 2/3 INTRODUCTION TO THE COURSE (28th day of Twelfth Month)
--Barnhill, “Nature: More Complicated Than You Think” (PowerPoint outline). *Study Aids.*
- W 2/5 CULTURAL CONTEXT: BUDDHISM, JAPANESE RELIGION, AND NATURE (5th day of First Month)
--Barnhill, “Asian Religions” (PowerPoint outline). *Study Aids.*
--Barnhill, “Buddhism: Major Doctrines” (PowerPoint outline). *Study Aids.*
--Barnhill, “A Ridiculously Brief History of Buddhism in East Asia.” *Study Aids.*
--Barnhill, “Buddhism – East Asian.” *Encyclopedia of Religion and Nature* << **on e-reserve** >>
--Kinsley, “Buddhism: Ecological Themes.” *Ecology and Religion*, 84-97. << **on e-reserve** >>
>> *bring to class three questions about the reading.*
- M 2/10 CULTURAL CONTEXT: THE CHINESE AESTHETIC TRADITION ON NATURE (7th day of First Month)
--Barnhill, “Aesthetics and Nature in China and Japan” (China section: 16-17), *Encyclopedia of Religion and Nature* << **on e-reserve** >>
--Barnhill, “Chinese Views of Nature and Art” (PowerPoint outline). *Study Aids.*
--Barnhill, “Seasonality of Nature.” (PowerPoint outline). *Study Aids.*
>> **hand in a one-page summary of the Buddhist view of nature**
>> *bring to class three questions about the reading.*

II. CLASSICAL JAPANESE POETRY AND NATURE

- W 2/12 CLASSICAL JAPANESE POETRY AND NATURE (12th day of First Month)
--Barnhill, “A Ridiculously Brief Outline of Japanese History.” *Study Aids.*
--Barnhill, “Aesthetics and Nature in China and Japan” (Japan section: 17-18) *Encyclopedia of Religion and Nature* << **on e-reserve** >>
--Miner, *Introduction to Japanese Court Poetry*, Chapters 1 and 8, and then pages 18-19, 27-29, & 34-35 of chapter 2.
>> *be prepared to discuss study questions to the Miner reading. Study Questions*
>> *bring to class three questions about the reading.*
- M 2/17 KOKINSHŪ POETRY AND NATURE (14th day of First Month)
--Miner, *Introduction to Japanese Court Poetry*, Chapter 5.
--Barnhill, “Aware.” *Study Aids.*
>> *be prepared to start a discussion of 3 poems chapter 5*
>> **hand in answers to study questions to the Miner reading from 2/8. This is a writing assignment: answers should be typed, in sentences, with good grammar.** *Study Questions*
- W 2/19 SHINKOKINSHŪ POETRY AND NATURE (19th day of First Month – Happy New Year!)
--Miner, *Introduction to Japanese Court Poetry*, Chapter 6.
--Barnhill, “Yūgen.” *Study Aids.*
--Selected Court Poetry with Multiple Translations. *Study Aids.*
>> *be prepared to start a discussion of three poems chapter 6*
- M 2/24 SAIGYŌ AND NATURE (21st day of First Month)
--Barnhill, “Sorrow and Blossoms: The Poetry of Saigyō.” *Study Aids.*
--Barnhill, “Selected Poems by Saigyō with Multiple Translations.” *Study Aids*
>> *be prepared to start a discussion of three Saigyō poems*
>> **hand in a one-page summary of yūgen**
- W 2/26 SAIGYŌ AND NATURE (23rd day of First Month)
--LaFleur, “Saigyō and the Buddhist Value of Nature.” << **on e-reserve** >>
--Barnhill, “Selected Poems by Saigyō with Multiple Translations.” *Study Aids*
>> *be prepared to study questions on LaFleur’s article. Study Questions*
>> *be prepared to start a discussion of 3 Saigyō poems*

- M 3/3 RENGA. REVIEW OF “NATURE” IN CLASSICAL JAPANESE LITERATURE (28th day of First Month)
 --Barnhill, “Renga.” *Study Aids*
 --Ueda, *Matsuo Bashō*, chp 3: Renku (focus in particular on “Summer Moon”: pp. 90-106).
 --Barnhill, “Japanese Gardens.” *Encyclopedia of Religion and Nature* << *on e-reserve* >>
 --Barnhill, “The Seasonality of Nature.” *Study Aids*.
 >> **hand in a one to two page summary analysis of two or three Saigyō poems**
 >> *be prepared to study questions on renga/renku. Study Questions*
- W 3/5 **MIDTERM EXAM** (5th day of Second Month)
 --review

III. BASHŌ AND NATURE

- M 3/10 MATSUO BASHŌ AND THE NATURE OF HAIKAI (10th day of Second Month)
 --Barnhill, “Glossary of Terms Relevant to Haiku.” *Study Aids*. {This is a reference for you to use occasionally, rather than an assigned reading.}
 --Barnhill, “Matsuo Bashō.” *Encyclopedia of Religion and Nature* << *on e-reserve* >>
 --Barnhill, “Matsuo Bashō: A Biography” (outline). *Study Aids*.
 --Barnhill, “Bashō’s Hokku.” *Study Aids*.
 --Ueda, *Matsuo Bashō*, chp 2: The Haiku (*recommended*: chp 1: Life)
 >> **hand answers to study questions to “Bashō’s Hokku” and Matsuo Bashō, chp 2: The Haiku.**
Study Questions
- W 3/12 HAIKAI AND NATURE (12th day of Second Month)
 --Barnhill, “Selected Hokku by Bashō with Multiple Translations.” *Study Aids*.
 --Ueda, *Bashō and His Interpreters*, 53-139.
 --Barnhill, “Major Nature Images in Bashō’s Hokku,” *Bashō’s Haiku*, 269-278. <<*on e-reserve*>>
 --Barnhill, “Moments, Seasons, and Mysticism.” *Study Aids*.
 >> *be prepared to start a discussion of two poems from the Bashō and His Interpreters reading that are also among the “Multiple Translations” list.*
- M 3/17 BASHŌ’S POETICS OF NATURE: *SABI* AND THE POETIC SPIRIT (*FŪGA*) (24th day of Second Month)
 --Barnhill, “The Poetics of the Bashō School.” *Study Aids*.
 --Ueda, “Impersonality in Poetry: Bashō on the Art of Haiku,” 147-153. <<*on e-reserve*>>
 --Ueda, *Bashō and His Interpreters*, 140-218.
 >> **hand in answers to study questions on sabi & the poetic spirit (sections I & II of “Bashō’s Aesthetics”).** *Study Questions*
 >> *be prepared to start a discussion of two poems from Bashō and His Interpreters*
- W 3/19 HOW A POEM COMES, HOW A POEM MEANS, AND VARIOUS AESTHETIC TERMS (26th day of Second Month)
 --Ueda, “Impersonality in Poetry: Bashō on the Art of Haiku,” 154-170. << *on e-reserve* >>
 --Barnhill, “Selections from Treatises of the Bashō School.” *Study Aids*.
 --Barnhill, “Western Writers on Direct Perception” and “Western Writers on Spontaneity in Writing.” *Study Aids*.
 --Ueda, *Bashō and His Interpreters*, 219-328
 >> *Have answers to Study Questions sections III-VII, but they won’t be handed in.*
 >> *be prepared to start a discussion of two poems from Bashō and His Interpreters*
- M 3/31 WAYFARING THROUGH NATURE: INTRODUCTION TO BASHŌ’S JOURNALS (2nd day of Third Month)
 --Barnhill, “Introduction,” *Bashō’s Journey*, 1-11.
 --Barnhill, “The Journals of Matsuo Bashō.” *Study Aids*. <Consider the **study questions** to this article in the “Study Questions on Bashō’s Travel Journals” (not to be handed in). *Study Questions*
 --“Kashima Journal.” *Bashō’s Journey*, 23-27. <Consider the **study questions** to this journal in the “Study Questions on Bashō’s Travel Journals.” (not to be handed in). *Study Questions*
 --Ueda, *Matsuo Bashō*, 129-131 (on A Visit to Kashima Shrine)
 --Ueda, *Bashō and His Interpreters*, 329-347
 >> **hand in a one-page analysis of one hokku from Bashō and His Interpreters**
- W 4/2 BASHŌ’S JOURNALS AND NATURE (4th day of Third Month)
 --Barnhill, tr., “Journal of Bleached Bones in a Field.” *Bashō’s Journey*.
 --Ueda, *Matsuo Bashō*, 125-129
 >> *have answers to Study Questions on this journal, but they won’t be handed in*

- M 4/7 BASHŌ'S JOURNALS AND NATURE. (9th day of Third Month)
 --Barnhill, tr., "Knapsack Notebook" and "Sarashina Journal." *Bashō's Journey*.
 --Ueda, *Bashō and His Interpreters*, 348-414
 --Ueda, *Matsuo Bashō*, 131-137
 >> **hand in a one page reflection on nature in one passage in Bashō's journals**
 >> *be prepared to start a discussion of one poem from these two journals that is also in Ueda's Bashō and His Interpreters*
- W 4/9 BASHŌ'S JOURNALS AND NATURE. (11th day of Third Month)
 --Barnhill, tr., "The Narrow Road to the Deep North." *Bashō's Journey*.
 --"Narrow Road to the Deep North Opening Paragraph: 10 Translations." *Study Aids*.
 --Ueda, *Matsuo Bashō*, 137-146
 >> *have answers to Study Questions to this journal, but they won't be handed in.*
 >> *be prepared to start a discussion of one poem from this journal that is also in Ueda's Bashō and His Interpreters*
 *** **pre-writing on Bashō paper due in the D2L drop box, beginning of class *****
- M 4/14 BASHŌ'S HAIBUN. (16th day of Second Month)
 --Ueda, *Matsuo Bashō*, 113-124.
 --Barnhill, "Haibun," *Bashō's Journey*.
 >> *have answers to Study Questions on the haibun, but they won't be handed in.*
 >> *be prepared to start a discussion of one poem in the haibun that is also in Ueda's Bashō and His Interpreters*
 --Read: "Barnhill's Friendly Manual of Great Papers and Empowered Writing,"
www.uwosh.edu/facstaff/barnhill/ES-243/manual
 *** **First complete draft (not a "rough draft") of paper on Bashō due, beginning of class. Bring 3 copies for peer editors, and deposit an electronic copy in the D2L dropbox. *****
- W 4/16 PEER EDITING
 --read and comment on peers' papers

IV. KAWABATA AND NATURE

- M 4/21 FILM ON KAWABATA
 --Barnhill, "Kawabata Yasunari." *Encyclopedia of Religion and Nature*. << **on e-reserve** >>
 --Print, read and bring to class Kawabata, Selections from *Japan, The Beautiful, and Myself*. *Study Aids*
 *** **Final draft of paper on Bashō due in the D2L drop box, beginning of class *****
- W 4/23 NATURE AND BEAUTY IN KAWABATA'S WORKS (18th day of Third Month)
 --Kawabata, *Snow Country*, 3-38
 --Read, print, & bring to class "Narrative Line" of *Snow Country*," *Study Aids*.
 --Read quotes on "Imagery and Symbolism" and "Narrative Mode" from Secondary Sources. *Study Aids*.
 >> *Be prepared to begin a discussion of one passage (as short as a paragraph & up to three pages) from Snow Country.*
 >> *Review Study Questions on Snow Country.*
- M 4/28 KAWABATA'S VISION OF NATURE IN *SNOW COUNTRY*. (23rd day of Third Month)
 --Kawabata, *Snow Country*, 39-62.
 --Print, read and bring to class Barnhill, "Kawabata: Other World" and "Unreality" from Secondary Sources. *Study Aids*.
 >> *Review study questions on Snow Country.*
 >> *Be prepared to begin a discussion of one passage from Snow Country and about the notions of unreality and other world.*
- W 4/30 PEER EDITING IN CLASS. KAWABATA'S *SNOW COUNTRY*. (25th day of Third Month)
 --Read and comment on peer's papers
 --Kawabata, *Snow Country*, 62-88
 --Read quotes on "Nature" and "Nature and Humans" from Secondary Sources. *Study Aids*.
 >> *Review study questions on Snow Country.*
 >> *Be prepared to begin a discussion of one passage from Snow Country and about the notion of nature in Snow Country.*

- M 5/5 KAWABATA'S *SNOW COUNTRY*. (30th day of Third Month)
 --Kawabata, *Snow Country*, 89-122
 --Read quotes on "Komako, Yoko, and Shimamura" from Secondary Sources. *Study Aids*.
 >> *Review study questions on Snow Country.*
 >> *Be prepared to begin a discussion of one passage from Snow Country and about the three main characters*
- W 5/7 KAWABATA'S *SNOW COUNTRY*. (2nd day of Fourth Month)
 --Kawabata, *Snow Country*, 123-162
 --Read quotes on "Beauty" from Secondary Sources. *Study Aids*.
 >> *Review study questions on Snow Country.*
 >> *Be prepared to begin a discussion of one passage from the reading and about the climactic fire scene.*
 >> ***Responses to co-curricular events due.***
- M 5/12 KAWABATA'S *SNOW COUNTRY*. (7th day of Fourth Month)
 --Kawabata, *Snow Country*, 162-175
 --Read quotes on the "Climactic fire scene at the end of the novel" from Secondary Sources. *Study Aids*.
- W 5/14 *** **KAWABATA PAPER DUE IN THE D2L DROP BOX, BEGINNING OF CLASS** ***