

Miyazaki International College
Course Syllabus
(Fall, 2020)

Course Title (Credits)	LL309 (ASE 381) COMPARATIVE LITERATURE (3 CREDITS)
Course Designation for TC	N/A
Content Teacher	
Instructor	Dr. Gregory J. Dunne
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Office hours	MW 16:15 TO 17:15 / F 13:00 TO 14:00
Language Teacher	
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Office/Ext	
Office hours	

Course Description:

This course introduces the methodologies and foundations of Comparative Literature, a discipline which systematically studies literatures from different nations, languages and/or times. The course aims at students acquiring the means and tools for appreciating textual productions from varying perspectives through a comparative study of texts from different cultural traditions that raise questions about the nature and function of storytelling and literary expression. Comparisons may be thematic, formal, and/or historical, preferably with one side of the comparison being an instance of Japanese literature in translation.

This class will explore the transpacific poetics involving the literatures of United States, Japan and Korea. We begin with an exploration of Japanese women's poetry, both modern and ancient, in English translation. We examine the poetry of Yosano Akiko, Izumi Shikibu, and Komachi before turning our attention to the contemporary American poet Jane Hirshfield, a poet who has translated Japanese poetry, and whose own work is influenced by Japanese forms and her Buddhist practice. The class proceeds onward to examine of travel writing of Matsuo Basho (in translation), exploring his Japanese form of *haibun* (prose mixed with poetry) and reading it against the contemporary American *haibun*, chiefly the work of the American poet Gary Snyder. Korean literature in translation will also be explored, as we examine the work of contemporary Korean women poets and the poetry of Ko Un. In exploring our texts, we will engage at a significant level in comparative poetics as we examine these texts from different cultural traditions and ask questions concerning their histories, themes, forms, and use of language. Japanese and Korean students in our class will also have an opportunity to

translate contemporary poetry from their home countries into English. Translation theory will comprise a significant feature of the class.

Course Objectives:

- Introduce the different kinds of questions that arise when comparing and analyzing specific literary texts from different cultural contexts.
- Demonstrate the interconnections and relatedness of literature to issues of language, culture identity, gender, nationality, interpretation, writing and authority.
- Develop and refine students' proficiency in English: reading skills, writing skills, listening skills, critical thinking (analytic) skills, and speaking skills, especially in relation to discussion.
- Further develop the students knowledge of the elements of literature and to teach them how they can analyze texts (prose and poetry) and interpret meaning form them.
- Help students to enjoy the reading of literature in English and understand literature's relevance in their lives

Course Schedule:		
Day	Topic	Content/Activities
1	Introduction Modern Japanese Poetry	Yosano Akiko
2	Biography and influence	Yosano Akiko
3	Politics, Gender, & Reception	Yosano Akiko
4	Introduction to Comparative Poetics	Essay, Earl Miner
5	Definitions and characteristics of Comparative Poetics	Essay Earl Miner
6	Analysis and Interpretation Across Cultures	Essay Earl Miner
7	Classical Japanese Women's Poetry	Ono no Komachi
8	Historical Background and Context	Ono no Komachi
9	Form and Aesthetics	Ono no Komachi
10	Court Poetry Expectations and Complications	Izumi Shikbu
11	Figurative Language: Analysis and interpretation	Izumi Shikibu
12	Contemporary	Jane Hirshfield

	American Poetry	
13	Comparative Analysis	Jane Hirschfield
14	Comparative Analysis	Jane Hirschfield
15		Midterm Test
16	Haibun (Japanese)	Matsuo Basho <i>Nozarashi Kiko</i>
17	Reading and Interpreting	Matsuo Basho <i>Nozarashi Kiko</i>
18	Reading and Interpreting	Matsuo Basho <i>Oku No Hosomichi</i>
19	Reading and Interpreting	Matsuo Basho <i>Oku No Hosomichi</i>
20	Haibun (American)	Gary Snyder <i>Danger on Peaks</i>
21	Reading and Interpreting Comparative Analysis	Gary Snyder <i>Danger on Peaks</i>
22	Reading and Interpreting Comparative Analysis	Gary Snyder <i>Danger on Peaks</i>
23	Contemporary Korean Poetry	Contemporary Women Poets of Korea
24	Comparative Analysis Cultural, Historical, Religious, Aesthetic	The Poetry of Ko Un <i>This Side of Time</i>
25	Comparative Analysis Cultural, Historical, Religious, Aesthetic	The Poetry of Ko Un <i>This Side of Time</i>
26	Contemporary Chinese Poetry	Workers' Poetry: Poems from <i>Iron Moon</i> (China)
27	Translation Theory & Practice	Benjamin "The Task of the Translator"
28	Contemporary Japanese and Korean poetry Translation	Student Translations
29	Contemporary Japanese and Korean poetry Translation	Student Translations

30		Student Translations
	Final Exam	
<p>Required Materials:</p> <p><i>Tangled Hair: Selected Tanka from Midaregami</i> (English/Japanese) Bilingual Edition. Yosano, Akiko. Trans. Goldstein and Shinoda. Cheng & Tsui. ISBN-10: 0887273734</p> <p><i>Backroads to Far Towns: Basho's Travel Journal</i>. Basho, Matsuo. Trans. Cid Corman. White Pine Press. 2004. ISBN-10: 189399631X</p> <p><i>The Ink Dark Moon: Love Poems by Ono no Komachi and Izumi Shikibu</i>. Ono no Komachi and Izumi, Shikibu. Translated by Jane Hirshfield and Mariko Aratani. Vintage. 2015.</p> <p><i>This Side of Time: Poems by Ko Un</i>. Ko Un, Translated by Claire You and Richard Silberg. White Pine Press. 2012. ISBN-10: 1935210327</p> <p><i>Danger on Peaks</i>. Snyder, Gary. Counterpoint. 2004. ISBN-10: 1593760418</p>		
<p>Course Policies (Attendance, etc.):</p>		
<p>Attendance, as such, is not part of the final grade – BUT participation is!</p> <p>Since the work we do in this course is cumulative, your attendance is important. Regular class attendance is required. Students with more than 5 unexcused absences will be asked to withdraw from the class. Excused absences are those that are defined as a confining illness, death in the family, or school-sanctioned event. For an absence to be excused, you need to have written documentation from a doctor or campus-organization sponsor.</p> <p>Please come to class on time. Repeated lateness will be considered an unexcused absence and not only affect participation points and final grade but also your status in the class.</p> <p>3 Times late = 1 absence > 30 minutes late = 1 absence</p>		

Class Preparation and Review:

Students are expected to spend at least one hour preparing for every hour of lesson, and one hour reviewing and doing Homework.

Grades and Grading Standards:

Grades will be determined as follows:

Written Assignments	20%
Homework	10%
Reader's Journal	15%
Participation	10%
Quizzes	15%
Presentations	10%
Exams (Midterm and Final)	20%
Total	100 %

Methods of Feedback:







In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. Some written work will be graded and commented upon electronically.

Diploma Policy Objectives:

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English

Notes:

文部科学省から採択された 大学教育再生加速プログラム 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					