

William & Mary occupies the ancestral lands of the Powhatan people. In 1677, near our historic campus, the Pamunkey leader, Cockacoeske, negotiated Articles of Peace, with England, on behalf of several indigenous tribes. We acknowledge the Native youths who attended the Brafferton Indian School in the eighteenth century. We acknowledge and honor Virginia's seven federally recognized tribes and the Commonwealth's four state-recognized tribes.

William & Mary acknowledges that it “owned and exploited slave labor from its founding to the Civil War; and that it failed to take a stand against segregation during the Jim Crow Era.

JAPN 208

Crossing Borders: Japan, Travel, and the World

Tuesday/Thursday, 2-3:20
Washington 308

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Office hours: Tuesday, 3:30-4:30 (and by appointment)

ABOUT THE COURSE

This course examines travel, migration, occupation, and other cross-border movements between Japan and the world in the nineteenth and twentieth centuries. We ask the meanings of such cross-border movements, taking them as acts that reflect critical issues related to the nation-state, civilizations, capitalism, colonialism and imperialism, war, citizenship, and so forth. Living under the influence of the Enlightenment, we tend to believe that we can make autonomous decisions about our lives, and therefore view cross-border movements as personal matters. It is important for us, however, to consider these movements in historical contexts and interrogate what forces produced the desire and the impulse to cross borders.

The course is organized more or less chronologically and thematically. We will deal with the following three modules:

1. The Politics of Travel
2. Migration, Citizenship, and Identity
3. Occupation and Knowledge Production

The following are our primary goals in this class:

- Understand the general history of cross-border movements
- Familiarize ourselves with some of the major readings on cross-border movements
- Gain skills to analyze these writings
- Synthesize the knowledge and skills thus earned to construct an original argument

COLL 200

This course provides students with an opportunity to engage in approaches and methodologies from multiple academic disciplines, especially **history, literature and literary criticism, and cultural studies**. It fulfills the COLL 200 requirement in the ALV (Arts, Letter, and Values) domain.

STRUCTURE OF CLASS

This class is a combination of lecture and discussion. We usually spend two class meetings for one topic. In the first class meeting, lecture will be given, and there is no reading assignment. In the second class meeting, we will discuss the reading(s). You must complete the assigned readings by then. See the schedule below.

BOOK TO BUY

John Okada. [*No No Boy*](#). University of Washington Press, 2014.
All the other readings are available on Bb.

ASSESSMENT

Introductory Survey 1%

Complete this online survey by September 13 (available on Bb). You will earn full credit as long as you answer all the questions by the due date.

Attendance 9%

To earn full credit for attendance, you must come on time and stay till class is dismissed. You are **allowed two absences** from class. You do not have to give any explanation. If you are ten minutes late or more, you earn only half credit for that day. If you leave the room in the middle of class and do not come back for five minutes or more, you earn only half credit for that day (unless you have an accommodation requiring longer absences).

Participation 5%

We will discuss the assignments every week. You have to participate actively in discussion. Grades for participation will be given twice during the semester (Weeks 8 and 15). It is possible to earn **ten points** each time; ten points are reserved for those who:

- Come to class well-prepared,
- Contribute regularly to discussion with thoughtful comments based on evidence and examples from the reading/film, or
- Do not dominate discussion with long comments of only marginal relevance.

You may not earn any points if you

- Come unprepared
- Participate in discussion only minimally
- Engage in other activities (such as checking your phone or laptop)
- Leave the classroom for an extended period of time, or
- Sleep or otherwise project disinterest in the class

Online Comments 20%

A discussion thread will be created on Blackboard for each text. You must post your comment on **four texts** of your choice. Your comment must be posted by **10 PM the day before the discussion**. If you are commenting on a primary reading (e.g., novel, travelogue), you must discuss **what the main themes are** and **how you can relate the reading to the issues and concepts that we have studied in class**. If you are commenting on a secondary reading (i.e., academic essay), you must identify **the author's main point(s)** and discuss **what the significance of their argument is**. Your comment does not have to be very elaborate; take it as preparation for our class discussion. A short paragraph or two will suffice. It is possible to earn **five points** for each comment.

Short Presentation

5%

You are expected to do one **five-minute presentation** on one of the assigned readings. In this presentation, you must address the same questions as you would in your online comment. Note that you cannot submit an online comment for the text you present. **No slide presentation, please**. It is possible to earn **ten points** for your presentation. It will be evaluated based on 1) the originality of your reading, 2) the clarity of your presentation, and 3) time management (no more than five minutes, please!).

Paper I (9/23)

10%

A short exercise paper. Summarize the concepts that you have learned in class and apply them for the reading of Bird's *Unbeaten Tracks in Japan*. **Single-spaced, 800 words.**

Paper II (11/8)

25%

An analytical paper. Place Okada's *No No Boy* within the historical context of the internment of Japanese Americans during WWII and discuss how the issues of citizenship, patriotism, and identity are dealt with in the novel. **Single-spaced, 1200 words.**

Paper III (12/12)

25%

A synthetic paper. Synthesize the information from the readings by Sirota Gordon, Reischauer, and Higashi, and discuss what knowledge of American occupation, hegemony in Asia, and the Cold War was constructed in Japan. **Single-spaced, 1200 words.**

Note:

- **You can have two one-day extensions for your paper assignments.** You can use one one-day extension for one paper and another one-day extension for another paper. Or, you can use one two-day extension for one paper. If you plan to use your extension, you must inform me before the due date.
- Late submission of any assignment will result in the deduction of one point for each day late (e.g., 90 → 89).
- To complete this class, you must submit all the writing assignments. If you fail to submit any of these, you will receive an F for the course.

GRADING SCALE

A	93-100%
A-	90-92%
B+	87-89%

B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	59% and below

SCHEDULE
(subject to change)

	Theme	Assignments (Complete before class)
Week 1 9/1	Introduction	
Week 2 9/6 9/8	Module I: The Politics of Travel How to Write about Travel Encounter I	 Mary Louise Pratt, <i>Imperial Eyes: Travel Writing and Transculturation</i> , Ch. 1
Week 3 9/13 9/15	Encounter II “Civilization and Enlightenment” I	 Isabella Bird, <i>Unbeaten Tracks in Japan</i> , excerpts
Week 4 9/20 9/22 9/23	“Civilization and Enlightenment” II Traveling Empire I	 Yukichi Fukuzawa, <i>The Autobiography of Yukichi Fukuzawa</i> , excerpt Paper I due
Week 5 9/27	Traveling Empire II	Yosano Akiko, <i>Travels in Manchuria and Mongolia</i>

9/29	Module II: Migration, Citizenship and Identity Koreans in Japan I	
Week 6 10/4	Koreans in Japan II	Kim Saryang, “Into the Light”
10/6	Koreans in Japan III	Christina Yi, “National Language, Imperialism, and Gendered Aporia of Empire”
Week 7 10/11	Japanese in America I	
10/13	NO CLASS	
Week 8 10/18	Japanese in America II	Eiichiro Azuma, “Japanese Immigrant Settler Colonialism in the US-Mexico Borderlands and the US Racial-Imperialist Politics of the Hemispheric ‘Yellow Peril’”
10/20	The <i>Nisei</i> and Japanese American Soldiers I	
10/20	Dr. Carly Buxton’s talk on Japanese immigration to the United States, 5 PM	
Week 9 10/25	The <i>Nisei</i> and Japanese American Soldiers I Module III: Occupation and Knowledge Production	John Okada, <i>No No Boy</i>
10/27	Occupation and/or Liberation I	
Week 10 11/1	Occupation and/or Liberation II	Beate Sirota Gordon, <i>The Only Woman in the Room: A Memoir of Japan, Human Rights, and the Arts</i> , excerpt

11/3	Modernization I	
Week 11 11/8	NO CLASS	Paper II due
11/10	Modernization II	Edwin Reischauer, <i>Beyond Vietnam</i> , excerpt
Week 12 11/15	Okinawa I	
11/17	Okinawa II	Higashi Mineo, “Child of Okinawa”
Week 13 11/22	REMOTE	
11/24	NO CLASS	
Week 14 11/29	Reflection and Discussion I	
12/1	Reflection and Discussion II	<i>Our School</i> (documentary film)
Week 15 12/6	Conclusion	
12/8	NO CLSSS	
12/12		Paper III due