

Japanese Documentary Film = Public & Private

Guidelines for final paper/project for JPN 180

DUE MAR 25
5PM on CANVAS

My assumptions:

- Papers are based in texts we have seen and/or read about in class.
- Your ideas, scope or approach may change substantially since your presentation (which was, essentially, a proposal, and thus speculative). This happens, and is often very fruitful! If you sense the new topic is super different, I am happy to listen to your idea, and make sure it sounds like it is doable in 7 pages.
- I have given feedback on all projects via the comments after your presentation (if you gave one). It's assumed you will respond to those in some way; I'm not that concerned you agree with me, more that you know the material really well and build a substantial argument. I'm happy to discuss those comments in OH... (If you have made an obvious mistake, like writing about a film we did not use in class, or going 180-degrees against a main reading, I have noted that, and suggested a way to get back in conversation with the materials.)
- Papers do not require outside research; such research requires discussion and approval, as it is easy to go off topic or get lost in a deep rabbit hole, and 7pp is not really very long. If we have agreed on potential texts and directions, you are welcome to bring things in.

MLA style

Concrete specs and rubric

Note: The texts and approaches of the papers will vary, since people have pretty specific interests in specific films and issues, but these are the specs; rubric follows this list, and builds on the presentation rubric.

Length: should be about 7 pages long, in MS Word (or equivalent word-processing) format. No pdfs or Google docs will be accepted; please submit the document in doc or docx format. A "page" is about 250-300 words, depending on your software and font, with a number on each page.

Title: you should have a title that pertains to your specific work. Not just "final project/paper."

Use of images: the number will vary according to your paper/argument. But you should insert IN THE TEXT (not at the end) as "evidence" of your close reading one image for each sequence (perhaps more? If the sequence has shifts or elements that are important to its interpretation).

Captions: all images need captions, and captions have a specific grammar. It is very condensed, explanatory, and uses the present tense—precise, action verbs where appropriate. The caption's role is to steer our eye to things in the image that will support your argument. Here are 2 ways you could caption this image, depending on your argument—



time code
would be
visible in
the caption

context

note:
present tense even tho it is a doc,
and took place in the past

very inductive

1) In his role as a go-between at a wedding Okazaki Kenzō delivers a speech demolishing the very idea of marriage. (To support an argument about how Okuzaki's "divine law" is represented).

2) Okazaki Kenzō's wife Shizumu looks on quietly as he "celebrates" a wedding. (To support an argument about how Okuzaki's use of rhetoric draws in witnesses that are key to his messaging.)

steers our eye to a part of the image "outside" the centralizing dialogue + framing

- If you have questions about formatting images or captions, etc., I am happy to work with you in our work day next week or in OH.

You could bring an example on the work day

Rubric—30 points

3--Contextualization--what sorts of issues will you tackle, question will you explore? Frame the "big picture" for us.

3--Basic definitions: are you clear about what your basic terms mean, in the context of your paper and its main idea? (Landscape, actuality, "on the side of the child")

7--Argument: is the major question or claim clear and does it have an architecture that makes sense?

3--Appropriate scholarly conversations: what scholarly writing/s (or highly relevant, reliable web-based writings) did you use? Are they a good fit with your ideas? (*No need for formal citations if you used class materials, but if you use other people's ideas, you should name them, name the text, and give a page # in parentheses. Ex: "Nornes writes that the Nichiei staff made a secret copy of the film that enabled _____ (135).")

3--Use of these conversations: when you use articles and quotes from writers, artists and scholars, do they connect to your own interpretations and in general support or guide your work? Conversely, do you engage with the ideas, meaning: do you use them in the service of your own vision?

7--Close reading/formal analysis: show us a sequence from the film, break it down, and discuss why you think it is indispensable at getting at your question. Here, you're looking for patterns and want the image to illustrate a broader pattern or point as you read it.

3--Images--do the images resonate with your argument, and show where your insights and readings come from? Are captions useful and interpretive?

1--Format--does your essay follow the guidelines for formatting?

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[For reference: presentation rubric]

Here is the rubric, based on the prompt. (The # of points adds up to 10, and each category lists the # on the left.)

2--Contextualization--what sorts of issues will you tackle, question will you explore? Frame the "big picture" for us, including what drew you to this film/issue.

1--Basic definitions: are you clear about what your basic terms mean, in the context of your presentation? (Landscape, actuality, "on the side of the child")

2--Finding a place in ongoing conversations: what scholarly writing/s (or highly relevant, reliable web-based writings) will you use? What about them helps you? (\*No need for formal citations at this point, but if you use other people's ideas, you should name them, name the text, and give a page # in parentheses. Ex: "Nornes writes that the Nichiei staff made a secret copy of the film that enabled \_\_\_\_\_ (135).")

2--Close reading/formal analysis: show us a sequence from the film, break it down, and discuss why you think it is indispensable at getting at your question. Here, you're looking for patterns. 1~2 min, max. (You should use page numbers for citations; no need for a formal biblio until your final paper.)

2--Argument: what insights do you take from the close reading to help you to further your question?

1--Delivery--addressing the class so that we can understand you and follow your images while you are talking.