

LIT 3316: Literature of Science Fiction
“Animated Nature”: Anime/Manga

SPRING 2020 ~ ~ ~ Virus Survival Edition!

REVISED Course Calendar for Weeks #11-16: W. April 1st through W. May 6th

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OFFICE HOURS via Email: pretty much any day/time between now and the end of the semester!

From Profs G and H, To our students . . .

First, we miss you already. We were *really* looking forward to weaving together the many bedazzling threads of info and ideas we’ve introduced so far into a colorful and fascinating tapestry for you in our final 5 weeks.

When we originally designed this course, we imagined that we’d all be pondering interesting and complex *hypothetical and imaginary* questions about humanity’s relationship with nature as seen and experienced through various forms of Science Fiction storytelling (novels, poetry, anime, manga). We also expected that those stories would mostly be set in the far distant future and exist in the realm of the merely “possible” or “plausible.”

Little did we know that the artistic and literary *vicarious* experience we’d planned would turn into a *real-life global experiment* (with all of us as the guinea pigs)!

We don’t *think* we made this happen with our magical words and imaginings, but then, we aren’t fully in control or even fully aware of *all* of our powers!

To guide us through the twists and turns of the unexpected path we find ourselves heading out on, the COURSE CALENDAR below REPLACES the Course Calendar on the original syllabus (although the original course policies and class philosophy still apply).

In this uncharted “Virus Survival” edition of this course, we attempt to preserve the main themes and ideas that we would have covered together in person under normal learning circumstances.

Although our original hope was to employ an “experiential” model (where we all would get to experience really special films on the “big screen” as highly crafted works of art, together as one audience), our two key lines of inquiry can still be explored in our new Independent Study / Online Discussion format:

1. How does “Science Fiction/Speculative Fiction” storytelling take on and use different forms (visual and verbal) to provide significant and effective ways to imaginatively test-out potential solutions to dilemmas human beings may face in learning how to live and thrive in/as part of the natural world? (with emphasis on how *forms and techniques* convey and express meaning)

2. How do unique and insightful writers and artists engage this question through their visual and verbal storytelling around the globe? (with emphasis on the *inventiveness and creativity* of human story-makers)

While our original, relatively straightforward and linear path to the semester's end is no longer open to us, we have faith that with the power of our collective hope and good will that we can head down this newly revealed curvy, swerving trail and still enjoy exploring these materials together (at least as "together" as we can safely be!).

As many of you mentioned on your Midterm exam, we have already learned this semester that the invisible Mushi that share existence with us on Earth are not "inherently" evil. They're only trying to survive . . . the same as we are.

So . . . in the spirit of continued sustainable and harmonious co-habitation through the challenges we are facing together on our home planet, we offer you a choice of 2 PATHWAYS through the labyrinth . . .

. . . and there's already Good News: Both paths REDUCE the total amount of reading by 20+%!

Pathway 1 (see pages 3-7): adapts the original resource materials and the 3 Ghibli anime that we would've watched together over the final weeks of class

Pathway 2 (see pages 8-12): recognizes that not everyone can access these films now and so it provides a more "literary" experience instead, with short, explanatory videos that introduce you to the background and visual imagery used in the anime, rather than the full-length feature films themselves.

As in all good and meaningful adventures . . .

Choose wisely . . . <3

Pathway 1: THE MIYAZAKI WAY *

* For those who can safely and legally access at least 2 of these 3 Studio Ghibli anime: *Nausicaä*, *Princess Mononoke*, *Ponyo*.

[If you can access only 1 or none of them, choose the other pathway.]

~

A Nature Walk through the Creative Mind of Hayao Miyazaki A Journey of Inner and Outer "World-building"

NOTE: Required written assignments and Attendance/Participation activities are noted in **BOLD**.

Online Discussion Questions will count as ATTENDANCE /PARTICIPATION (1/3rd of your grade)

Re the 3 Anime: IF you can view all three, GREAT, do all three of them. If you can ONLY view 2 of the 3 anime, do the listed assignments for the two you CAN watch and for the one you can't access, do the readings for that week and just do your best on the **Online Discussion Questions** for that film (the readings give enough background and insights to get by).

Now,

Step by step . . .

Enter Miyazaki's world . . .

STEP 1. BY APRIL 1: READ the *Nausicaä* manga, volumes 1 and 7.

- i. **Complete the provided Reading Guide** to help you notice and note important signs and interesting features of this important environmental "epic" in graphic novel form.
- ii. VIEW the slides explaining how Essay 1 and the Midterm Exam were graded and see sample answers for each type of question.
- iii. **Complete 1 of 3 Online Discussion Questions over the manga reading.**

STEP 2. BY APRIL 8: VIEW the *Nausicaä* anime.

- i. **Complete the provided Viewer Guide** questions.
- ii. Gather background and insight into Hayao Miyazaki's inner world, including how (and why) he creates his complex fictional worlds as you read these selections from Napier, *MiyazakiWorld*:
 Prologue (how Susan got to know him!), pp. ix-xviii
 Chp 5: *Nausicaä* and "the Feminine Principle," pp. 70-85
 Chp 10: From Messiah to Shaman: The *Nausicaä* Manga Seeks Light in Darkness, pp. 158-175

iii. Read this insider view: Talbot, “The Auteur of Anime” from *The New Yorker*

iv. Read this Zen view: Loy and Goodhew, “Dharma of Non-violence” from *The Dharma of Dragons and Daemons*

v. **Complete 1 of 3 Online Discussion Questions over STEP 2 readings and anime**

STEP 3. By APRIL 15. Get a wider perspective on Miyazaki’s “epic” vision by seeing his life and work through others’ eyes . . . and his own:

i. Read Hairston, “The Reluctant Messiah” from *Manga: An Anthology*

ii. Read Gossin, “Animated Nature: Aesthetics, Ethics and Empathy in Miyazaki’s Eco-philosophy” in *Mechademia 10*

iii. Read 2 Interviews with Miyazaki, “Trial and Error Leading Up to the Birth of *Nausicaä*” from *The Art of Nausicaä* AND “I Understand *Nausicaä* a Bit More...”

iv. **Write a 1 page, single-spaced response to these 4 readings. DUE: APRIL 15**
What do YOU understand more about Miyazaki’s creativity as an artist and storyteller after reading these perspectives?

STEP 4. By APRIL 22: VIEW the *Princess Mononoke* anime.

i. **Complete the provided Viewer Guide** questions.

ii. Read this chapter from Napier, *MiyazakiWorld*:

Chp 11: The Faces of Others: Boundary Crossing in *Princess Mononoke*, pp. 176-194

iii. Read Abbey, “‘See with Eyes Unclouded’: *Mononoke-hime* as the Tragedy of Modernity,” *Resilience*, 2.3

iv. **Complete 1 of 3 Online Discussion Questions over the STEP 4 readings and anime**

STEP 5. By APRIL 29: VIEW the *Ponyo* anime.

Miyazaki’s Envisioning of Environmental Apocalypse – aka, *What do we tell the kids and our own inner-children?*

i. **Complete the provided Viewer Guide** questions.

ii. Read these selections from Napier, *MiyazakiWorld*:

Chp 14: Rich and Strange: The Apocalypse of the Innocents in *Ponyo*, pp. 229-245

Conclusion, pp. 260-264

iii. Read Hall, “Totoros, Boar Gods and River Spirits: Nature Spirits as Intermediaries in the Animation of Hayao Miyazaki,” *Resilience*, 2.3

iv. Complete 1 of 3 Online Discussion Questions over STEP 5 readings

v. LAST DAY to turn in Required Earth Day / Nature Enrichment write-ups (1 page)

OPTIONAL “EXTRA STEPS” for Extra Credit (Due today, our last day of “regular” class):

*** TURN IN your completed Reader and Viewer Guides for up to 25 points each.**

OR...

*** VIRTUAL COSPLAY / EARTH DAY CELEBRATION = EXTRA CREDIT: 100 POINTS !!!**

Participate in an online virtual “Cosplay” / Nature Art and Story Telling Gallery by posting a pic of yourself as your favorite anime character or theme OR posting an original work of nature art, nature poetry, nature comics or stories! And, YES! you *may* use your Earth Day / Nature Activity Enrichment Write-Up as your “Nature Gallery” contribution (it will count toward *both* Participation and Extra Credit!)

STEP 6: REQUIRED FINAL ESSAY, DUE between APRIL 29 – May 6 (see info below).

Essay Prompt:

Write a 2 page, single-space typed essay in standard Cambria 12 pt font (same size as this) in which you share what you learned in this class about the nature of “science fiction” (and its surprisingly various forms!), the nature of comics, graphic novels and anime (as forms of storytelling), and the nature of humanity’s relationship to and within nature.

Did any of the works of art and scholarship that we explored together expand or alter your previous ideas or understanding? How did your view of the creative world of “science fiction” and the power of visual and verbal storytelling grow and change?

As you write, show your understanding of at least 4 creative works (2 before, 2 after the break) and at least 4 scholarly perspectives (2 before/2 after), explaining how they helped inspire and shape your insights and appreciation for the art and science of this unique form of storytelling.

FINAL ESSAY DUE (at the latest, for regular credit): Wed, May 6, by 12 noon

Early submissions, however, will earn Bonus Points! :

By April 29, before 12 midnight: 7 bonus points
 April 30, before 12 midnight: 6 bonus points
 May 1, before 12 midnight: 5 bonus points
 May 2, before 12 midnight: 4 bonus points
 May 3, before 12 midnight: 3 bonus points
 May 4, before 12 midnight: 2 bonus points
 May 5, before 12 midnight: 1 bonus point

**** IMPORTANT NOTE: ABOUT FINAL COURSE GRADING ****

Due to the unusual circumstances we are all experiencing this semester, your *Ancient* (maybe just *Vintage* ?!) Co-Magus Professors of Science Fiction/Speculative Fiction, Anime and Manga are gifting you with the power to *create your own miracle* (just bending -- not breaking -- our world's previously established "natural" laws). <3

You have **2 OPTIONS** for how we will figure your final overall course grade.

OPTION 1:

You may stick with the familiar, comforting and predictable grading requirements as described on our ORIGINAL syllabus. In that case, Essay 2's grade *will be averaged* with that of Essay 1. The average of those 2 essays will then count as 1/3rd of your total grade, along with the Midterm Exam (1/3rd) and Attendance/Participation (1/3rd).

Choose this option and . . . The Story of your Life will go on in a calm and smooth, linear fashion.



OR . . .

OPTION 2:

You may SUBSTITUTE the grade you earn on Essay #2 for your lowest grade on either Essay 1 or the Midterm Exam. In this case, we will drop your lowest grade and each of the 2 grades you keep will count 1/3rd each (with Attendance/Participation counting the rest).

Choose this option and . . . The Story of your Life will go on after an unexpected loop-de-loop that you didn't see coming, but which turned out surprisingly well for you, all things considered!



So . . .

If you have been worried that your grade in here was "*mostly*" dead (as in *The Princess Bride*), you may now exercise your newly-granted powers and chant, sing and (most importantly) TYPE the magic words: "MIRACLE MAX OPTION" next to your name at the top of your essay and instantly < sparkles and glitter and bright flames of fire here > breathe new life into your course grade!

And, then . . . we can all go on and enjoy what we hope will be a more “normal” summer . . .



Somehow, Nature and Life *will* find a way . . . start looking for the acorns! ;-)

Pathway 2: WHERE EARTH MEETS SEA . . .

A more “literary” journey, for those without access to Studio Ghibli anime, in which you’ll explore the power of *verbal* and *visual* “imagery” and storytelling

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A Seaside Nature Walk through the Creative Minds of Hayao Miyazaki, Ursula K. LeGuin and Friends

NOTE: Required written assignments and Attendance/Participation activities are noted in **BOLD**.

Online Discussion Questions count as ATTENDANCE/PARTICIPATION (1/3rd of your grade)

Now,

Step by step . . .

Enter alternative universes of visual and verbal storytelling . . .

STEP 1. BY APRIL 1: READ the *Nausicaä* manga, volumes 1 and 7.

- i. **Complete the provided Reading Guide** to help you notice and note important signs and interesting features of this important environmental “epic” in graphic novel form.
- ii. VIEW the slides explaining how Essay 1 and the Midterm Exam were graded and see sample answers for each type of question.
- iii. **Complete 1 of 3 Online Discussion Questions over the manga reading.**

STEP 2. BY APRIL 8: VIEW videos about Miyazaki’s career and the making of *Nausicaä* anime

<https://www.youtube.com/watch?v=Rxjrw0Yv0ZA>

<https://www.youtube.com/watch?v=eJt7OhO0YLI>

- i. **Complete the provided Viewer Guide** questions.
- ii. Gather background and insight into Hayao Miyazaki’s inner world, including how (and why) he creates his complex fictional worlds as you read these selections from Napier, *MiyazakiWorld*:

Prologue (how Susan got to know him), pp. ix-xviii

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STEP 3. By APRIL 15. Get a wider perspective on Miyazaki’s “epic” vision by seeing his life and work through others’ eyes . . . and his own:

i. Read Hairston, “The Reluctant Messiah” from *Manga: An Anthology*

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iii. Read 2 Interviews with Miyazaki, “Trial and Error Leading Up to the Birth of *Nausicaä*” from *The Art of Nausicaä* AND “I Understand *Nausicaä* a Bit More...”

iv. **Write a 1 page, single-spaced response to these 4 readings. DUE: APRIL 15**

What do YOU understand more about Miyazaki’s creativity as an artist and storyteller after reading these perspectives?

STEP 4. By APRIL 22: READ Ursula K. LeGuin, *Earthsea Cycle: The Farthest Shore* (whole novel)

i. **Complete the provided Reading Guide** questions.

ii. Read two revealing stories connecting *Earthsea* and Studio Ghibli:

<https://www.ursulakleguin.com/gedo-senki-1>

<https://www.tor.com/2018/11/02/we-could-have-had-it-all-studio-ghiblis-tales-of-earthsea/>

iii. View these videos about visual adaptations of *Earthsea*:

The Power of a Name” (about 20 min)

<<https://www.youtube.com/watch?v=2FcxccVUN94>>

SciFi Channel’s Live Action adaptation (no need to watch the whole thing!)

<<https://www.youtube.com/watch?v=6ORfaERwHeg>>

iv. **Complete 1 of 3 Online Discussion Questions over STEP 4 readings and videos**

STEP 5. By APRIL 29: VIEW episodes # 1- 12 of *A Lull in the Sea* anime series; watch for free (with commercials) on Crunchyroll at:

<https://www.crunchyroll.com/nagi-no-asukara-nagi-asu-a-lull-in-the-sea>

i. **Complete the provided Viewer Guide** questions.

ii. Read stories and interviews with the creator of *A Lull in the Sea*:

Story about and interview with Mari Okada:

<https://www.animenewsnetwork.com/feature/2017-09-06/how-mari-okada-went-from-shut-in-to-anime-director/.120417>

<https://www.animenewsnetwork.com/interview/2018-05-02/legendary-anime-screenwriter-mari-okada/.130650>

Reviews of the series:

<https://www.animenewsnetwork.com/shelf-life/2015-10-05/.93741#lull>

<https://weekendotaku.wordpress.com/2016/12/26/fishing-for-required-love-a-lull-in-the-sea-review/>

<https://kotaku.com/nagi-no-asukara-is-emotionally-heart-wrenching-and-them-1562047633>

iv. Read Hall, "Totoros, Boar Gods and River Spirits: Nature Spirits as Intermediaries in the Animation of Hayao Miyazaki," *Resilience*, 2.3

(This is a good "final take" on the meaning and message of this semester's stories about "Animated Nature")

v. **Complete 1 of 3 Online Discussion Questions over STEP 5 readings and videos**

vi. **LAST DAY to turn in Required Earth Day / Nature Enrichment write-ups (1 page)**

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For "FINAL" STEP – see next page . . .

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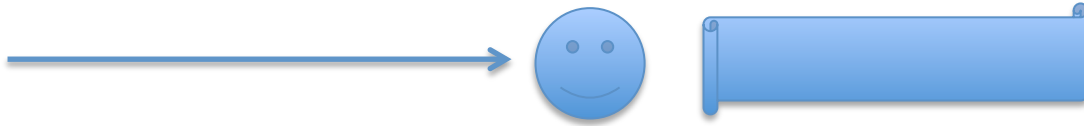
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