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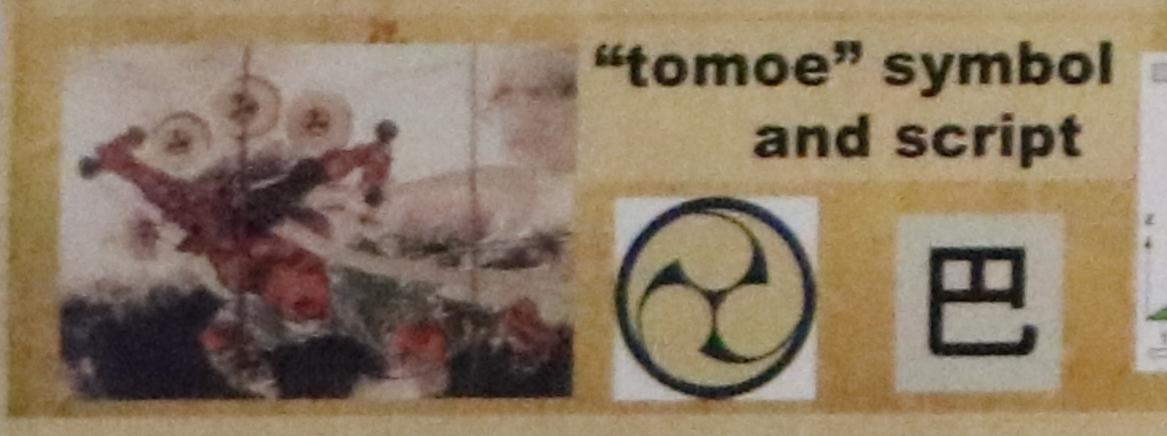
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Raijin 雷神 is a Shinto god of thunderstorms and lightning.

Notable is the connected arc of rounded red disks. This arc of drums "taiko" resembles a frontal line as viewed from above. The red disks coincidentally resemble a warm front or squall line advance.



A common Japanese folk tradition is for parents to tell their children to always "hide your bellybuttons from Raijin" during lightning storms. The warning is made that the storm god will eat the navels (or abdomens) of careless children. Perhaps a child who crouches low, in order to make themselves a smaller, covered, target during the lightning flashes, would stand a better chance of avoiding a strike, as lightning tends to hit the tallest object nearby. Many older Japanese say they instinctively cover their stomachs when they hear thunder!

魔神雷神図 Artwork: "Wind God & Thunder God" 17th Century Artist: Ogata Korin, 1658 - 1716 Two-folded screen; color and gold on paper. (164.5 x 181.8 cm) Location: Tokyo National Museum

The East Asia Shinto/Buddhist/Taoist religions include syncretic blends of mythology. Fujin's image is based on Greco-influenced Buddhist iconography. Raijin also takes other forms and names in other East Asian cultures. Ex. Chinese monkey thunder god Lei Gora

Meteorology and Myth: The Thunderstorm and Tornado Deities of Japan

He is usually depicted as beating on a drum to create thunder. Persistent rumbling of thunder is common during thunderstorm advance. Gust fronts and roll clouds will create a series of thunder shockwaves. Raijin and his lightning are often red in color.



It is said that "he will descend from the clouds and take children away". The malevolence of Raijin could be explained by Japan's physical geography. Intense summer thunderstorms are common in the humid subtropical climate. Additionally, much of Japan's topography is steeply sloped. Flash floods frequently occur during downpours, and floods are especially powerful through Japan's valleys. These flash floods could easily sweep away any peasant children working the fields and forests during summer.





Images and references to h and Fūjin are ubiquitous in both the traditional and popular culture from Japan.

Dr. Dennis J. Edgell

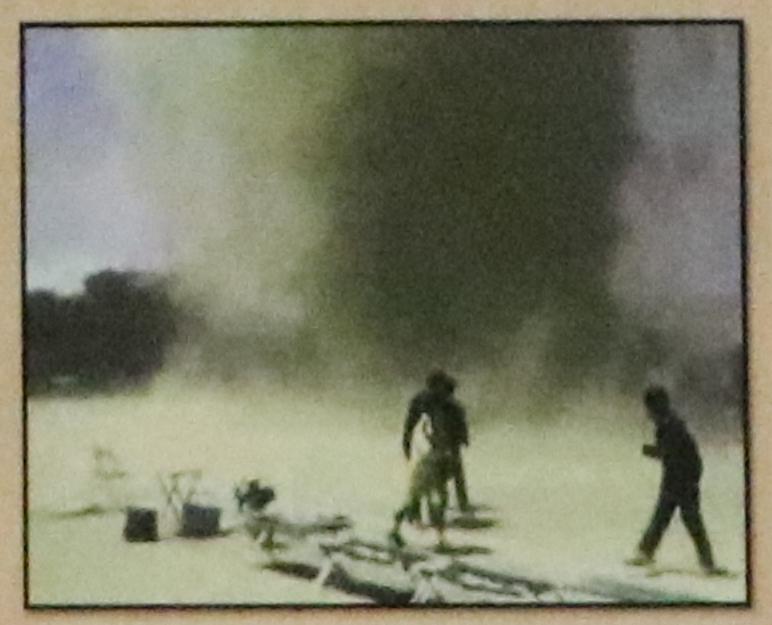
Geology and Geography Department, University of North Carolina at Pembroke

Fūjin 風神 is a wind god of

ancient Shinto legend, although his image likely of Buddhist origin. He is the cause of violent wind storms. Cyclones, whirlwind storms, monsoon winds and tornadoes and waterspouts are all weather hazards characteristic of Japan's climate.

Fūjin is depicted as a demon with green skin. Tornadoes are demonic in their destruction and should be feared, but why is he green? Japan is a verdant green country. A tornado or strong dust devil (whirlwind) would pick up the local vegetation. Tree leaves, rice plants, etc. could be drawn into the ascending, rotating debris field of its cyclonic system (in contrast to the dirt-brown tornadoes of America's dusty plains). Perhaps his color is observed because of the "green sky" effect (produced by complex atmospheric scattering), which often precedes tornadoes.

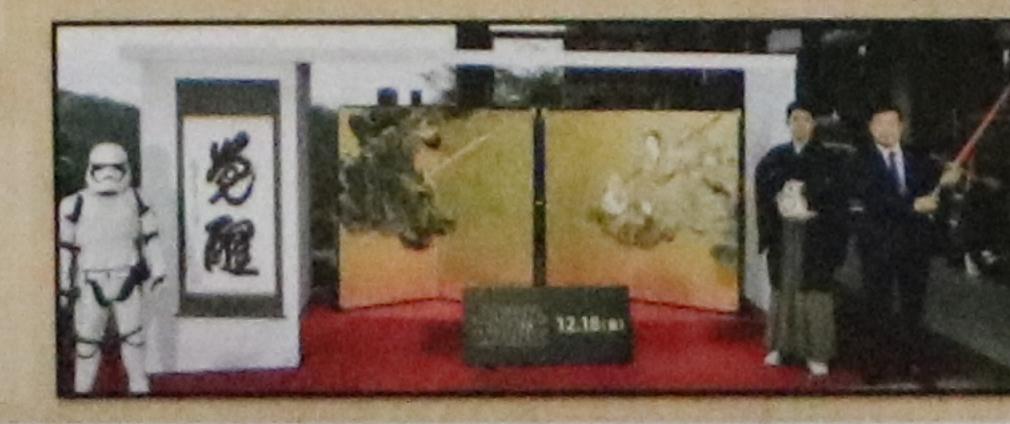
Fujin carries a bag of wind. The bag may represent the funnel shaped cloud. Some tornadoes and waterspouts tilt horizontally, similar to how Fujin carries his wind bag. The winds from Fujin's bag "allowed the sun to shine". This may derive from the strong and persistent Asian summer monsoon. These winds come from the east, along with the rising eastern sun. Also - the east winds of cyclones are usually the most destructive.



YouTube video: Strong dust devil in Japan picking up green debris.

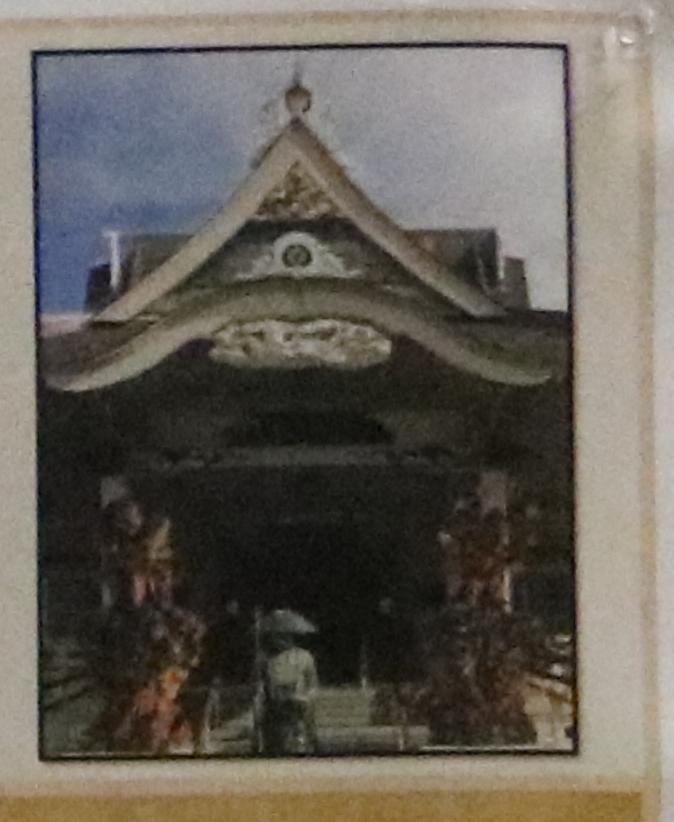


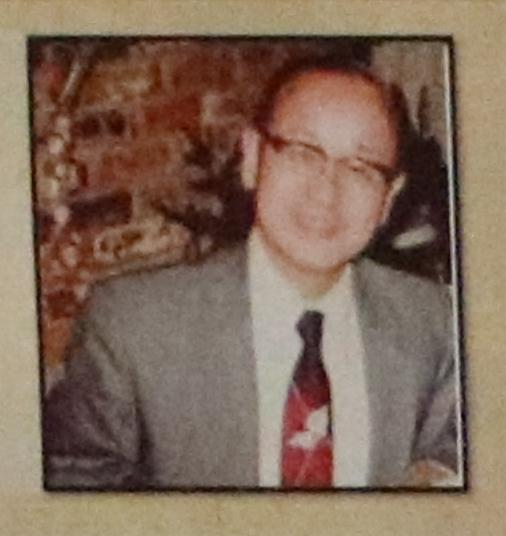
Green sky and elongated funnel cloud "bag".



It may sound fitting, but Fūjin is **NOT** the origin of the famous Tornado "F-Scale." (now EF scale) The Fujita scale is named after the late Theodore Fujita, preeminent expert on tornadoes and thunderstorms.

> This research is one part of a larger investigation into "Meteorology and Myth." This poster is based on a paper presented at the Southeastern Association of American Geographers conference 12/20/2018.





References available upon request. See the full presentation PDF linked on my academic blog site with this QR code.





Blogging through the "GEOG-ing" A Syllabus Transformation of GGY 3720: North America

Dr. Dennis J. Edgell Geology and Geography Department

A State of the state of the BACKGROUND

It had been years since I taught the Geography of North America course. Usually only Geo-majors take the course as a requirement. I knew that the course would be low enrollment. Furthermore, I did not want to build another standard lecture course. (i.e. "Death by PowerPoint")

I thought that students would learn better by research and writing, rather than listening to lectures and taking tests.

Each student created their own blog website. Students blogged anonymously, using a pen name known only to the other class members. They were to take on the persona of a professional writer. They were writing in the role of an expert or researcher -- not merely a student completing an assignment.

45 TA My hypothesis was that if students answered geography questions about North America from the perspective of a writer/blogger, they might connect with the material in a more personal and more permanent way.

A. March Through writing and research on a specialized regional area, the student would become the expert. Hopefully this first-hand, depth of knowledge will live on with them after the course is concluded.

Students also learned by writing supporting comments and/or critiques on their classmates' blog posts.

Each student also conducted a region-specific research project and wrote a Pembroke Undergraduate Research and Creativity (PURC) proposal for their topic.

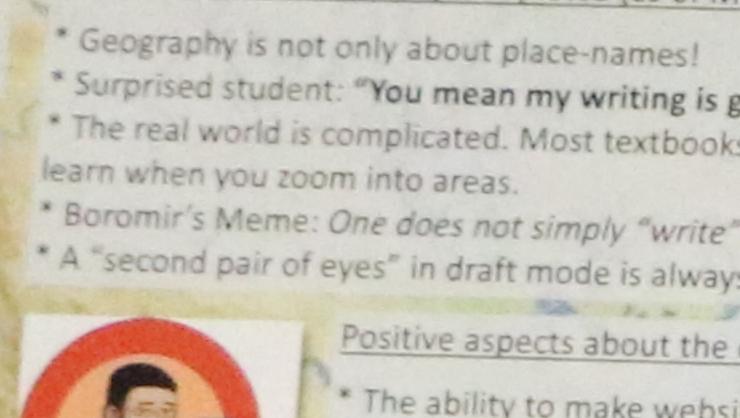
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Appreciation is given to the UNCP Teaching and Learning Center for financial support and scholarly encouragement.

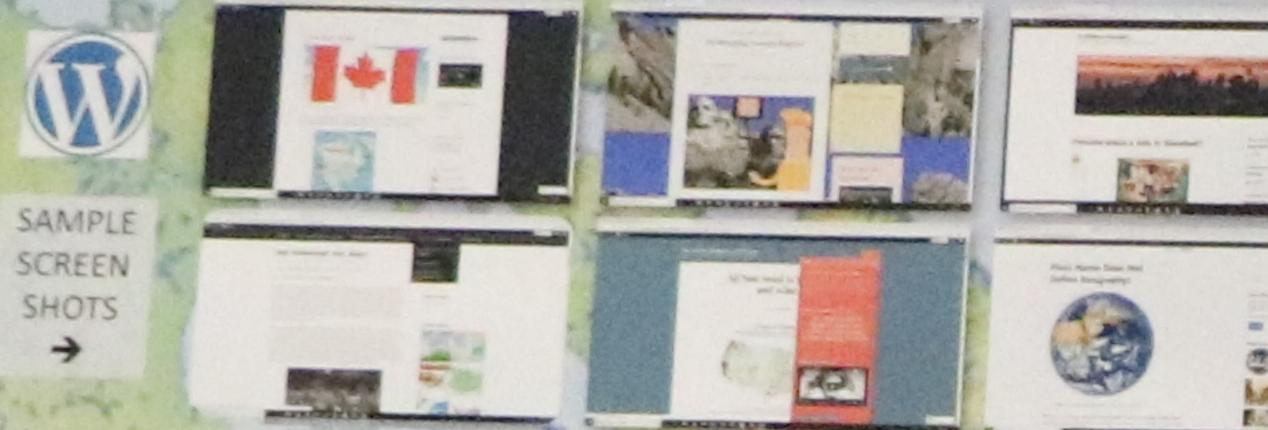






OUTCOMES:

2. Students are also now real academic researchers and have published! They have submitted abstracts for their North American research and writing. These are to be presented at UNCP PURC Symposium on April 10, 2019. This will be the first "public presentation" for nearly all students. Abstracts are published online by PURC. Students will also post further information on their blogs.



The course is only partially completed (as of March 1, 2019), but many

* Surprised student: "You mean my writing is going to be exposed in public!?!?

* The real world is complicated. Most textbooks only give generalizations. There are many detailed stories to * Boromir's Meme: One does not simply "write" an article by cutting and pasting the text from Wikipedia!

* A "second pair of eyes" in draft mode is always needed before you publish a blog. There are always tpyor the second of th Positive aspects about the course format (from students at TLC Midterm "Check-In"):

* The ability to make websites helps students self-learn.

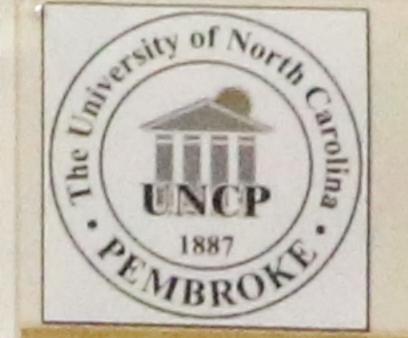
* The free range to learn and research what students want in all areas of US and Canada. * The instructors willing to meet and be involved with the students. * The encouragement, availability and communication of the instructor.

1 * Explanation of assignments and meetings in cart lab to demonstrate doing things. * Flexible Deadlines for WordPress articles.

1. Students own a commercial website! Technically, they are all now "professional writers". They have the option of keeping their websites and even "monetizing" them on WordPress.com after the course is over. Along with other social media sites, they now have a professional website for their resumes and business cards. When asked "so what do you do?" at a professional or social meeting, they can now reply "I'm a writer!"



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Geology and Geography Department, University of North Carolina at Pembroke

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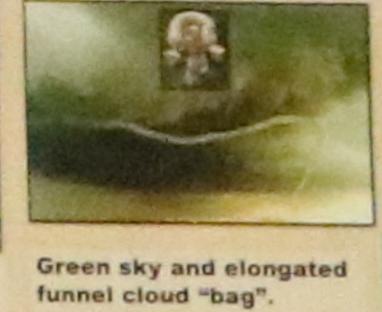
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