Course Description:
This course will cover research and bibliographic methods in Japanese Studies. Students will learn how to navigate library catalogs and the internet with specific emphasis on Japanese databases and resources. Students will also learn how to use Japanese reference materials, such as character dictionaries. **This course has a strict prerequisite of at least one year of Japanese language or its equivalent. Students who do not have this prerequisite are not qualified or prepared for the course.**

General Education Information
This course fulfills the General Education requirement of “Information Literacy”

Characteristics of all General Education Courses:

1. General Education courses offer introductions to the central topics of disciplines and interdisciplinary fields.
2. General Education courses offer explicit rather than tacit understandings of the procedures, practices, methodology and fundamental assumptions of disciplines and interdisciplinary fields.
3. General Education courses recognize multiple perspectives on the subject matter.
4. General Education courses emphasize active learning in an engaged environment that enables students to be producers as well as consumers of knowledge.
5. General Education courses promote critical inquiry into the assumptions, goals, and methods of various fields of academic study; they aim to develop the interpretive, analytic, and evaluative competencies characteristic of critical thinking.

Learning Objectives for General Education Information Literacy Courses:
Approved courses introduce students to various ways in which information is organized and structured and to the process of finding, using, producing, and distributing information in a variety of media formats, including traditional print as well as computer databases. Students acquire experience with resources available on the Internet and learn to evaluate the quality of information, to use information ethically and professionally, and to adjust to rapidly changing technology tools. Students must complete this requirement within the freshman or sophomore year.

Courses that satisfy the Information Literacy requirement will have three characteristics:

1) Classroom activities on finding, evaluating, citing, and using information in print and electronic sources from the University Libraries, World Wide Web, and other sources. Courses should address questions concerning the ethical use of information, copyrights, and other related issues that promote critical reflection.

2) Assignments, course work, or tutorials that make extensive use of the University Libraries, World Wide Web, and other information sources. Assignments should include finding, evaluating, and citing information sources.

3) At least one research project that requires students to find, evaluate, cite, and use information presented in diverse formats from multiple sources and to integrate this information within a single textual, visual, or digital document.
Required Texts/Materials:

1) Students should choose appropriate dictionaries (a *kanji* dictionary, an Japanese-English/English Japanese dictionary, and perhaps a 国語辞典). Dictionaries will be discussed on the first day of class; students will be given two weeks in which to acquire an appropriate dictionary.

2) The following texts are also required:
   - *The Princeton Companion to Classical Japanese Literature* by Earl Miner
   - *Japan Style Sheet: The SWET Guide for Writers, Editors and Translators*

   Students also need one (not both) of the following:
   - *A Manual for Writers of Term Papers, Theses, and Dissertations* (Chicago Guides to Writing, Editing, and Publishing) by Kate L. Turabian
   - *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi

3) Students must have an active e-mail account, from which they can send and receive attachments. They also must have a valid student ID that allows them to access UAlbany library materials. An ID invalidated because of unpaid fines, etc. is NOT an excuse for late/incomplete work.

4) The Blackboard Learning System. You should ALWAYS check BLS before class and look at the materials under each “Learning Module.” All homework assignments will be on this site, as well as reference materials and useful links. In most cases you will submit your homework through BLS; sometimes it will be what BLS calls an “assignment” and sometimes it will be called an “assessment.” Homework assignments are listed under the “Learning Modules” as well as under “Assignments” and “Assessments.”

Testing and Grading:

Attendance will be taken regularly; students are expected to attend class unless extenuating circumstances prevent it. Students are also expected to be active participants in this class. Class format will include hands-on activities aimed at developing good research skills. There will be regular homework assignments. Late assignments will not be accepted except in extenuating circumstances. The capstone project for this class will be an annotated bibliography. There will be a mid-term and a final exam. Grading is as follows:

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework:</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm:</td>
<td>20%</td>
</tr>
<tr>
<td>Annotated Bibliography:</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>20%</td>
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</tbody>
</table>

This syllabus is a contract. I agree to teach the topics listed below, and to grade you on the criteria listed above. I consider a grade of "Incomplete" to be for emergencies (death in the family, extreme illness, etc.), not for students who fail to plan ahead. **I does not curve grades or give extra credit assignments.** The grading scale is as follows: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E.

If you want to check on your performance at any point in the semester, feel free to come to my office and we'll run through the numbers. If there are extenuating circumstances that you anticipate will unduly affect your grade, **it is your responsibility to speak with me IN ADVANCE or AS SOON AS you are aware of the problem.**
## WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading/Assignment (do before class)</th>
<th>Homework (due on that day) /Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 20</td>
<td>Th</td>
<td>Course Introduction; Dictionaries, required texts, etc.</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>
| 25 | T | Word Processing | ➤ Read “Word Processing basics”  
Note: if you have your own laptop, you could bring it to class on this day and work through the lesson in real time (assuming you have Word 2007 installed). | This isn’t really homework, but if you want to bring your own machine, please set up the Japanese language pack ahead of time. |
| 27 | Th | Navigating the University Library | ➤ Take the library podcast tour at [University at Albany - User Education - Tours](https://example.com).  
Even if you use the library all the time, this is worth doing because things change there often!  
➤ Read the [International Students’ Guide to the Libraries](https://example.com)  
➤ Read the [Introduction to Minerva](https://example.com) | Homework: Word Processing in Japanese |
| Feb. 1 | T | EAS databases and online resources (JSTOR; BAS; Project Muse) EAS databases and online resources (NACSIS; WorldCat; CiNii, GeNii, etc.) | ➤ Take the [Library Tutorial on Finding Scholarly Articles](https://example.com)  
➤ Review course materials on WorldCat (on BLS) | Homework: Finding things in the library |
| 3 | Th | Radicals | ➤ Read “How to Use a Kanji Dictionary” (on BLS)  
➤ Read Nelson’s pp. 1002-1013 “How to Determine the Radical…” (on BLS) | Homework: Electronic databases on East Asia &WorldCat and GeNii |
| 8 | T | Jukugo, ateji, okurigana, structure of kanji, etc. | ➤ Read course materials on kanji trivia and on and kun yomi (there is some overlap between these two) | Homework: Radicals |
| 10 | Th | Electronic and Online Dictionaries; other electronic resources; older dictionary resources | ➤ Browse the dictionaries listed in this Learning Module  
➤ Bring your electronic dictionary to class (if you have one)  
➤ Read [Research in Japanese Sources](https://example.com), Ch. 6 | Homework: Kanji trivia |
| 15 | T | Romanization | ➤ Browse “Romanization of Japanese” on BLS  
➤ Browse Course material on Romanization (on BLS)  
➤ Read SWET Guide, pp. 13-28; 43-45 and 50-51 | Homework: Electronic and Online Dictionaries |
<p>| 17 | Th | Simplification | ➤ Read: Course material on simplification | Homework: Romanization |
| 22 | T | WINTER BREAK | | |
| 24 | Th | WINTER BREAK | | |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>1</td>
<td>Calligraphy</td>
<td>➤ Review course materials on calligraphy and fonts (on BLS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Homework: Simplification</td>
</tr>
<tr>
<td>3</td>
<td>Th</td>
<td>Types of Dictionaries</td>
<td>➤ Read: <em>A Student Guide to Japanese Sources in the Humanities</em>, chapter 7 (on BLS)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Homework: Calligraphy</td>
</tr>
<tr>
<td>8</td>
<td>T</td>
<td>Morohashi’s Dictionary</td>
<td>➤ Read: Course material on Morohashi’s Dictionary</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No dictionary homework—Morohashi’s <em>will</em> be incorporated in the midterm, though!</td>
</tr>
<tr>
<td>10</td>
<td>Th</td>
<td>MIDTERM EXAMINATION</td>
<td>Bring your kanji dictionaries to class this day. You will need them. No excuses!</td>
<td>NONE</td>
</tr>
</tbody>
</table>
| 15   | T   | Citation                                   | ➤ Read [citing from the MLA Style Guide](#).  
➤ Read: *Research in Japanese Sources*, pp. 127-134  
➤ Read: *A Student Guide to Japanese Sources in the Humanities*, chapter 11 (on BLS)  
➤ Read: SWET Guide, pp. 46-48 | NONE                            |
| 17   | Th  | Annotated Bibliographies                   | ➤ Read course materials on writing an annotated bibliography (on BLS) |                                    |
|      |     |                                            |                                            | Homework: Citation                 |
| 22   | T   | Structuring a paper (putting everything together) | ➤ Read “The Research Process” (link on BLS)  
➤ Read: “Developing a Thesis” (.pdf file on BLS) | NONE                            |
| 24   | Th  | Eras & Periodization                       | ➤ Read: *Companion* pp. 113-127  
➤ Read: SWET Guide, pp. 56-67 | NONE                            |
| 29   | T   | Chronology (Stems and Branches, Lunar and Solar calendars, etc.) | ➤ Read: *Research in Japanese Sources*, pp. 15-20  
➤ Read: *A Student Guide to Japanese Sources in the Humanities*, chapter 9 (on BLS)  
➤ Browse: *Companion*, pp. 407-414  
➤ Look at “Japanese Calendars” (on BLS) |                                    |
|      |     |                                            |                                            | Homework: Eras & Periodization     |
| 31   | Th  | Telling time                               | ➤ Read: *Companion*, pp. 399-407 |                                    |
|      |     |                                            |                                            | Homework: Chronology               |
| April| 5   | Units of Measure/Statistics               | ➤ Read: CJK Cardinal/Ordinal systems (on BLS)  
➤ Read: Weights and Measures in Japanese Studies (on BLS)  
➤ Read: *Research in Japanese Sources*, Ch. 3  
➤ Read: SWET Guide, pp. 54-55 |                                    |
|      |     |                                            |                                            | Homework: Units of Measure         |
| 7    | Th  | Biographical Resources                    | ➤ Read: Course material on Japanese Names  
➤ Read: *Research in Japanese Sources*, Ch. 4  
➤ Read: SWET Guide, pp. 33-38  
➤ Read: *A Student Guide to Japanese Sources in the Humanities*, chapter 6 (first part, on BLS) |                                    |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading and Resources</th>
<th>Homework</th>
</tr>
</thead>
</table>
| 12   | T   | Imperial Ranks              | ►Read: Course Materials on Ranks  
►Read: *Companion*, pp. 443-478                                                      | Homework: Names |
| 14   | Th  | Literature Resources        | ►Read: Resources for Studying CJK Literature (on BLS)  
►Read: *Companion*, skim pts. 3-6                                                   | Homework: Ranks |
| 19   | T   | SPRING BREAK                |                                                                                       |                |
| 21   | Th  | SPRING BREAK                |                                                                                       |                |
| 26   | T   | Historical Resources        | ►Read: Course Materials on Japanese History  
►Read: *Research in Japanese Sources*, Ch. 8                                          | Homework: Literary Resources |
| 28   | Th  | Geographical Resources      | ►Read: Course Materials on Geography  
►Read: *Companion*, pp. 415-442;  
►Read: *Research in Japanese Sources*, Ch. 5  
►Read: SWET Guide, pp. 39-43 and 52-53                                                | Homework: Historical Resources |
| May  | 3   | Religion/Philosophy Resources| ►Read: *Companion*, pp. 368-397                                                      | Homework: Geography |