AEAS 103L
Sources of East Asian Tradition I
Prof. Hartman (HU-245; 2-4219; Hartman@albany.edu)
Spring 2010
Office Hours: TTH 3-4

Syllabus

1/21 Course Introduction: General Education. Cultural Masterpieces. The Limits of Translation.
1/26 Analects Introduction (pp. vii-xxvi)
1/28 Analects (Books 1-8, pp. 1-24, 57-92)
2/2 Analects (Books 9-14, pp. 25-43, 92-117)
2/4 Analects (Books 15-20, pp. 44-56, 117-138)
2/9 Wandering on the Way (Preface, Introduction, also pp. 3-71)
2/11 Wandering on the Way (pp. 75-173)
2/18 Wandering on the Way (pp. 174-267)
2/23 Wandering on the Way (pp. 268-347) QUIZ

2/25 Du Fu (pp. xi-xvii, 1-40)
3/2 Du Fu (pp. 41-98)
3/4 Du Fu (pp. 99-161)
3/9 Du Fu (pp. 162-219)
3/11 Mid-term

3/16 Record of Linji (pp. intro, 1-20)
3/18 Record of Linji (pp. 21-66)
3/23 Record of Linji (pp. 67-103)
3/25 Record of Linji (pp. 104-133) QUIZ

4/6 Su Shi Introduction (pp. 3-19, 21-48)
4/8 Su Shi (pp. 49-98)
4/13 Su Shi (pp. 99-116)
4/15 Su Shi (pp. 119-137)

4/20 Carnal Prayer Mat Introduction (pp. v-xiv, 3-75)
4/22 Carnal Prayer Mat (pp. 76-156)
4/27 Carnal Prayer Mat (pp. 157-237)
4/29 Carnal Prayer Mat (pp. 238-316) QUIZ

Final: Friday, May 7, 10:30-12:30, HU-123
Textbooks:
Victor H. Mair, tr., Wandering on the Way: Early Taoist Tales and Parables of Chuang-tzu.

NB: do not wait too long to buy textbooks. As soon as you have decided to take the course, buy all the textbooks at once. The bookstore ships unpurchased copies back to the publisher in November; so, if you have not purchased all books by then, you may be unable to do so. In previous years, this has been a problem for some students.

Course Introduction: The goal of this course is to read a representative sample of the greatest literary and philosophical works of East Asia. We aim to read, as far as possible, the original, complete texts of these works in English translation. This course focuses largely on masterpieces from the Chinese tradition. Its continuation, EAS104L, will focus on Japan and Korea. Both courses are required of all East Asian majors and also fulfill GenEd requirements under the Humanities category (see below). The major classroom activity will be guided class discussions of the assigned readings.

Grading:

Mid-term: 25% (Essay)
Final: 25% (Essay)
Quizzes: 30% (Objective; three quizzes at 10% each)
Attendance: 20% (1% deducted for each absence)

Attendance: Class attendance is required of every student and will be monitored at each class meeting. Each illegal absence will result in a one point (1%) deduction from the final grade. Numerical scores will be converted to course grades according to the following scale: A=96-100; A-=92-95; B+=89-91; B=86-88; B-=83-85; C+=80-82; C=77-79; C-=74-76; D+=71-73; D=68-70; D-=65-67; E=64-.

POLICY ON ACADEMIC HONESTY AND CLASS ETIQUETTE: 1) Cheating will result in automatic dismissal from class with course grade of "E". 2) Students are expected to come to class on time, to remain for the duration of the period, and to comport themselves in a quiet and dignified manner at every class session. Class disruptions are a violation of university policy and constitute rude behavior toward the instructor and other class members. Examples of class disruptions include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking-without being recognized, or resorting to physical threats or personal insults.
GENERAL EDUCATION CATEGORY: HUMANITIES

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 Humanities Courses

Humanities courses teach students to analyze and interpret texts, ideas, artifacts, and discourse systems, and the human values, traditions, and beliefs that they reflect.

Depending on the discipline, humanities courses will enable students to demonstrate some or all of the following:

1. Humanities courses enable students to demonstrate knowledge of the assumptions, methods of study, and theories of at least one of the disciplines within the humanities.
2. an understanding of the objects of study as expressions of the cultural contexts of the people who created them
3. an understanding of the continuing relevance of the objects of study to the present and to the world outside the university
4. an ability to employ the terms and understand the conventions particular to the discipline
5. an ability to analyze and assess the strengths and weaknesses of ideas and positions along with the reasons or arguments that can be given for and against them
6. an understanding of the nature of the texts, artifacts, ideas, or discourse of the discipline and of the assumptions that underlie this understanding, including those relating to issues of tradition and canon