Instructor: Jeff DuBois  
Class meetings: MW 2:45-4:05PM, HU123  
Office hours: MW 1:40-2:40, HU265  
E-mail: jdubois@albany.edu

Course description:

This is a basic introduction to the primary texts that have contributed to the formative cultural foundations of Korean and Japanese civilizations. The first text will be a Korean text, followed by Japanese texts in chronological order of appearance. (In some cases, we will only read selections of a work, if the work is inordinately long.) Class will be primarily lecture-based, although questions are encouraged at all times. The focus will be on the content of the text, its place in the literary tradition, and the problematics of interpretation. Although this course is designed to be a continuation of EAS 103L, "Sources of East Asian Traditions I," EAS 103L is not a prerequisite. This course is taught in English; no knowledge of Korean or Japanese is necessary.

This course fulfills the General Education Categories of Humanities and International Perspectives (see bottom of syllabus for details).

Required texts:

- (K) Kuunmong: The Cloud Dream of the Nine, by Kim Manchoong. This text is also available electronically at http://www.ibiblio.org/eldritch/kim/cloud9.html
- (M) Selections from the Man'yōshū on Blackboard (BB)
- (G) Genji and Heike: selections from The Tale of Genji and The Tale of the Heike, translated, with introductions, by Helen Craig McCullough
- (T) Tales of Times Now Past: Sixty-two Stories from a Medieval Japanese Collection, translated by Marian Ury
- (C) Chūshingura – A Treasury of Loyal Retainers, translated by Donald Keene
- (B) Bashõ’s Journey by David Barnhill

Testing and Grading:

Attendance will be taken regularly; students are expected to attend class unless extenuating circumstances prevent it. There will be unannounced intermittent quizzes on the content of the required reading. These quizzes will be easy if you have done the reading but difficult if you have not—in other words, it is to your advantage to come to class prepared. The mid-term exam and final exam will include short answer and essay questions on the material covered in class. Given the size of the class, sessions will be largely lecture although questions are welcome at any time. Lecture notes in PowerPoint format will be posted to Blackboard (BB) after each class.

I grade on objective criteria, as follows:

Intermittent quizzes 25%
Mid-term Exam 25%
Final Exam 25%
Class Attendance 25%

This syllabus is not negotiable. 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 do not curve grades. I do not give extra credit assignments.** My 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.

**Academic Integrity:**

According to the **Undergraduate Bulletin**, “It is every student’s responsibility to become familiar with the standards of academic integrity at the University. Claims of ignorance, of unintentional error, or of academic or personal pressures are not sufficient reasons for violations of academic integrity.” Any incident of plagiarism, cheating, unauthorized dual submission, forgery, sabotage, unauthorized collaboration, falsification, bribery, or theft, damage, or misuse of library resources will be reported immediately to the Undergraduate Dean’s office, and will result in no credit for the assignment in question.

**Schedule:**

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WEEK 1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1/22 Course Introduction</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>WEEK 2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/27 The Cloud Dream of the Nine</td>
<td>K: Chapters I-V</td>
</tr>
<tr>
<td>3</td>
<td>1/29 The Cloud Dream of the Nine</td>
<td>K: Chapters VI-XI</td>
</tr>
<tr>
<td></td>
<td>WEEK 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/3 The Cloud Dream of the Nine</td>
<td>K: Chapters XII-XVI</td>
</tr>
<tr>
<td>5</td>
<td>2/5 Man’yōshū</td>
<td>M: BB Reading #1</td>
</tr>
<tr>
<td></td>
<td>WEEK 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/10 Man’yōshū</td>
<td>M: BB Reading #2</td>
</tr>
<tr>
<td>7</td>
<td>2/12 Man’yōshū</td>
<td>M: BB Reading #3</td>
</tr>
<tr>
<td></td>
<td>WEEK 5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2/17 Man’yōshū</td>
<td>M: BB Reading #4</td>
</tr>
<tr>
<td>9</td>
<td>2/19 The Tale of Genji</td>
<td>G: 3-40</td>
</tr>
<tr>
<td></td>
<td>WEEK 6</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2/24 The Tale of Genji</td>
<td>G: 41-112</td>
</tr>
<tr>
<td>11</td>
<td>2/26 The Tale of Genji</td>
<td>G: 113-189</td>
</tr>
</tbody>
</table>

# WEEK 7
### General Education Information:

This course fulfills the General Education Categories of **Humanities** and **International Perspectives**.

### Characteristics of all General Education Courses

The General Education Program as a whole has the following characteristics. Different courses within the Program emphasize different characteristics.

- *General education offers explicit understandings* of the procedures and practices of disciplines and interdisciplinary fields.
- *General education provides multiple perspectives* on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
• **General education emphasizes active learning in an engaged environment** that enables students to become producers as well as consumers of knowledge.

• **General education promotes critical thinking** about the assumptions, goals, and methods of various fields of academic study and the interpretive, analytic, and evaluative competencies central to intellectual development.

**Humanities**

Approved courses are concerned with defining and disputing that which is understood to be quintessentially "human:" studying language, texts, thought, and culture; their definition, interpretation, and historical development; and their reflection of human values, beliefs, and traditions. Courses in a variety of disciplines explicate the underlying assumptions, methods of study, practices, theories, and disputes appropriate to those disciplines.

Approved courses generally fall into one of three categories (all open to majors and non-majors):

1. introductions to basic materials and methods in the disciplines;
2. introductions to subfields or groupings of materials in the disciplines;
3. literature and culture courses taught in a foreign language higher than the third-semester level.

**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. 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.

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

1. an understanding of the objects of study as expressions of the cultural contexts of the people who created them;
2. an understanding of the continuing relevance of the objects of study to the present and to the world outside the university;
3. an ability to employ the terms and understand the conventions particular to the discipline;
4. 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;
5. 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.

**International Perspectives**

**Learning Objectives for General Education International Perspectives courses:**

• knowledge and understanding of European history and/or culture, through: an understanding of the variety of cultures, regions, and countries that make up Europe; knowledge of the distinctiveness of Europe as manifested in the development of diverse histories, institutions, economies, societies, and cultures; knowledge of the relationship between Europe and other
regions of the world as expressed through political, economic, and cultural contact; an understanding of how the knowledge that becomes the basis of historical inquiry is constructed;

• OR knowledge and understanding of the history and/or culture of regions beyond Europe, through: knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America; an understanding of the region from the perspective of its people(s); an ability to analyze and contextualize cultural and historical materials relevant to the region; an ability to locate and identify distinctive geographical features of the region;

• OR knowledge and understanding of cultures and traditions of any region, nation, or society outside the United States, including courses taught in a foreign language beyond the elementary level, through: an understanding of the impact (e.g. economic, political, historical, cultural) of nations, regions, and cultures upon other nations, regions, and cultures; an understanding of the reciprocal interactions between individuals and global systems; an ability to see cultural groups from their own points of view; an ability to use the analytic tools of a specific discipline to engage in comparative analyses of cultures, nations, and regions;

• OR knowledge and understanding of a culture other than that of the United States by completion of a study abroad experience that earns credit at the University at Albany.