

EAST ASIAN STUDIES SPRING 2020

CLASS NO.	CATALOG NO.	TITLE	DAYS	TIME	ROOM	INSTRUCTOR	GENERAL EDUCATION
CHINESE							
3889	A EAC 102	ELEMENTARY CHINESE II	MW TTH	ONLINE 2:45PM-4:05PM	HU112	Wang, Fang	Foreign Language
1525	A EAC 202	INTERMEDIATE CHINESE II	MW TTH	12:35PM-1:30PM 4:15PM-5:35PM	HU108 HU108	Wang, Fang	Foreign Language
8655	A EAC 260	CHINA IN THE GLOBAL ARENA	MWF	9:20-10:15	AS121	Narins, Thomas	
8653	A GLO 260						
8652	A GOG 260						
1562	A EAC 302	ADVANCED CHINESE II	MW	4:15PM-5:35PM	HU114	Hargett, James	Foreign Language
10069	A EAC 350	URBAN DEVELOPMENT IN CHINA	MW	2:45PM-4:05PM	PC263	Huang, Youqin	International Perspectives
9709	A GOG 350						
9829	A EAC 364						
10120	A ECO 364	CHINA'S ECONOMIC HISTORY	TTH	1:15PM-2:35PM	CK130	DeBlasi, Anthony	International Perspectives
9828	A HST 372	HISTORY OF MODERN CHINA	TTH	4:15PM-5:35PM	HU124	DeBlasi, Anthony	International Perspectives
5561	A EAC 380						
5678	A HIS 380						
9836	A EAC 430	CHINESE TRAVEL LITERATURE	MW	2:45PM-4:05PM	HU114	Hargett, James	
9726	A EAC 432	READINGS IN CHINESE DRAMA	TTH	2:45PM-4:05PM	CK158	Chen, Fan Pen Li	
9724	A THR 432						
7551	A EAC 502	ELEMENTARY CHINESE II	MW TTH	ONLINE 2:45PM-4:05PM	HU112	Wang, Fang	
JAPANESE							
1529	A EAJ 102	ELEMENTARY JAPANESE II	MW TTH	ONLINE 10:15AM-11:35AM	HU114	Kava, Michiyo	Foreign Language
1530	A EAJ 102	ELEMENTARY JAPANESE II	MW TTH	11:30AM-12:25PM 11:45AM-1:05PM	HU108 HU125	Mano, Kyoko	Foreign Language
1528	A EAJ 102	ELEMENTARY JAPANESE II	MW TTH	ONLINE 2:45PM-4:05PM	HU125	Kava, Michiyo	Foreign Language
3580	A EAJ 102	ELEMENTARY JAPANESE II	MW TTH	2:45PM-3:40PM 2:45PM-4:05PM	HU039 LC03A	Ohata, Kazumi	Foreign Language
7901	A EAJ 170	JAPAN: ITS CULTURE AND HERITAGE	MWF	1:40PM-2:35PM	HU024	Person, John	Humanities International Perspectives
4109	A EAJ 202	INTERMEDIATE JAPANESE II	MW TTH	11:30AM-12:25PM 11:45AM-1:05PM	HU116 HU116	Kava, Michiyo	Foreign Language
4170	A EAJ 205	JAPANESE RESEARCH AND BIBLIOGRAPHIC METHOD		FULLY ONLINE		Fessler, Susanna	Information Literacy
4111	A EAJ 302	ADVANCED JAPANESE II	MWF	1:40PM-2:35PM	HU019	Mano, Kyoko	Foreign Language
4110	A EAJ 385	HISTORY OF MODERN JAPAN	MWF	10:25AM-11:20AM	HU124	Person, John	International perspectives
7120	A HIS 385						
7902	A EAJ 436	FASCISM: JAPAN AND BEYOND	MW	4:15PM-5:35PM	HU115	Person, John	Challenges for the 21st Century
8035	A HIS 436						
7553	A EAJ 502	ELEMENTARY JAPANESE II	MW TTH	ONLINE 10:15AM-11:35AM	HU114	Kava, Michiyo	
7555	A EAJ 502	ELEMENTARY JAPANESE II	MW TTH	11:30AM-12:25PM 11:45AM-1:05PM	HU108 HU125	Mano, Kyoko	
7554	A EAJ 502	ELEMENTARY JAPANESE II	MW TTH	ONLINE 2:45PM-4:05PM	HU125	Kava, Michiyo	
7556	A EAJ 502	ELEMENTARY JAPANESE II	MW TTH	2:45PM-3:40PM 2:45PM-4:05PM	HU039 LC03A	Ohata, Kazumi	
KOREAN							
1533		ELEMENTARY KOREAN II	TTH	11:45AM-1:05PM	HU024	Byon, Andrew	
6302	A EAK 102	Discussion section	MW	11:30AM-12:25PM	HU024	Kang, Jinyoung	Foreign Language
6303		Discussion section	MW	12:35PM-1:30PM	HU024	Kang, Jinyoung	
8797	A EAK 170	KOREA: ITS CULTURE AND HERITAGE	MW	2:45PM-4:05PM	HU024	Kwon, Peter	International Perspectives Humanities
8800	A EAK 202	INTERMEDIATE KOREAN II	TTH	10:15AM-11:35AM	HU113	Byon, Andrew	Foreign Language
8802		Discussion section	MW	10:25AM-11:20AM	BB133	Kang, Jinyoung	
8042	A EAK 302	ADVANCED KOREAN II	MWF	1:40PM-2:35PM	HU041	Kang, Jinyoung	International Perspectives Foreign Language
9831	A EAK 377	HISTORY OF MODERN KOREA	MWF	12:35PM-1:30PM	AS014	Kwon, Peter	International perspectives
9830	A HST 377						
8803	A EAK 389	NORTH KOREA: ITS HISTORY AND CULTURE	MW	5:45PM-7:05PM	HU111	Kwon, Peter	
8804	A HIS 389						
7557							
7551	A EAK 502	ELEMENTARY KOREAN II	TTH	11:45AM-1:05PM	HU024	Byon, Andrew	
7561		Discussion section	MW	11:30AM-12:25PM	HU024	Kang, Jinyoung	
7559		Discussion section	MW	12:35PM-1:30PM	HU024	Kang, Jinyoung	
EAST ASIAN							
7903	A EAS 140	INTRO TO EAST ASIAN CINEMA (8W1)	TTH	5:45PM-8:35PM	HU133	Chen, Fan Pen Li	Arts
7092	A EAS 177	EAST ASIA: ITS CULTURE AND HISTORY	FULLY ONLINE			Fessler, Susanna	International Perspectives
7158	A HIS 177		Humanities				
8809	A EAS 261						
8810	A REL 261	INTRO TO THE RELIGION OF JAPAN	MWF	11:30AM-12:25PM	HU129	Proffitt, Aaron	
7093	A EAS 450	READINGS IN BUDDHIST TEXTS	MWF	10:25AM-11:20AM	HU129	Proffitt, Aaron	
8036	A REL 450						
RELATED COURSES							
2293	A REL 100	INTRO TO RELIGION	MWF	1:40PM-2:35PM	ES241	Proffitt, Aaron	Humanities
9917	A SOC 440W	CHINA AND GLOBALIZATION	MW	2:45PM-4:05PM	HU112	Liang, Zai	
10010	R POS 399	SOUTH ASIA	MWF	9:20AM-10:15AM	FA144	Siddiqui, Niloufer	

EAC 102: Elementary Chinese 2 初级中文

Blended Class, Spring 2019

Welcome!

This is the course description and class syllabus for Elementary Chinese 2 (AEAC 102). This class is designed for students who have novice to intermediate proficiency in Chinese—that is, students who have limited background or have studied basic knowledge of the Chinese language. The variety or “kind” of modern, spoken Chinese we will be studying is the standardized version of Beijing dialect (sometimes called “Mandarin” in English), known in Mainland China as *Putonghua* (普通话, lit., common speech) and in Taiwan as *Guoyu* (國語, lit., national language). The Chinese written characters we will study are called “Simplified Characters” (*Jianhuazi*), which are used today in Mainland China.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Ms. Ning Guo
Course Numbers:	#4062
Semester:	Spring 2019
Email Address:	nguo@albany.edu
Private Communications:	For <i>private</i> communication with me, please use the UAlbany Email tool on the course menu in Blackboard or contact me directly at the email address above. Anything other than a private communication should be posted in the Ask-A-Question forum in the course.
Office Hours:	HU 283 (office) MW 3:00pm-4:00pm, or by appointment

OVERVIEW

This course is a blended course which means that part of the course is taught online and part of the course is taught in person on campus. You will work **online on Mondays and Wednesdays**. **You will come to class on campus on Tuesdays and Thursdays**.

In each main Lesson of the course, you will learn new vocabulary and sentence patterns. You will watch videos and related materials to master new vocabulary, grammar, and Chinese characters. You will engage in practice exercises through video files and other materials. When practice exercises are completed, you will check your comprehension and knowledge of the assigned material by completing homework exercises.

Assignments for each class meeting of the semester are listed below in the **COURSE SCHEDULE**. It is essential that you study and master new vocabulary, sentence patterns, and Chinese characters before class meetings. You must be prepared to participate in the in class activities. There will be quizzes in class on most days (not listed on the Course Schedule) as well as exams that are listed on the Course Schedule.

There will be two oral exams, one midterm exam, one final listening comprehension exam, and one final written exam. Format will announced during the semester.

Please note that online sessions are asynchronous, which means you do not need to login to Blackboard at any specific time on Mondays and Wednesdays. **However, you must login and complete the lessons** (that is, master the new vocabulary, sentence patterns, and Chinese characters, and complete the assigned homework) **on or before the date/time specified on Blackboard**. For each online-class, you will have a Voice Thread assignment that needs to be completed by midnight (11:59pm).

*You can always use blackboard.albany.edu to log into your blackboard page, even if the campus home page is down. Something wrong with your device is NOT an excuse for late homework. You can ask ITS Help Desk for help if some problems happened while you are doing homework.

COURSE OBJECTIVES

This course is designed for you to learn both spoken and written Modern Chinese. Emphasis will be on the training of the four communicative skills - namely, listening, speaking, reading, and writing. Each lesson will focus on a typical daily conversation topic to teach you how to use the language in linguistically and socially appropriate ways. The situation exercises and the interaction with fellow students will help you to integrate what you have learned into everyday practice.

By the end of the course, it is expected that you will move from the novice to the intermediate level in both oral and written communicative proficiency, a standard set by the American

Council on the Teaching of Foreign Languages (ACTFL). To be specific, students are expected to be able to communicate their ideas correctly at sentence level and handle simple survival situations.

GENERAL EDUCATION

A EAC 102 fulfills the General Education Category of **Foreign Language**.

REQUIRED TEXTBOOKS

Integrated Chinese, Volume 2, Textbook, 4th Edition (Simplified) 中文听说读写 Paperback
ISBN: 9781622911417.

Integrated Chinese, Volume 2, Workbook, 4th Edition (Simplified) 中文听说读写 ISBN:
9781622911431.

Integrated Chinese, Volume 2, Character Workbook, 4th Edition (Simplified and Traditional)
ISBN: 9781622911448.

These textbooks are available for purchase at the University Bookstore in the Campus Center. Please note: You must purchase copies of the printed versions of the textbooks. No E-books or other electronic forms (including rentals) are allowed.

Required for students who did not take EAC 101

Integrated Chinese, Volume 1, Textbook, 4th Edition (Simplified) 中文听说读写 Paperback
ISBN: 9781622911356.

Integrated Chinese, Volume 1, Workbook, 4th Edition (Simplified) 中文听说读写 ISBN:
9781622911363.

*We will finish learning Lesson 8, 9 & 10 from the Volume 1 textbook, then start Volume 2.

HOW YOU WILL BE EVALUATED

Attendance/Participation: You are expected to complete all online activities and to attend all Tuesday and Thursday classes. Attendance will be taken. You can have up to 3 absences in the semester. Arriving late or leaving class early equals one absence.

- **One grade lower** for more than **4** inexcusable absences.
- **Two grades lower** for more than **6** inexcusable absences.
- Additional one grade lower for every 2 times of inexcusable absences after 6.

Bonus: If you attend every class and arrive on time through this semester, you will receive a 2 points reward added to your **final grade**.

Homework Assignments: Late homework will **NOT** receive a grade. Please hand in your homework in class before class starts. It is necessary to complete your homework **before** class. Working on your homework in class will distract you (and others) from learning Chinese and is not permitted.

Exams and quizzes: Quizzes may be required during any in class session; no quizzes will be taken online. Exams will occur at the end of most Lessons. One lowest quiz and one lowest exam will be dropped.

Make-ups: Make-ups for missed quizzes and exams will be given only when the absence was due to a documented medical issue (this means you must have a signed note from a doctor saying you were physically unable to attend class) or documented personal emergency. If possible, consult with the instructor **before** the absence.

Course Grade: Your grade will be determined based on the following grading system.

- Classroom performance (attendance and participation) 10%
- Homework 20%
- Voice Thread 5%
- Quizzes 15%
- Lesson Exams 20%
- Oral Exams 10%
- Midterm 10%
- Final Exam 10%

Grades will be assigned using the following scale:

Grade	Minimum	Maximum
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76

C-	70	72
D+	67	69
D-	60	62
E	0	59

Please check your grades on Blackboard regularly to make sure that your grades are being posted and appear to be in line with what you expect them to be. If you have concerns about your grades – e.g., a grade is missing for work you submitted, a grade seems to be posted in error - OR if you would like to dispute a grade, please contact the instructor ASAP.

INSTRUCTOR’S EXPECTATIONS

Classroom etiquette is essential.

- Greet your instructors at the start of class and say thank you after class.
- When your instructors give things back to you, use BOTH hands to receive them.
- Wearing a hat in class is not considered polite.
- No food, drinks (except for water), or chewing gum.
- Do not text or check your cell phone during class.
- While in class, prepare yourself to learn.

Email Etiquette: If you need to contact me outside of class, email is your best option. Start your message with “Guo laoshi hao (郭老师好)” and end with “xiexie (谢谢)” and your name. An email that starts with only “hi” or “hello” will NOT get a response.

Academic Integrity: An important component in learning is taking on tasks (e.g., assignments and exams) in an honest effort to do your best possible work. You are expected to turn in your original work.

Plagiarism ([from the University website](http://library.albany.edu/usered/plagiarism/index.html)): Presenting as one’s own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else)... Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student’s work as one’s own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one’s reliance on other sources is also a form of plagiarism. You (the student) are responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations. More information can be found at <http://library.albany.edu/usered/plagiarism/index.html>

On this note, the instructor in this class takes academic honesty seriously. If you are found to be engaging in dishonest behaviors you will be reported to the University and will receive, at a minimum, a failing grade for the assignment or exam. Severe cases will result in a failing grade for the course and possible expulsion from the University. It is your responsibility to inform me if you know of any situations where academic dishonesty is taking place.

COURSE SCHEDULE

The course schedule is a separate document, but is considered part of the syllabus. Print the Course Schedule and use it to guide your participation in the course.

SYLLABUS AS CONTRACT

The course syllabus is a contract for the terms and conditions of your participation in this course. If, after reading the syllabus, you are unclear about or do not agree to the terms stated within, please speak with the instructor or withdraw from the class.

DISABILITY RESOURCE CENTER

Policy Statement: Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation, please notify the Director of Disability Resource Center. That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.

How to find out more: The University provides a great deal of information on the services it offers to disabled students which can be found on the [Disability Resource Center](#) page.

DRC@albany.edu
Campus Center 130
Phone: (518) 442-5490
Fax: (518) 442-5400

1. *Integrated Chinese, Volume 3*, 4th Ed., Textbook (Paperback, Simplified & Traditional)
ISBN: 9781622911561

2. *Integrated Chinese, Volume 3*, 4th Ed., Workbook (Paperback, Simplified & Traditional)
ISBN: 9781622911578

3. *Integrated Chinese, Volume 3*, 4th Ed., Character Workbook (Paperback, Simplified & Traditional)
ISBN: 9781622911585

Online Resources:

Other materials for the course will be available online via the course Blackboard. Blackboard is a **REQUIRED** component of the course. Please log in and familiarize yourself with it.

Course Requirements

Attendance and Make-ups: Students are expected to attend all classes. Attendance will be taken daily. You can have 3 absences in the semester. **Bonus:** If you attend every class and arrive on time through this semester, you will receive a 2 points reward to your **final grade**. 3 coming late or leaving early for classes equals 1 absence.

- **One grade lower** for more than **4** inexcusable absences.
- **Two grades lower** for more than **6** inexcusable absences.
- **One Letter grade lower** for more than **8** inexcusable absences.
- Additional one grade lower for every 2 times of inexcusable absences after 9.

Make-ups for missed exams will be given only when the absence was due to a documented medical (this means you must have a signed note from an MD saying you were physically unable to attend class) or documented personal emergency. If possible, consult with the instructor ***before*** the absence.

In class assignments and tasks: Please be aware that we will do many assignments, tasks or quizzes in class. You will either be assessed individually or in groups. These assessments are to make sure either you prepare well before class or you have better understanding after lecturing. Therefore, be prepared before class and in class.

Homework: Assignments will be given in the end of each class. **Late homework will NOT receive a grade after class on the due date.**

Exams and quizzes: After finishing each lesson there will be an exam. Exams will be given approximately once every two weeks; quizzes will be given once per lesson. 1 lowest quiz and 1 lowest exam will be dropped.

Oral Exam and Midterm/Final Exam: There will be two oral exams, one midterm exam, one final listening comprehension exam, and one final written exam. Format to be announced.

Grading System:

Classroom performance (attendance and participation)	10%
Homework	20%
Quizzes	15%
Exams	20%
Oral exam	10%
Midterm exam	10%
Final exam	15%

Grades will be assigned using the following scale:

Grade	Min	Max
A	93	100
A-	90	92
B+	87	89
B	83	86
B-	80	82
C+	77	79
C	73	76
C-	70	72
D+	67	69
D	63	66
D-	60	62
E	0	59

Policies and Other Information

Classroom Etiquette: Greet your instructors to start class and say thank you after class. When your instructors give things back to you, use BOTH hands to receive them. No food, drinks (except for water), or chewing gum. Do not text or check your cell phone during class. While in class, prepare to learn. Stop distracting yourself. Wearing hat in class is not considered polite.

Email: If you need to contact me outside of class, email is your best option. Start your message with “郭老师您好” and end with “谢谢” and your name. Try your best to write in Chinese.

Grade Disputes: Please check your grades on Blackboard regularly to make sure that your grades are being posted and appear to be in line with what you expect them to be. If you find that a grade is missing for work you submitted, a grade that seems to be a posting error, OR if you would like to dispute a grade, please contact the instructor ASAP.

Disabilities: If you have a disability please meet with me to so we can discuss ways to help you succeed in the course. If you need accommodations that would affect the terms of this syllabus, you will need to provide documentation of you disability.

Incompletes: Due to the nature of this course, I do not allow any incomplete in this course.

Academic Honesty: An important component in learning is taking on tasks, assignments and exams in an honest effort to do your best possible work. On this note, you are expected to turn in and do original work. From the University website:

Presenting as one's own work the work of another person (for example, the words, ideas, information, data, evidence, organizing principles, or style of presentation of someone else)... Plagiarism includes paraphrasing or summarizing without acknowledgment, submission of another student's work as one's own, the purchase of prepared research or completed papers or projects, and the unacknowledged use of research sources gathered by someone else. Failure to indicate accurately the extent and precise nature of one's reliance on other sources is also a form of plagiarism. *The student is responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences for violating University regulations.*

More information can be found at <http://library.albany.edu/usered/plagiarism/index.html>

On this note, I do want to let you know that I take academic honest seriously and that **if you are found to be engaging in dishonest behaviors you will be reported to the University and will receive, at a minimum, a failing grade for the assignment or exam.** Severe cases will result in a failing grade for the course and possible expulsion from the University.

It is your responsibility to inform me if you know of any situations where academic dishonestly is taking place.

Syllabus as Contract: The course syllabus is a contract for the terms and conditions of your participation in this course. If, after reading the syllabus, you are unclear about or do not agree to the terms stated within, please speak with me or withdraw yourself from the course.

EAC 302: Advanced Chinese 2 (class #1562)

高级汉语 Spring, 2020

Class time: 4:15-5:35, Mondays and Wednesdays

Classroom: Humanities 114

Instructor: James M. Hargett (Hé Zhān 何瞻)

Office: HUM 254C

Tel: (518)-442-4233

Email: James.Hargett@gmail.com

Office hours: M and W, 2:00-2:40 PM or by appointment

课程简介 Course Description: This course is designed for students studying modern Chinese as a second language and who have completed EAC 301 or its equivalent. The purpose of the class is to enhance student skills in four areas of listening, speaking, reading and writing. This will be accomplished through intensive study of various materials concerning topics related to contemporary Chinese culture and society.

必读课本 Required textbooks: (1) Chih-p'ing Chou et al, *Eyes on China: An Intermediate-Advanced Reader of Modern Chinese* (Chinese title: 我看中国: 现代汉语中高级读本). Princeton: Princeton University Press, 2019 (ISBN: 978-0-691-19095-2 [paperback]). No electronic (such as Kindle), on-line rental, or cell phone download versions allowed. **You must purchase the printed, published version of this textbook and have it on hand for every class meeting.** If you took AEAC 301 last semester, you should already have a copy of *Eyes on China*. If you were not in the 301 class last fall, then you will need to buy a copy (used copies are available on-line). (2) Zu-yan Chen and Hong Zhang, *Cultural Chinese: Readings in Art, Literature, and History*. Washington, D.C.: Georgetown University Press, 2012 (ISBN13: 9781589018822).

打分规则 Grading: Your final grade in the course will be determined as follows: (1) preparation for each class and in-class oral performance over the course of the semester (20%); (2) cumulative grade average on the vocabulary quizzes for each lesson (20%); (3) cumulative grade average on the homework assignments (20%); (4) cumulative grade average on the exams (20%); (5) your grade on the final exam (20%).

课本词汇小考 Vocabulary Quizzes: There will be a vocabulary quiz given for most of our lessons. The format will be dictation (听写). In other words, the instructor will read aloud a vocabulary item from the new lesson. Students will need to then write the Chinese characters + the Hanyu Pinyin and correct tone mark(s) for that vocabulary item. Typically, each quiz will include ten (10) vocabulary items from the new lesson.

补考 Makeups: Makeups for missed homework, exams, and quizzes will only be given when documentation is provided to the instructor by the Dean of Undergraduate Studies. Late

homework assignments will be corrected but you will receive no credit (there are no exceptions to this rule).

预习和工作量 Class preparation and workload:

Students are expected to be fully prepared for each class meeting. This means you must read carefully through the assigned material and be fully ready to read aloud and discuss the contents of the lesson *during our class meeting*. To do this well you must be familiar with the new sentence patterns and new vocabulary *before class*. At the start of each class there will usually be a brief review of the material covered during the previous class. All students must be prepared (with books closed) to summarize the material covered in the previous class. There will be one written homework for each lesson. In addition to the homeworks, over the course of the semester there will be additional written assignments (to be announced).

课堂规范 Classroom etiquette: Here are the rules: (1) all students must bring a copy of the textbook (*Eyes on China*) to every class meeting; if you come to class without the textbook, you will be asked to leave; (2) no eating in class at anytime (do *not* bring your lunch!); (3) no hats or feet on the chairs; (4) cell phones must be turned off; (5) absolutely no preparation for other courses, exams, quizzes, etc. during our class meetings.

学术道德 Academic integrity: The discovery of any cheating (including plagiarism or shared work of any kind) on an exam, quiz, homework, or any other assignment will result in (1) immediate expulsion from the course with a failing grade; and (2) a report to appropriate UAlbany officials.

How to do well in this course: (1) always speak Chinese in class; (2) attend class regularly and arrive on time; (3) actively participate in classroom activities (this means raise your hand and volunteer to answer questions); (4) work daily on improving your oral and written communication skills in modern Chinese; (5) submit all assignments on time.

How to get a low grade in this course: (1) speak English in class; (2) consistently show up late for class; (3) come to class without your textbook; (4) cut class a lot; (5) never participate in class activities.

Class Schedule (Abbreviations: *EOC* = *Eyes on China*; *CC* = *Cultural Chinese*).

W 22 Jan: *EOC*, Lesson 13, pp. 173-189: 刚上世界与共享单车. **EOC Lesson 13 Vocabulary quiz.**

M 27 Jan: 刚上世界与共享单车 (continued). **EOC Lesson 13 homework due.**

W 29 Jan: *EOC*, Lesson 14, pp. 190-206: “留学后”背后的思考. **EOC Lesson 14 vocabulary quiz.**

M 3 Feb: “留学后”背后的思考 (continued). **EOC Lesson 14 homework due.**

W 5 Feb: Review: *EOC* Lessons 13 and 14.

- M 10 Feb: **Exam: EOC Lessons 13 and 14.**
- W 12 Feb: CC, Lesson 1, pp. 3-4 (《兰亭序》与《多宝塔》). Before you read these selections, master the dynasty names listed on p. 9 of CC. **Vocabulary quiz on CC, Lesson 1**
- M 17 Feb: CC, Lesson 1, p. 7, 9 (十八缸水 and 小知识: 主要朝代). **Homework on CC, Lesson 1 due.**
- W 19 Feb: CC, Lesson 2, p. 21 (《墨梅图》与《墨竹图》) **Vocabulary quiz on CC, Lesson 2.**
- M 24 Feb: CC, Lesson 2, p. 24, 25-26 (《赋诗送贼》与《文房四宝》). **Homework on CC, Lesson 2 due.**
- W 26 Feb: Review of CC, 《兰亭序》, 《多宝塔》, 十八缸水, 主要朝代。
- M 2 Mar: Review of CC: 《墨梅图》, 《墨竹图》, 《赋诗送贼》, 《文房四宝》。
- W 4 Mar: **Exam: CC, Lessons 1 and 2.**
- M 9 Mar: EOC, Lesson 15, pp. 207-224 (外国的月亮是不是比较圆?). **Vocabulary quiz on EOC, Lesson 15.**
- W 11 Mar: 外国的月亮是不是比较圆? (continued). **EOC, Lesson 15 homework due.**
- M 16 Mar: Spring Break (no class)
- W 20 Mar: Spring Break (no class)
- M 23 Mar: EOC, Lesson 16, pp. 225-237 (中国人的节日). **Vocabulary quiz on EOC, Lesson 16.**
- W 25 Mar: 中国人的节日 (continued). **EOC, Lesson 16 homework due.**
- M 30 Apr: Review of EOC, Lessons 15 and 16.
- W 1 Apr: **Exam: EOC, Lessons 15 and 16.**
- M 6 Apr: CC, Lesson 2 (continued), p. 33. Read carefully though the passages 《清明山河图》 and 《富春山居图》。 **Vocabulary quiz on the vocabulary in those passages.**
- W 8 Apr: CC, Lesson 3, 37-38. Read carefully through (《枫桥夜泊》 and 《回乡偶书》).
- M 13 Apr: No class (I am out of town)
- W 15 Apr: More Geography: Major rivers and the capital cities of China's provinces and so-called autonomous regions (zìzhìqū 自治区).
- M 20 Apr: CC, Lesson 3, p. 40 (推敲若吟) and p. 41 (寒山钟声). **Homework on CC, Lesson 2. p. 33; Lesson 3, pp. 37-38, 40-41, due.**
- W 22 Apr: Read: Passages from the Lúnyǔ 论语, or *Analects* of Confucius (to be distributed before class).

M 27 Apr: Geography Review: countries bordering China; China's provinces; major cities; some provincial capitals; major rivers; famous mountains.

W 29 Apr: Review of *CC*, Lesson 2. p. 33; Lesson 3, pp. 37-38, 40-41, and geography covered in our 27 April class.

M 4 May: Assignment TBA.

Final Exam: Details about the final exam will be announced in class.

12142019

EAC 364 (10270) / ECO 364 (10271) / HIS 389 (9719)
China's Economic History
Spring 2018

Meets TTh 5:45 – 7:05 p.m. in HU-020 (Humanities Building Basement).

Associate Professor Anthony DeBlasi

Office: Humanities 244

Phone: 442-5316

E-mail: adeblasi@albany.edu

Office Hours: Tuesday 12:30 – 2:00 p.m.; Thursday 10:00 – 11:30 a.m.; and by appointment

Course Description:

This course focuses on the development of the Chinese economy from its Neolithic period to economic reform in the twenty-first century. The goal is to understand the dynamics that produced distinctive patterns in the evolution of China's economy. At the same time, students will understand how a grasp of basic economic concepts can illuminate China's broader historical experience. Topics of special interest include the relationship between technological innovation and economic life, distinctive forms of economic organization in China, the impact of government policy on the private economy, China's experiment with state socialism, and the emergence of the so-called "socialist market economy."

Required Reading:

von Glahn, Richard. *The Economic History of China: From Antiquity to the Nineteenth Century*. Cambridge: Cambridge University Press, 2016. ISBN-13: 9781107615700

All other required readings are available via the course's Blackboard page.

Recommending Text:

Turabian, Kate et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: Chicago University Press, 2018. ISBN-13: 9780226430577

Course Requirements:

Midterm Examination:	20%
Final Examination:	25%
Research Paper:	30%
Article Analysis:	15%
Class Participation:	10%

Reading:

All assigned reading is required. My expectation is that you will have completed the reading by the date on which it appears in the schedule below. We will be periodically discussing the assigned reading. It is essential that you be prepared for these discussions. You should take good notes from

the reading. The reading will also be important in preparing for the examinations.

Examinations:

The midterm and final examinations will both consist of short answers and essay questions. Study Guides will be distributed in advance of the examination dates. The midterm covers material up to the date of the examination; the final examination is cumulative.

Research Paper:

Each of you must choose a topic in China's economic history and write a **ten-page (10) research paper** on that topic. Detailed guidelines will be distributed early in the semester. Although you may write on any period, your paper must focus on China's economic history and must receive my approval in advance.

Article Analysis:

Each student will select one academic article on China's economic history and write a **three-page (3) analysis** of that article. The analysis should (1) identify the author's argument; (2) specify what economic concepts are of central concern in the article; (3) describe the evidential base of the article; and (4) indicate what further questions or problems the article suggests. The article must be a minimum of 15 printed pages and approved by me in advance.

Class Participation:

Attendance is required. Furthermore, active participation in class discussions is expected. Finally, there will be periodic, unannounced reading quizzes. These quizzes will also factor into your class participation grade.

Background Reading:

This course has no prerequisites, but some knowledge of the basic course of Chinese history may make it easier to follow the material introduced in lectures and the reading. If you feel that you need some further assistance with background information, you may want to read the relevant sections of the following survey history:

Roberts, J.A.G. *A History of China*. London: Palgrave. 2nd or 3rd edition.

Of course, other surveys will work as well.

Grading policies:

Please note the following policies:

1. Letter grades are assigned according to the following scale: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, E=less than 60. Work never turned in counts as a zero (0).
2. Late papers lose one grade step for each day late (thus a B+ that is two days late receives a B-).

3. I do not give make-up quizzes or extensions unless you have an acceptable and documented excuse. Absences are only excused for legitimate reasons (e.g. religious observance, illness, family emergency).
4. I will not consider requests for incompletes without a clearly documented and acceptable reason.
5. Plagiarism is taking (which includes purchasing) the words and ideas of another and passing them off as one's own work. If in a formal paper a student quotes someone, that student must use quotation marks and give a citation. Paraphrased or borrowed ideas are to be identified by proper citations. Plagiarism will result, at the minimum, in a failing grade for the assignment.

Requirements of Class Participation and Classroom Decorum:

Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. **Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.**

General Education:

This course fulfills the **International Perspectives** general education category.

General Education Courses have the following characteristics:

1. General education offers explicit understandings of the procedures and practices of disciplines and interdisciplinary fields.
2. General education provides multiple perspectives on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
3. General education emphasizes active learning in an engaged environment that enables students to become producers as well as consumers of knowledge.
4. 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

International Perspectives courses enable students to demonstrate understanding of the history and/or culture of regions beyond Europe through:

1. knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America.
2. an understanding of the region from the perspective of its people(s).
3. an ability to analyze and contextualize cultural and historical materials relevant to the region.
4. an ability to locate and identify distinctive geographical features of the region.

Class Schedule:

DATE	DAY	TOPIC	ASSIGNMENT
8/28	T	Orientation: China's Geography and Environment	
8/30	Th	Economics and Economic History	<p>Von Glahn, pp.1-10.</p> <p>Paul Krugman and Robin Wells "Introduction" and "Chapter 1," <i>Economics</i>, 2nd ed., pp.1-22.</p> <p>Paul Adelman, "What is Economic History?" from <i>History Today</i> 35.2 (1985): http://www.historytoday.com/paul-adelman/what-economic-history</p>
Early Economic Life			
9/4	T	The Neolithic Transition	<p>Hui-lin Li, "The Domestication of Plants in China: Ecogeographical Considerations," in David N. Keightley, ed. <i>The Origins of Chinese Civilization</i>, pp.21-63.</p> <p>David J. Cohen, "The Beginnings of Agriculture in China: A Multiregional View," <i>Current Archaeology</i> 52.4 (2011): S273-S293. http://libproxy.albany.edu/login?url=https://www.jstor.org/stable/10.1086/659965</p>
9/6	Th	Writing Research Papers	Kate Turabian et al., "Finding Useful Sources," "Engaging Sources," and "Planning Your Argument," in <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> (7 th edition), pp.24-61.
9/11	T	Bronze Age Organization	von Glahn, pp.11-43
9/13	Th	The Transition to the Centralized State	von Glahn, pp.44-83

9/18	T	State and Economy in Ancient China	<p>Hsu Cho-yun, "The Farmer's Livelihood" and "Farming Methods and Techniques" in <i>Han Agriculture</i>, pp.58-80 and 109-128.</p> <p>"Treatise on Food and Money" excerpts from Nancy Lee Swann, <i>Food and Money in Ancient China</i>, pp.109-117 and 219-232.</p> <p>Paul Krugman and Robin Wells, "Supply and Demand," in <i>Economics</i> (2nd edition), pp.61-82.</p>
9/20	Th	Simulation: The Salt and Iron Debate	<p>Esson M. Gale, "Huan K'uan and his Work," Chapters I through VI, XII, XIV, and XVII in <i>Discourses on Salt and Iron: A Debate on State Control of Commerce and Industry in Ancient China</i>, pp.xxxi-xxxiv, 1-39, 74-80, 85-91, and 106-111.</p>
The Evolution of China's Medieval Economy			
9/25	T	The Emergence of the Manorial Economy	<p>von Glahn, pp.129-167.</p>
9/27	Th	Economic Authority in China's Middle Period	<p>von Glahn, pp.168-207.</p>
10/2	T	The Silk Road and Middle Period International Trade: Simulation	<p>David Christian, "Silk Roads or Steppe Roads? The Silk Roads in World History," <i>Journal of World History</i> 11.1 (2000): 1-26. http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/20078816</p> <p>Valerie Hansen, "Homeland of the Sogdians, the Silk Road Traders: Samarkand and Sogdiana" and "The Cosmopolitan Terminus of the Silk Road: Historic Chang'an, Modern-day Xi'an," in <i>Silk Road: A New History</i>, pp. 113-40 and 141-166.</p> <p>William J. Bernstein, Excerpt from "Introduction," in <i>A Splendid Exchange: How Trade Shaped the World</i>, pp.1-10.</p>
10/4	Th	Simulation: The Silk Road	

10/9	T	Medieval Chinese Technological and Commercial Revolutions, 9 th to the 13 th Centuries	<p>von Glahn, pp.208-54.</p> <p>Elvin, Mark. "The Medieval Economic Revolution" in <i>The Pattern of the Chinese Past</i>, pp.113-99.</p> <p>Paul Krugman and Robin Wells, "Trade-offs: The Production Possibility Frontier," in <i>Economics</i> (2nd edition), pp.25-30.</p>
China and the Early Modern World Economy			
10/11	Th	Money and Government from the 14 th to the 17 th centuries	<p>William Atwell, "Time, Money, and the Weather: Ming China and the 'Great Depression' of the Mid-Fifteenth Century," <i>Journal of Asian Studies</i> 61.1 (2002): 83-113.</p> <p>http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/2700190</p> <p>Richard von Glahn, "Money Use in China and Changing Patterns of Global Trade," in Dennis O. Flynn et al., ed. <i>Global Connections and Monetary History, 1470-1800</i>, pp.187-206.</p> <p>Paul A. Samuelson and William D. Nordhaus, "The Special Case of Money," in <i>Economics</i> (18th ed. Rpt. Beijing: People's Postal Press, 2011), pp. 510-515.</p>
10/16	T	Commercial Development in the 15 th and 16 th centuries Simulation: Agriculture and the Market	<p>von Glahn, pp.295-347.</p> <p>Timothy Brook, "The Merchant Network in 16th Century China: A Discussion and Translation of Zhang Han's 'On Merchants,'" <i>Journal of the Economic and Social History of the Orient</i> 24.2 (1981): 165-214.</p> <p>http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/3631994</p> <p>Paul Krugman and Robin Wells, "Comparative Advantage and International Trade," in <i>Economics</i> (2nd edition), pp.196-205.</p>
10/18	Th	Midterm Examination	
10/23	T	The Early Modern Global System	

10/25	Th	The Divergence Debate	<p>Mark Elvin, “Quantitative Growth, Qualitative Standstill” and “Conclusion” from <i>The Pattern of the Chinese Past</i>, pp.285-319.</p> <p>Kenneth Pomeranz, “Part Three: Beyond Smith and Malthus: From Ecological Constraints to Sustained Growth” from <i>The Great Divergence: China, Europe, and the Making of the Modern World Economy</i>, pp.209-73.</p> <p>Paul Krugman and Robin Wells, “Was Malthus Right?” in <i>Economics</i> (2nd ed.), p.308.</p> <p>ARTICLE ANALYSIS DUE</p>
China’s Modernization			
10/30	T	The Treaty Port Economy	Von Glahn, pp.348-374
11/1	Th	The Opium Trade	<p>Bello, David. “The Venomous Course of Southwestern Opium: Qing Prohibition in Yunnan, Sichuan, and Guizhou in the Early Nineteenth Century.” <i>The Journal of Asian Studies</i>, 62.4 (2003): 1109–1142. http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/3591761</p> <p>Joyce Madancy, Constructing Fujian’s Opium Economy,” in <i>The Troublesome Legacy of Commissioner Lin: the Opium Trade and Opium Suppression in Fujian Province, 1820s to 1920s</i>, pp.42-95.</p> <p>Mark Thornton, “Legalization: Do Economists Reach a Conclusion on Drug Policy?” <i>The Independent Review</i> v.XI, n.3 (Winter 2007), pp.417-33.</p>
11/6	T	19 th Century Industrialization	von Glahn, pp.374-99.
11/8	Th	Data Analysis: The Chinese Economy in the Early 20 th Century	
Socialism in China			
11/13	T	The 20 th Century Revolutions	Karl Marx, <i>The Communist Manifesto</i> .

11/15	Th	Socialist Economic Development	<p>Nicholas Lardy, "Economic Recovery and the 1st Five-Year Plan," in Roderick MacFarquhar et al., <i>The Cambridge History of China, Volume 14, The People's Republic, Part I: The Emergence of Revolutionary China, 1949-1965</i>, pp.144-184.</p> <p>William Kirby, "China's Internationalization in the Early People's Republic: Dreams of a Socialist World Economy," <i>The China Quarterly</i> 188 (Dec. 2006): 870-90. http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/20192697</p> <p>RESEARCH PAPER DUE</p>
11/20	T	Simulation: The Great Leap Forward	<p>Paul Krugman and Robin Wells, "Returns to Scale," in <i>Economics</i> (2nd ed.), pp.322-323.</p> <p>W.W. Rostow, "The Stages of Economic Growth," <i>The Economic History Review</i>, new series 12.1 (1959): 1-16. http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/2591077</p>
11/22	Th	The Great Leap as History	Frank Dikötter, Chapters 7 to 11 in <i>Mao's Great Famine</i> , pp.47-89.
The "Socialist Market Economy"			
11/27	T	China's Economic Reform	<p>Barry Naughton, "Market Transition: Strategy and Process," in <i>The Chinese Economy: Transitions and Growth</i>, pp. 88-111.</p> <p>Paul A. Samuelson and William D. Nordhaus, "The Challenge of Economic Development," in <i>Economics</i> (18th ed. Rpt. Beijing: People's Postal Press, 2011), pp. 577-587.</p>

11/29	Th	21 st Century Challenges to Economic Growth	<p>Barry Noughton, “Living Standards: Incomes, Inequality, and Poverty” in <i>The Chinese Economy: Transitions and Growth</i>, pp.209-228.</p> <p>Elizabeth Economy, “The Great Leap Backward? The Cost of China’s Environmental Crisis,” <i>Foreign Affairs</i> 86.5 (2007): 38-59. http://libproxy.albany.edu/login?url=http://www.jstor.org/stable/20032433</p> <p>Paul Krugman and Robin Wells, “Externalities,” in <i>Economics</i> (2nd ed.), pp.433-444.</p>
12/4	T	China’s Economic Trajectory	<p>Albert Feuerwerker, “Questions About China’s Early Modern Economic History that I Wish I Could Answer,” in <i>Studies in the Economic History of Late Imperial China</i>, pp.67-85.</p> <p>Douglass North, “An Outline of the Process of Economic Change,” in <i>Understanding the Process of Economic Change</i>, pp.1-8.</p>
12/6	Th	Review	

Final Examination: Tuesday, December 18, 2018 from 5:45 to 7:45 p.m. in HU-020

EAC 380 (5815) / HIS 380 (5951)
History of Modern China
Spring 2019

Meets TTH 4:15 - 5:35 p.m. in Humanities 133.

Associate Professor Anthony DeBlasi

Office: Humanities 244

Phone: 442-5316

E-mail: adeblasi@albany.edu

Office Hours: Tuesday 2:00 - 3:30 p.m.; Thursday 10:00 a.m. - 11:30 a.m.; and by appointment.

This course is a survey of China's history during the late imperial and modern periods. It begins with the founding of the Ming dynasty in the late 14th century and concludes with the present day. Of particular interest is the interplay of political, social, and intellectual history during this period.

Required Texts available for purchase in the campus bookstore:

Roberts, J.A.G. *A History of China*. 3rd ed. New York: Palgrave Macmillan, 2006.

ISBN: 9780230249844

Shen Fu. *Six Records of a Life Adrift*. Tr. Graham Sanders. Indianapolis, IN: Hackett Publishing Company, 2011. ISBN: 9781603841986

Harrison, Henrietta. *The Man Awakened from Dreams: One Man's Life in a North China Village, 1857-1942*. Stanford: Stanford University Press, 2005. ISBN: 9780804750691

Yu Hua. *To Live*. Tr. Michael Berry. New York: Anchor Books, 2003. ISBN: 9781400031863

Recommended for Purchase (also available in the campus bookstore):

Turabian, Kate L., Wayne C. Booth, and Gregory G. Colomb. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th Edition. Chicago: Chicago University Press, 2013.

ISBN: 9780226816388

These links will take you to the campus bookstore website to purchase these materials:

EAC 380: <https://tinyurl.com/W19-AEAC-380-5815>

HIS 380: <https://tinyurl.com/W19-AHIS-380-5951>

Note: The materials are identical through both links.

Other Required Readings:

The other required readings indicated in the class schedule are available through the University's Blackboard System.

Course Requirements:

Attendance is required at all lectures and discussions:

Midterm Examination	20%
Ten-page Research Paper	35%
Final Examination	25%
Quizzes (Map and Reading)	10% (5% map; 5% reading)
Class Participation	10%

(Examination essay questions and identification term lists will be distributed prior to the examinations).

This survey course makes use of various methods to help you acquire knowledge of modern Chinese history. Besides lectures, there are discussions of assigned readings. Because I believe firmly that writing sharpens our thinking and ability to analyze complex phenomena, there is a required research paper. Periodic quizzes will help you gauge your mastery of the material.

Requirements of Class Participation and Classroom Decorum:

Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Remove earphones and ear buds from your ears.
5. **NO computers, tablets or phones are to be used during class unless specifically required.**

General Education: This course fulfills the **International Perspectives** requirement.

See below for the General Education Learning Objectives.

Grading policies:

Please note the following policies:

1. Letter grades are assigned according to the following scale: A=93-100, A-=90-92, B+=87-89, B=83-86, B-=80-82, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, E=less than 60. Work never turned in counts as a zero (0).
2. Late papers lose one grade step for each day late (thus a B+ that is two days late receives a B-).
3. I do not give make-up quizzes or extensions unless you have an acceptable and documented excuse. Absences are only excused for legitimate reasons (e.g. religious observance, illness, family emergency). The final periodic examination is set for the official final examination date set by the University, and I cannot arbitrarily change it.
DO NOT MAKE TRAVEL PLANS TO LEAVE ALBANY BEFORE THE END OF THE EXAMINATION ON MAY 13.
4. I will not consider requests for incompletes without a clearly documented and acceptable reason.
5. Plagiarism is taking (which includes purchasing) the words and ideas of another and passing them off as one's own work. If in a formal paper a student quotes someone, that student must use quotation marks and give a citation. Paraphrased or borrowed ideas are to be identified by proper citations. Plagiarism will result, at the minimum, in a failing grade for the assignment.

Class Schedule:

DATE	DAY	TOPIC	ASSIGNMENT
1/24	Th	Course Introduction	
1/29	T	The Early Ming Dynasty: Stability, Terror, and Usurpation	Roberts, <i>HOC</i> , pp.115-22
1/31	Th	Government and Economy in the Mid-Ming	Roberts, <i>HOC</i> , pp.122-30
2/5	T	Writing Papers in Chinese History	Kate Turabian et al., "Finding Useful Sources," "Engaging Sources," and "Planning Your Argument," in <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> (7 th ed.), pp.24-61. "Research Papers: Course Handbook" Reading Quiz: Turabian selection and "Research Papers: Course Handbook"
2/7	Th	Ming Neo-Confucianism	de Bary, <i>Sources of Chinese Tradition</i> 1999, vol.1, pp.842-851. ("Moral Intuition and Action in Wang Yang-ming")
2/12	T	Crisis and Decline in the Late Ming	Roberts, <i>HOC</i> , pp.131-34
2/14	Th	DISCUSSION: <i>Stories from a Ming Collection</i>	Birch, tr., <i>Stories from a Ming Collection</i> , pp.39-96, 119-120, 129-49. Reading Quiz: Selected stories from <i>Stories from a Ming Collection</i> (see above)

2/19	T	The Manchus and the Founding of the Qing (Ch'ing) Dynasty	Roberts, <i>HOC</i> , pp.134-39 Gertrude Roth Li, "State Building Before 1644," <i>Cambridge History of China</i> , v.9, pt. 1, pp.9-51.
2/21	Th	The West's First Missionaries: The Jesuits	MAP QUIZ de Bary, <i>Sources</i> 1999, v.2, pp. 142-54.
2/26	T	Consolidation and Governance in the 17 th and 18 th Centuries	Roberts, <i>HOC</i> , pp.139-59
2/28	Th	Chinese Society in the 18 th Century	
3/5	T	DISCUSSION: <i>Six Records of a Life Adrift</i>	She Fu, <i>Six Records of a Life Adrift</i> , entire. Reading Quiz: <i>Six Records of a Life Adrift</i>
3/7	Th	The West Arrives: Opium, Imperialist Wars, and Treaty Ports	Roberts, <i>HOC</i> , pp.160-69 de Bary, <i>Sources</i> 1999, vol.2, pp.201-12 ("The Lesson of Lin Zexu")
3/12	T	Reform and Rebellion in the 19 th Century	Roberts, <i>HOC</i> , pp.169-87 de Bary, <i>Sources</i> 1999, vol.2, pp.213-30 ("The Heavenly Kingdom of the Taipings")
3/14	Th	MIDTERM EXAMINATION	
3/19	T	Spring Break	
3/21	Th	Spring Break	
3/26	T	The Decline of the Qing Dynasty and the 1911 Revolution	Roberts, <i>HOC</i> , pp.187-214 Paper Proposal due.
3/28	Th	The May 4 th Movement and China's New Ideologies	Roberts, <i>HOC</i> , pp.214-25
4/2	T	The Northern Expedition and the Nanjing Decade	
4/4	Th	NO CLASS	View Assigned Video.

4/9	T	The Long March and World War II in China	Roberts, <i>HOC</i> , pp.225-253 View Assigned Video.
4/11	Th	DISCUSSION: <i>The Man Awakened from Dreams</i>	Henrietta Harrison, <i>The Man Awakened from Dreams</i> , entire. Reading Quiz: <i>The Man Awakened from Dreams</i>
4/16	T	Civil War and the Creation of the People's Republic of China	Roberts, <i>HOC</i> , pp.254-69 Research Paper Thesis due.
4/18	Th	The Great Leap Forward	de Bary, <i>Sources</i> 1999, v.2, pp.458-64. Ebrey, "Peng Dehuai's Critique of the Great Leap Forward" in <i>Chinese Civilization</i> , pp.435-439.
4/23	T	The Cultural Revolution	Roberts, <i>HOC</i> , pp.269-85 Morning Sun: "Red Guards Destroy the Old and Establish the New."
4/25	Th	The Era of Reform	Roberts, <i>HOC</i> , pp.285-95 Ebrey, "Economic Liberalization and the New Problems for Women," "Peasants in the Cities," and "Posters Calling for Democracy," in <i>Chinese Civilization</i> , pp.482-500. RESEARCH PAPER DUE
4/30	T	DISCUSSION: <i>To Live</i>	Yu Hua, <i>To Live</i> , entire. Reading Quiz: <i>To Live</i>
5/2	Th	China in the 21 st Century	Roberts, <i>HOC</i> , pp.295-307.
5/7	T	Review	

Final Examination: Monday, May 13 from 10:30 a.m. - 12:30 p.m. in HU-133

General Education International Perspectives Learning Objectives:

International Perspectives courses “enable students to demonstrate and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that region, nation, or society relates to other region of the world.”

In addition, this course also enables students to demonstrate:

1. an understanding of the region or culture from the perspective of its people(s).
2. an ability to analyze and contextualize cultural and historical materials relevant to the region.
3. an ability to locate and identify distinctive geographical features of the region.

For more details on the International Perspectives category, see:

<https://www.albany.edu/generaleducation/international-perspectives.php>

A EAC 430

Traditional Chinese Travel Literature

Spring 2020

Course #9836

COURSE INTRODUCTION AND SYLLABUS

Meeting Time/Place:	Mondays and Wednesdays, 2:45-4:05 PM, Humanities 114
Instructor:	Jim Hargett; Office: HUM 254C, 442-4233 E-mail: James.Hargett@gmail.com
Office Hours:	Mondays and Wednesdays, 2:00-2:45 PM (or by appointment)
Primary Textbooks:	<i>Jade Mountains and Cinnabar Pools: The History of Travel Literature in Imperial China</i> . Seattle: University of Washington Press, 2018. <i>Inscribed Landscapes: Travel Writing in Imperial China</i> , by Richard E. Strassberg (ISBN 0520085809). An E-book of this title at no cost is available here: https://publishing.cdlib.org/ucpressebooks/view?docId=ft2m3nb15s;query=:brand=ucpress So, you do NOT need to purchase a copy of this book.

Course Description and Introduction: This course deals specifically with a genre of prose writing popular in ancient China that modern critics call "travel accounts" (*youji* 游記) or "travel account literature" (*youji wenxue* 游記文學). We will read and critically analyze travel writings from the early centuries of the CE (Common Era) until the early seventeenth century periods, for it was during this period that travel writing flourished in China for the first time. These works are valuable because they are based on first-hand observation and provide abundant material for understanding the attitudes of Chinese writers towards place, literature, art, history, society, politics, religion, folklore, and much more. All readings for the class are in English, and are drawn mainly from my *Jade Mountains and Cinnabar Pools* book Strassberg's *Inscribed Landscapes*.

Class Format: Readings are assigned for each class meeting. Students are expected to complete these readings before class. The reading assignments will be discussed in class, and students are expected to participate in these discussions. Students are all expected to present oral reports on assigned topics to the class. These oral reports will be assigned in advance by the instructor.

Prerequisites: Students in the class are expected to have some general knowledge of East Asian geography, history, and culture.

Grading: Your final grade will be determined by (1) your *individual* contributions to class discussions and the quality of your oral reports (25%); (2) your grade on the mid-term exam (25%); (3) your grade on the final exam (25%); and (4) your grade on the research paper (25%).

Term Paper: Each student in the class will prepare a term paper. There are two options: (1) a research paper, at least **10 pages** in length (12 point type, double-spaced, one-inch margins all

around), not including the Bibliography, on a subject related to traditional Chinese travel writing; or (2) an original composition, at least **10 pages** in length, based on a visit to any notable landmark or place (Statue of Liberty, Eiffel Tower, Great Wall of China, and so on), written in English but written in the prose style of a prominent Chinese travel writer (this option for the term paper will be discussed further in class). ***No internet sources will be allowed for either the research paper or the original composition.***

Makeups: Makeups for missed exams will be given only if the absence was due to a ***documented*** medical or personal emergency, which must be verified by the Office of the Dean of Undergraduate Studies.

Academic Integrity: The discovery of any cheating (including plagiarism or shared work of any kind) on an exam or written assignment will result in (1) immediate expulsion from the course with a failing grade; and (2) a report to appropriate SUNY officials. Appeals may be made through appropriate channels. Note: copying and submitting material(s) from the World Wide Web without citation is plagiarism!!!

How to do well in this course: (1) carefully read and prepare assignments *before* class; (2) attend class regularly and take detailed notes; (3) actively participate in classroom discussions (participation is essential in this class); (4) thoroughly prepare your oral reports (a short PPT is preferred).

How to do poorly in this class: (1) miss lots of classes; (2) fail to complete the reading assignments; (3) often arrive late for class; (4) never participate in class discussions; (5) wait until the last minute to start preparing the term paper.

No food: please do not bring any food or drinks to class (water is okay).

CLASS SCHEDULE AND ASSIGNMENTS

Abbreviations Used in the Class Schedule and Assignments:

Hargett = *Jade Mountains and Cinnabar Pools*, by James M. Hargett

Strassberg = *Inscribed Landscapes: Travel Writing in Imperial China*, by Richard E. Strassberg

W 22 Jan: Introductory

M 27 Jan: Read: Hargett, 3-17. Discussion: The Essentials of Chinese Travel Writing

W 29 Jan. The Essentials of Chinese Travel Writing (continued).

M 3 Feb: Read: Hargett, 18-57. Discussion: The Six Dynasties Period

W 5 Feb: Read: Strassberg, 67-71. Discussion: The prefaces of Shi Chong and Tao Yuanming; Huiyuan's 慧遠 (334-416) "Preface to the Poems about a Sightseeing Trip to Stone Gate by the Lay Buddhists from Mount Lu"

M 10 Feb: Discussion: Faxian's *Accounts of Buddhist Kingdoms* and Li Daoyuan's *Commentary to the Waterways Treatise*.

- W 12 Feb: Read: Hargett, 58-89. Discussion: The Tang dynasty (618-907); the *ji* 記 (or “account”) as an independent form of prose writing
- M 17 Feb: Yuan Jie 元結 (719-772) and the “landscape essay”
W 19 Feb: Liu Zongyuan (772-819), the “landscape essay,” and exile in the south.
- M 24 Feb: Read: Strassberg, 97-102, and 127-131. Discussion: The *Da Tang Xiyu ji* 大唐西域記 and the *Lainan lu* 來南錄
- W 26 Feb: Read: Hargett, 90-121; Strassberg, 173-177; and 188-191 (Stone Bells Mountain”) Discussion: Sightseeing accounts and river diaries.
- M 2 Mar: **Term paper title and description (one typed page) due today.**
W 4 Mar: Read: Hargett, 141-175. Discussion: Tourism in the late Ming and the proliferation of travel writing.
- M 9 Mar: Read: Strassberg, 335-351. Discussion: Zhang Dai 張岱 (ca. 1597-ca. 1679), the “vignette” (*xiaopin* 小品), and recreational-sightseeing travel writing.
W 11 Mar: **Midterm Examination**
- M 16 Mar: Spring Break (no classes)
W 18 Mar: Spring Break (no classes)
- M 23 March: Xu Xiake 徐霞客 (1587-1641) and “geographical-investigative” travel writing.
W 25 Mar: Xu Xiake (continued)
- M 30 Mar: Late Qing dynasty (1644-1911) and Early Republican period (1912-1949) travel writing: China’s internal politics and accounts of trips abroad.
W 1 Apr: Read: Liang Qichao’s 梁啟超 (1873-1929) “Observations on a Trip to America” (from his 新大陸游記; to be distributed in PDF form by the instructor).
- M 6 Apr: Discussion: The mechanics of producing the final version of a term paper.
W 8 Apr: **Term paper draft due at 2:45 today.** Your term paper draft must be sent to me via email at: James.Hargett@gmail.com Late papers (2:46 PM today and thereafter) will not be accepted for any reason.
- M 13 Apr: No class (I am out of town)
W 18 Apr: Individual research paper consultations with the instructor (format to be announced in class)
- M 20 Apr: Research paper consultations with the instructor (cont.).
W 22 Apr: **Term paper due.** Your term paper must be emailed to me at: James.Hargett@gmail.com Late papers (2:46 PM and thereafter) will not be accepted for any reason.
- M 27 Apr: Oral presentations of papers (session 1).

W 29 Apr: Oral presentations of papers (session 2).

M 4 May: Oral presentations of papers (session 3).

Final examination: Details about the final exam will be announced in class.

12142019

**EAC432/THR432 (#6504/#6532): Readings in Chinese Drama
Spring 2018
Tu & Th 5:45-7:05
HU 132**

Instructor: Dr. Fan Pen Chen
Office: Humanities 246
Office Hours: TuTh 1:15-2:15; and by appointment
Phone: 518-442-2600
E-mail: fanchen@albany.edu

Objectives of the course:

The goal of this course is to gain an appreciation for traditional Chinese theatre through a close reading of selected plays in translation. After some introductory lectures on the history and aesthetics of the Chinese theatre, this course will concentrate on reading and discussing pieces of Yuan Zaju Drama, Ming Chuanqi Drama, Peking/Beijing Opera, and Chinese Shadow Plays. Knowledge of the Chinese language is not necessary. Prerequisites: Any 200 level course from either the Department of East Asian Studies (other than 200 level language courses) or the Theater Department; or permission from the instructor.

Texts:

Birch, Cyril tr., *The Peony Pavilion*. Bloomington: Indiana University Press, 2002
(for *The Peony Pavilion*; required).

See the Blackboard Learning System for the Yuan zaju plays, "Introduction to Yuan Plays," "The Soul of Ch'ien-nü Leaves Her Body" and "The Injustice Done to Tou Ngo"; the shadow play, "The Yellow River Magic Formation"; and the Peking/Beijing Opera, "Hegemon King Says Farewell to his Queen"; and the shadow plays from *Visions for the Masses* – "Henpecked Zhang San" and "Rotten-kid Dong Sells His Ma." (You are responsible for printing all of these out).

Class format:

Aside from introductory lectures on the history and aesthetics of Chinese theatre, the class will read and discuss assigned plays. Preparation and class participation are important parts of the course. Students are required to bring 5 questions to class on each of the readings.

Grading:

The final grade will consist of Midterm Short Papers (25%), Final Short Papers (25%), class attendance, preparation (including preparing questions), and participation in class discussions (30%), and a group presentation (20%). This course is A-E graded.

Numerical scores will be converted to course grades according to the following scale: 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.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, medical, cognitive, learning and mental health (psychiatric) disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Disability Resource Center (518- 442-5490; drc@albany.edu). Upon verification and after the registration process is complete, the DRC will provide you with a letter that informs the course instructor that you are a student with a disability registered with the DRC and list the recommended reasonable accommodations.

Group Presentation:

The aims of the presentation are both creative and analytical. Students will work in small groups to recreate a traditional Chinese play for the modern audience. The students doing the presentation will first describe the original play and then tell the class what they've decided to keep and why (the universality of the theme; the exotic flavor of certain aspects of the original rendered; humor; depth of feeling; interest; etc.), and what they've decided to change and why (incongruence with modern sensibilities or tastes; improvement on the way the original playwright developed the theme; length; etc.). The students will then perform the rewritten play. Aside from performing together, the students are required to hand in a note indicating which students were responsible for which aspects of their presentation. The presentation should be 20-30 minutes long.

CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT
1/23 (Tu)	Course introduction	
1/25 (Th)	History of Chinese drama	
1/30 (Tu)	Aesthetics of Chinese drama	Intro to Yuan Drama (BLS)
2/1 (Th)	Yuan Drama: “The Soul of Ch’ien-nü (Qiannü) Leaves Her Body”	Wedge-Act IV (BLS)
2/6 (Tu)	Yuan Drama: “The Soul of Ch’ien-nü Leaves Her Body”	Continued
2/8 (Th)	Yuan Drama: “The Injustice Done to Tou Ngo (Dou E)”	Wedge-Act IV (BLS)
2/13 (Tu)	Yuan Drama: “The Injustice Done to Tou Ngo”	Continued
2/15 (Th)	Intro to Chinese shadow theatre	
2/20 (Tu)	Shadow Play: “The Yellow River Magic Formation”	Intro and Scenes I-XI (BLS)
2/22 (Th)	Shadow Play: “The Yellow River Magic Formation”	Continued
2/27 (Tu)	Beijing Opera: “Hegemon King Says Farewell to His Queen”	Scenes I-IX (BLS)
3/1 (Th)	Beijing Opera: “Hegemon King Says Farewell to His Queen”	Continued
3/6 (Tu)	Intro and film: <i>The Peony Pavilion</i>	
3/8 (Th)	Ming Ch’uan-ch’i (Chuanqi): <i>The Peony Pavilion</i>	Sc.1-7 (Sc.1; Sc.3; Sc.7) (Book) (See Reading Guide)
3/13 (Tu)	NO CLASS (Spring Break)	
3/15 (Th)	NO CLASS (Spring Break)	
3/20 (Tu)	Midterm Short Papers due. Ming Ch’uan-ch’i (Chuanqi): <i>The Peony Pavilion</i>	Sc.8-10 (Sc.10)
3/22 (Th)	NO CLASS (meet for presentations)	
3/27 (Tu)	Ming Ch’uan-ch’i (Chuanqi): <i>The Peony Pavilion</i>	Sc.11-20 (Sc.12; Sc.17)
3/29 (Th)	Ming Ch’uan-ch’i (Chuanqi): <i>The Peony Pavilion</i>	Sc.21-24 (Sc. 23; Sc.24)

4/3 (Tu)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc.25-32 (Sc.28; Sc.32)
4/5 (Th)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc.33-36 (Sc.35; Sc.36)
4/10 (Tu)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc. 37-44 (Sc.38; Sc.41; Sc.44)
4/12 (Th)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc.45-48 (Sc.47; Sc.48)
4/17 (Tu)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc.49-53 (Sc.52; Sc.53)
4/19 (Th)	Ming Ch'uan-ch'i (Chuanqi): <i>The Peony Pavilion</i>	Sc.54-55 (Sc.54;Sc.55)
4/24 (Tu)	Shadow Play: "Henpecked Zhang San"	Pp.25-33 (BLS)
4/26 (Th)	Shadow Play: "Rotten-kid Dong Sells His Ma"	Pp.34-45 (BLS)
5/1 (Tu)	Presentations	
5/3 (Th)	Presentations	
5/8 (Tu)	TBA	

The Final Papers are due May 18. Please slip them under my office door (Hu-246) if I'm not there. Happy summer!

AEAJ102 (1548/3731) Elementary Japanese II Spring, 2019

The course is the second semester course of first year Japanese.

Instructors/Office Hours/Phone/e-mail

Kyoko Mano Ullrich (Lecturer)

Office: HU 266

Office Hours: TBA

Phone: 442-4117

e-mail: kullrich@albany.edu

Mariko Ioku Favreau (Lecturer)

Office: HU 267

Office Hours: TBA

e-mail: mifavreau@albany.edu

Learning Objectives of Foreign Language Courses

Students will demonstrate:

1. proficiency in the understanding and use of fundamental elements of a foreign language;
2. knowledge of distinctive features of the culture(s) associated with the language they are studying.

Course Objectives:

The goal of this course is for the students to increase their knowledge of basic Japanese grammar, and to acquire basic Japanese language skills (listening, speaking, writing, and reading). By the end of this course, the students will be able to engage in basic Japanese conversation to satisfy their survival level needs in a culturally appropriate manner. The students will be able to read some information from the simplest texts dealing with familiar topics. They will be able to create statements and formulate questions based on familiar material. The students are expected to reach the ACTFL intermediate low level for listening, speaking writing and reading skills.

Meeting Time/ Locations

Call NO 1548 (Mano)	M.W. 11:30 – 12:25 (HU108)
	T.TH. 11:45– 1:05 (HU108)
Call NO 3731 (Ioku)	M.W. 2:45 -3:40 (HU019)
	T.TH. 2:45 – 4: 05(HU019)

Policies:

1. Two vocabulary quizzes, a kanji quiz, a lesson test will be given for each lesson. We also have verb/adjective conjugation quizzes, mid-term exams

(Kanji, listening, and grammar) and final exams (listening, kanji, and grammar).

2. Speaking skill is evaluated during class work activities.
3. Students who were absent from class more than 45 % of the total number of class days will fail the course. (25 times or more)
4. **All assignments must be completed and turned in on time. No late assignments will be accepted.**
Even though overdue work earns 0 % for the assignment, it will be corrected and returned to the students for reviewing the material.
5. No Cheating/Plagiarizing
Cheating/Plagiarizing will lead to **failure** on the test/assignment.
(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)
6. There will be **NO MAKE-UP Quiz/Exam** given unless a written proof for a legitimate reason is provided, such as a medical emergency. The time for taking the make-up must be as soon as possible after the original test/quiz.
7. If you have a disability, please submit official documentation to prove your disability, and make an appointment with your instructor to discuss ways to help you succeed in the course.
8. Keep your appointment with instructors.
Be punctual. If you cannot come at the scheduled time or must reschedule, call beforehand. If for some reason, you could not call in advance, call afterward as soon as you can.
9. Participation
Students are always expected to fully participate the class. Your instructor will grade on how you participate in class for every session.
10. Instructors are your Learning Tools.
You are here to learn. If you do not understand the material, please make appointments with the instructor. You may ask any of the instructors, not just the instructor of your class.
11. Make Many Mistakes!
You learn the best when you make mistakes. Others can learn from your mistakes, too. Do not be afraid of making mistakes.
12. Ask Many Questions!
You also learn the best when you ask questions. If you do not understand something, do not hesitate to ask your instructor questions.
13. It takes **TIME, EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

Textbooks:

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. Genki 1: An integrated course in elementary Japanese. (2nd Edition) The Japan Times. **(Required)**
2. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa. Genki 1: An integrated course in elementary Japanese. Workbook. (2nd Edition) The Japan Times. **(Required)**

Grading:

Homework Assignments	10%
Participation/ Preparation	10%
Lesson Tests	30%
Kanji Quizzes	10%
Verb/Adjective Conjugation Quiz	3%
Vocabulary Quizzes	5%
Mid Term Examination	15%
Listening Examination	5%
Final Examinations	12%
(Grammar, Kanji, and Culture 12%)	

The grading scale is shown below.

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.

Class Work:

1. Students will review for basic adjective and verb conjugations (long forms of verbs and adjectives, te-forms of verbs)
2. Students will review kanji characters (Genki I, Lesson 3 – Lesson 6)
3. Students will practice reading and writing 87 new Kanji characters. (Lesson 7 - Lesson 12)
4. Students will study from Genki I Lesson 7 to Lesson 12.
5. Japanese culture issues are discussed from time to time throughout the semester.

****General Education Information**

This course fulfills the General Education category of **Foreign Language Courses**.

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.

2012 Intermediate low definition of the ACTFUL Proficiency Guidelines.

Speaking: Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Writing: Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are re-combinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols.

Listening: listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.

Reading: readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.

Japan: Its Culture and Heritage (AEAJ 170)

University at Albany, Fall 2019

Instructor: John D. Person, Assistant Professor, Department of East Asian Studies

e-mail: jperson@albany.edu

Tel (Office): 518-442-4579

Room: HU 128, TuTh 11:45 am – 1:05 pm

Office Hours: HU 242, TuTh 1:30 pm – 2:30 pm, or by appointment

This course surveys major themes in the study of Japanese culture and heritage. By drawing upon primary sources from literature, film, drama, visual culture and music, as well as secondary perspectives from the fields of history, religious studies, anthropology, literature and sociology, this course aims to present a historical narrative for the development of Japanese culture from early civilization to the present day, while also introducing elements such as women's history and ethnic minorities that challenge and complicate that narrative. Students will use elements of this narrative, as well as their own insights, to juxtapose their own engagement with Japanese culture with other outside and inside perspectives. This course fulfills the General Education categories of *International Perspectives* and *Humanities*. This class utilizes English-language translations of all sources; no knowledge of Japanese required.

Course Requirements & Policies

GRADING: Your performance in this course will be evaluated on the A-E scale. The grading breakdown is as follows:

Attendance and Participation	20%*
Map and Era Chart Quiz	5%
Quizzes	20%
Midterm Exam	25%
Final Exam	30%

GRADING STANDARD:

100 – 93 = A; 92 – 90 = A-; 89 – 87 = B+; 86 – 83 = B; 82 – 80 = B-

79 – 77 = C+; 76 – 73 = C; 72 – 70 = C-; 69 – 67 = D+; 66 – 63 = D; 62 – 60 = D-

Under 60 = E

ATTENDANCE IS MANDATORY: Students must inform the instructor prior to class if they need to miss a class. It goes without saying that “attendance” here implies attending to the course in a manner that involves more than mere physical presence: students must be alert and engaged. *A student's **final, total grade** in the class will be penalized by a third of a grade (i.e. from B to B-) after his or her fifth unexcused absence, and an additional third of a grade with each unexcused absence thereafter. Students unable to attend class on certain days because of religious beliefs will be excused per NYS

law, Section 224-A. Students are asked to inform the instructor in advance if they plan to miss class for religious reasons.

CLASS PREPARATION: Students are expected to complete the reading assignments before coming to class. Please bring your reading assignments to class so that you can reference them during discussion. You may bring them in e-form, but you must view them on a device other than your phone. You are also expected to bring a writing utensil for in-class writing assignments.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. For more information, please visit Disability Resource Center. Their website is available here: <http://www.albany.edu/disability/index.shtml>

ACADEMIC HONESTY: Any use of work produced by another person without proper citation is plagiarism, and is a violation of the academic code of honesty. The instructor reserves the right to dismiss from the course any student that is caught cheating on an assignment or plagiarizing the work of another person. Please see the university's policies for academic regulations for more info: http://www.albany.edu/undergraduate_bulletin/regulations.html

ELECTRONIC EQUIPMENT: You may not use any electronic equipment in class for any purpose, other than engaging in the course (i.e. note-taking, reading course materials, etc.). If you are expecting a call that you absolutely must take, please inform me prior to class.

REQUIRED TEXTS:

Addiss, Stephen et. al. *Traditional Japanese Arts and Culture: An Illustrated Sourcebook*. Univ. of Hawaii Press, 2006.

NOTE: Additional reading assignments will be distributed via blackboard.

Course Schedule

NOTE: This schedule of topics and readings may be subject to adjustments throughout the quarter.

WEEK 1

August 27: Introduction

August 29: What is "Japan"? What is "Culture"? What is "Heritage"?

Harumi Befu, "Concepts of Japan, Japanese culture and the Japanese"

WEEK 2

September 3: Early Japan

Addiss, Stephen et. al. *Traditional Japanese Arts and Culture*, 9-21.

Syllabus Quiz

September 5: Japanese Mythology & Shinto

"Readable Japanese Mythology: Selections from *Nihon shoki and Kojiki*," 64-97.

De Bary, et. al., eds., *Sources of Japanese Tradition*, vol. 1, pp. 17-19, 31-39.

Map and Era Chart Quiz

WEEK 3

September 10: Buddhism in Japan

Adiss et. al., eds., 21-26.

De Bary et. al., eds., 100-106, 120-121.

September 12: Development of Japanese Writing & Heian Literary Forms, *The Tale of Genji*

Adiss et. al., eds., 26-48.

Hugh Clarke, "Language"

Murasaki Shikibu, *The Tale of Genji*, chs. 2, 5.

WEEK 4

September 17: Heian Era Aesthetics and Kamakura era developments

Adiss et. al., eds., 48-90.

The Tales of Heike, selection

September 19: Kamakura/Muromachi Period Music and Theater and the Tea Ceremony

Adiss et. al., eds., 111-136.

WEEK 5

September 24: The Warring States Era and the Early Modern

Adiss et. al., eds., 137-151.

September 26: Edo Politics, Class System, Bashō

Matsuo Bashō, *The Narrow Road to the Interior* (1702), selection

WEEK 6

October 1: Codes of Honor and the 47 Ronin

Yamamoto Tsunetomo, *Hagakure*, selection

October 3: Edo Period Prose Literature

Ueda Akinari, *Tales of Moonlight and Rain* (1776), selection

Ihara Saikaku, *Japan's Eternal Storehouse* (1688), selection

WEEK 7

October 8: Edo Period Music and Theater

Adiss et. al., eds., 193-224.

October 10: **MIDTERM EXAM**

WEEK 8

October 15: **NO CLASS (Fall Break)**

October 17: Meiji Restoration, Fukuzawa Yukichi

Fukuzawa, "An Exhortation to Learning" (1872), selection

WEEK 9

October 22: Taisho Japan, Modernism in Art and Architecture

"The Civilization of Modern-Day Japan" (1911)

Gardner, William, "Media and Modernism"

October 24: Modernist Literature
Yokomitsu Riichi, "Machine" (1931)

WEEK 10

October 29: Japanese Imperialism
Koizumi Kikue, "Manchu Girl" (1938)
October 31: Japanese Experience of War & Wartime Responsibility and Rethinking "Japan"
"Humanity Declaration" (1946)
Hara Tamiki. "Summer Flower" (1949)

WEEK 11

November 5: Atomic Impacts
In-class screening: Honda Ishirō. *Godzilla* (1954)
November 7: The American Occupation through Literature and Film
Ōe Kenzaburō, "Prize Stock" (1958)

WEEK 12

November 12: Golden Age of Japanese Film
In-class screening: Kurosawa Akira. *Rashomon* (1950)
November 14: Post-Postwar Japan: Olympics, Japan Expo, and the Bubble
Hideo Aoki, "Buraku Culture"

WEEK 13

November 19: The *Shōjo*
In-class screening: Sōmai Shinji. *Sailor Suit and Machine Gun* (1981)
November 21: *Shōjo*, Kawaii Culture, and Female Consumption
Kinsella, Sharon. "Cuties in Japan."

WEEK 14

November 26: Anime: In-class Screening: Shinkai Makoto. *Your Name* (2016)

Thanksgiving Break: November 27 – December 1 (No Classes)

WEEK 15

December 3: Legacy of Manga and Rise of Otaku
Craig Norris, "Manga, anime and visual art culture"
December 5: Cool Japan
Douglas McGray, "Japan's Gross National Cool"

Final Exam: December 17 (Tue) 1:00 – 3:00pm

AEAJ202 (4303) Intermediate Japanese II Spring, 2019

This course is the second semester course of second year Japanese.

Instructors/Office Hours/Phone/e-mail

Michiyo Kaya Wojnovich (Lecturer)

Office: HU 247

Office Hours: Monday 12:30 – 1:30, Tuesday 1:15 – 2:15 and by appointment

Phone: 442-4126

e-mail: mwojnovich@albany.edu

Learning Objectives of Foreign Language Courses

(This course fulfills the General Education category of **Foreign Language Courses**.)

Students will demonstrate:

1. proficiency in the understanding and use of fundamental elements of a foreign language;
2. knowledge of distinctive features of the culture(s) associated with the language they are studying.

Course Objectives:

The goal of this course is for the students to acquire basic communicative skills in Japanese and to learn Japanese culture. By the end of this course, students will be able to understand and engage in basic Japanese conversations and communicate using the appropriate speech levels in various social settings. Also, students will be able to demonstrate correct usage of basic and intermediate grammar such honorific and humble expressions, and extra-modest expressions, passive, causative, and causative passive verb forms. Additionally, 77 new kanji characters are introduced. Students are expected to read and write them by the end of the semester.

Meeting Time/ Locations

Call NO 4303 (Kaya) M.W. 11:30 – 12:25 (HU111)

T. TH. 11:45 – 1:05 (HU111)

Policies:

1. Two vocabulary quizzes, a kanji quiz, a lesson test will be given for each lesson. We also have mid-term exams (Kanji, listening, and grammar) and final exams (listening, kanji, and grammar).
2. Speaking skill is evaluated during class work activities.
3. Students who were absent from class more than 45 % of the total number of class days will fail the course. (25 times or more)
4. **All assignments must be completed and turned in on time. No late assignments will be accepted.**

Even though overdue work will earn 0 % for the assignment, it will be corrected and returned to the students for reviewing the material.

5. No Cheating/Plagiarizing
Cheating/Plagiarizing will lead to **failure** on the test/assignment.
(http://www.albany.edu/studentconduct/standards_of_academic_integrity.php)
6. There will be **NO MAKE-UP Quiz/Exam** given unless a written proof for a legitimate reason is provided, such as a medical emergency. The time for taking the make-up must be as soon as possible after the original test/quiz.
7. If you have a disability, please submit official documentation to prove your disability, and make an appointment with your instructor to discuss ways to help you succeed in the course.
8. Keep your appointment with instructors.
Be punctual. If you cannot come at the scheduled time or must reschedule, call beforehand. If for some reason, you could not call in advance, call afterward as soon as you can.
9. Participation
Students are always expected to fully participate the class. Your instructor will grade on how you participate in class for every session.
10. Instructors are your Learning Tools.
You are here to learn. If you do not understand the material, please make appointments with the instructor. You may ask any of the instructors, not just the instructor of your class.
11. Make Many Mistakes!
You learn the best when you make mistakes. Others can learn from your mistakes, too. Do not be afraid of making mistakes.
12. Ask Many Questions!
You also learn the best when you ask questions. If you do not understand something, do not hesitate to ask your instructor questions.
13. It takes **TIME, EFFORT**, and a **RELAXED ATTITUDE** to master a foreign language. Be patient, relaxed, and **STUDY HARD**.

Textbooks:

1. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa, Kyoko Takashiki.
Genki II: An Integrated Course in Elementary Japanese (2nd Edition). The Japan Times. (**Required**)

2. Eri Banno, Yutaka Ohno, Yoko Sakane, Chikako Shinagawa, Kyoko Takashiki.
Genki II: An Integrated Course in Elementary Japanese. Workbook (2nd Edition). The Japan Times. **(Required)**

3. **i>clicker (Required)**

4. **Kanji Look and Learn Workbook** . The Japan Times **(Required)**

5. The Kodansha Kanji Learner's Dictionary Edited by Jack Halpern
(Recommended)

6. Japanese – English/ English- Japanese Dictionary (Any dictionary of online app you like to use)
(Random House Japanese –English/English Japanese Dictionary-paper back; Kodansha's Furigana Japanese Dictionary; Berlitz Japanese Dictionary etc.)

Grading:

Homework Assignments	10%
Participation/ Preparation	10%
Lesson Tests	25%
Kanji Quizzes	10%
Vocabulary Quizzes	5 %
Midterm Examination	15%
Japanese Composition (Sakubun)	5%
Speech	5%
Final Examinations	15%

(Listening 3%/ Grammar and Kanji 12%)

The grading scale is shown below.

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.

Class Work:

1. Lessons to be covered: Lesson 19, 20, 21,22, and 23
2. Kanji 77 reading and writing practice.
3. Monday reading activities.
On 2/11, 2/18, 3/11, 4/15 you will have reading practice sessions. You do not need to bring Genki textbooks. Instead you need to bring your Japanese dictionary/app, and Kanji dictionary etc.
4. Some Japanese culture studies

Composition:

Students are expected to write 2 Japanese compositions using new grammar structures in every lesson. The titles of the compositions and the dues are listed below. You must write at least 300 letters.

Sakubun Title: いやな日 **4/15 (M)**

Write about your terrible day. You need to write the composition including the following structures.

(Use Passive sentences/～間に/～てほしい)

Also try to using the structures you learned this semester.

Speech:

2/11 (M): Outline in Japanese

3/11 (M): First Draft

4/4 (TH): Final draft

5/1 (M): Speech Presentation

5/2 (T) : Speech Presentation

Students are expected to write 600 – 800 letter speeches and to give them to the class. You may choose one theme from the following.

1. あなたが考えるあなたの国の社会の問題は何ですか。その問題を解決するにはどうしたらいいと考えますか。
2. スマートフォンやタブレットは子供こどもの発達はったつにいい影響えいきょうをあたえていると思いますか。どうしてそう思いますか。
3. あなたの国の特別な慣習とくべつ かんしゅうは何ですか。それはいいことですか。悪いことですか。どうしてそう思いますか。

The time limit is three minutes, and the students must speak for at least two minutes. The students may use notes, but the students who memorized them will be scored higher than those who use notes. (Evaluation Criteria: Pronunciation, content, grammatical ability, creativity, and delivery) Also you may submit your draft more than twice for the better grade.

EAJ 205 – Spring 2019

JAPANESE RESEARCH AND BIBLIOGRAPHIC METHODS

Instructor:	Susanna Fessler	This course is taught fully online asynchronously using the Blackboard Learning System (BLS).
Office:	Humanities 243	
Email:	sfessler@albany.edu	
Phone:	518-442-4119	

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 nor prepared* for the course. If you are planning on simultaneously enrolling in EAJ102 and EAJ205 and are concerned about whether you will have the necessary Japanese skills, please contact me and we can discuss it.**

Required Texts/Materials:

- 1) Students should choose appropriate dictionaries (a Japanese-English/English Japanese dictionary, and perhaps a 国語辞典). You will need a kanji dictionary. **The only acceptable kanji dictionary for this course is *The New Nelson Japanese-English Character Dictionary (ISBN 0804820368)*. You should be able to find used copies on the internet for a lower price than the bookstore offers. The Kodansha Learner's Dictionary is not sufficient for this course.**
- 2) The following texts are also required:
 - *The Princeton Companion to Classical Japanese Literature* by Earl Miner
 - *Research in Japanese Sources: a Guide* by Herschel Webb and Marleigh Ryan

How to Navigate this Course:

Note: there will be an introductory online video available at the beginning of the semester to walk you through the steps described below. An announcement will go out to all registered students once it is ready.

I have set this course up by "Learning Modules." Although you can navigate through the BlackBoard pages in all sorts of ways, I'd suggest using the "Learning Modules" as your primary starting point. For example, you can access homework assignments through "Homework Assignments," but you can also find each homework assignment for each learning module on that module's page.

Generally speaking we will cover two modules a week. To some extent, this is a self-paced course. By "some extent" I mean that the homework assignments have solid due dates, so although you can work ahead if you want, you cannot fall behind. The exams will also be given at specific times. To help you set a good pace, I have put notes on the course calendar of when to start a learning module, and when the homework for that module is due. These are suggested beginning times--I will not be checking to see when you started a learning module. But, of course, the homework assignments all have due dates, and those DO matter.

For those of you cross-registering from another SUNY campus, keep in mind we'll be following the University at Albany academic calendar, which may differ from the academic calendar of your home institution.

At the top of each Learning Module page will be a list of **Tasks** for that unit. Each module will include a video (or videos), a reading, or both. Watch/read those first. They'll be on the module page. There may also be other assigned reading for the module, in which case you should do that, too. Whether you watch the video first or do the reading is up to you. There may also be "Recommended Reading" links on the module page. That is not required, but could be helpful.

Last, once you think you've got the hang of the module, you should do the homework assignment. I strongly suggest this order--I've had students who were impatient and who tried to do the homework before they read through the lesson, and it invariably didn't turn out well.

Testing and Grading:

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:

Homework:	35%
Midterm:	20%
Annotated Bibliography:	25%
Final Exam:	20%

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 do not curve grades or give extra credit assignments.** The grading scale is as follows:

93-100%=A	87-89%=B+	77-79%=C+	67-69%=D+	0-59%=E
90-92%=A-	83-86%=B	73-76%=C	63-66%=D	
	80-82%=B-	70-72%=C-	60-62%=D-	

If you want to check on your performance at any point in the semester, feel free to e-mail me and we'll run through the numbers. You will also be able to see your homework scores and exam scores on Blackboard through "My Grades." If there are extenuating circumstances that you anticipate will unduly affect your grade, **it is your responsibility to contact me IN ADVANCE or AS SOON AS you are aware of the problem.**

Submitting Homework:

Unless otherwise noted, homework should be submitted through the Blackboard Learning System (BLS). The homework assignments are available under the related Learning Module. For example, if the class topic is about kanji radicals, you will also find the homework assignment for kanji radicals there. This is also the location where you will submit your homework to me. Most often you will submit homework as an attached document.

System Requirements:

A few things to keep in mind:

- This is an online course, and there are many streaming videos in it. So, if you're working with a slow connection or dial-up it might take patience. The videos themselves live on Youtube in an

unlisted playlist. "Unlisted" means that you can't search for them on Youtube. You'll need the links on Blackboard to find them.

- I will do most demonstrations using **Mozilla Firefox** or **Chrome**. If you haven't recently updated your browser, you might consider doing that, although most of what we'll cover can be done with earlier versions.
- I **strongly suggest** that you use **Mozilla (Firefox)** when you access course materials through Blackboard. I've had students **lose hours of work** when using Internet Explorer or sometimes Chrome. Don't let this happen to you! You can download Firefox for free here: <https://www.mozilla.org/en-US/firefox/new/>.
- The course is designed for a **Windows** operating system. I have had many students in the past take the course working with a Mac system, and they've succeeded. But, they have to do the "Mac stuff" on their end. I can't provide additional Mac or UNIX support. It doesn't really matter which Windows system you are using--everything from XP forward is capable. Note that campus wide all PCs are being upgraded to Windows 10 in anticipation of Microsoft not supporting Windows 7 after 2020.
- Likewise, all word-processing is based on **Microsoft Word**. I know that not all students have MS Word, and you can certainly do the course working with other systems. But, that, too, requires extra work from you. I can't provide additional support for, say, Open Office. If you are a UAlbany student, you might want to check for software discounts available to you through ITS. Click on "Technology Discounts" once you have logged on to MyUAlbany.
- No matter what system you're using, you'll need to have installed the **Japanese Language Pack**. There are links in the **Word Processing Learning Module** on how to do that.

Spring 2019

AEAJ 302
Advanced Japanese II (Class No, 4306)

This course is designed for students who have completed Japanese 301 or have the permission of the instructor.

Instructor/Office Hours/Phone/E-mail

間野恭子 (Kyoko Mano Ullrich) / Lecturer

Office: HU 266

Office Hours: 月曜日 10:00 - 11:00 金曜日 12:30 - 1:30

E-mail: manoullrich@gmail.com

kullrich@albany.edu

Meeting Time/Location

M.W. F 1:40~2:35 (PC 355)

Course Description

The course covers a solid foundation in four basic language skills (listening, speaking, reading and writing).

Classroom activities and homework assignments help students achieve a practical command of the language.

Course Materials

1. Course materials will be provided in the classroom. In addition, you will need the following:
2. An integrated approach to intermediate Japanese. Japan Times. **(Required)**
3. An integrated approach to intermediate Japanese Workbook. Japan Times. **(Required)**
4. Seiichi Makino and Michio Tsutsui. A DICTIONARY OF BASIC JAPANESE GRAMMAR, Japan Times. **(Required)**
5. Seiichi Makino and Michio Tsutsui. A DICTIONARY OF INTERMEDIATE JAPANESE GRAMMAR, Japan Times. **(Required)**
6. Seiichi Makino and Michio Tsutsui. A DICTIONARY OF ADVANCED JAPANESE GRAMMAR, Japan Times. **(Recommend)**

7. You also need a good dictionary, both to look up kanji and to look up the meaning of words. A “beginner’s” dictionary will not suffice for this advanced course. You may use an electronic dictionary (such as one on your phone), but those students who choose to use such resources must sit at front of class. **YOU MAY NOT USE YOUR PHONE OR OTHER DEVICE IN CLASS FOR ANY OTHER PURPOSE THAN COURSE RELATED.**

辞書は漢字の辞書と言葉の意味を調べる辞書が必要です。

300日本語のレベルにあった辞書を自分で用意してください。

携帯辞書でもいいですが、使う人はクラスの前にすわること。

辞書をクラスで使う事があります。クラスに必ず、持って来ること!!!

Expectations

1. Students are expected to review the materials (grammar, vocabulary, kanji etc.) covered in class, every day, along with doing assigned homework.
2. Classes are designed to help you learn to speak, read, write and understand Japanese through use of the language in communicative situations. Active participation in class activities is necessary.
3. This course will be conducted entirely in Japanese. Students will be expected to use Japanese as much as possible in the classroom and instructor’s office.
4. Announcements are usually made at the beginning of class. It is your responsibility to get information during class; therefore it is very important to come to class on time.
5. **Taking notes is required during class.**
6. Students will be expected to perform at the 300 level for all work associated with this class, both inside and outside the classroom.

Policies

1. Students who are absent from class more than 35% of the total number of the class days will fail the course. **No excuses** will be accepted.
2. No extra work can be made up for absences.
3. If you come in late, report it to the instructor at the end of class that day. **OTHERWISE YOU ARE CONSIDERED ABSENT. If you are late 5~10 minutes late**

for class more than two times a week it will equal half a day's absences. Being late for more than half the class time will equal one day's absence.

4. Makeup tests are given only if written notes on an institutional stationary are provided. **The time for taking the make-up must be as soon as possible after the original test/quiz.**
5. **No makeup quizzes** for absences.
6. **When you are absent, it is YOUR responsibility to find out what work and homework you missed. Homework should be turned in on the day that you return to class. (Please write "absent date" at the top of your homework. 休み___/___/ 2019)**
7. If you have a disability, please make an appointment with your instructor to discuss a way to help you succeed in the course. Also, it is your responsibility to register with the Disabilities Resource Center. **No accommodation will be made for any student without a DRC accommodation letter.**

Grading

宿題	10 %
授業への参加 (出席 ^{さんか} だけ 5%)	10%
ボキャブラリー/ 漢字 (8回)	10%
作文 テスト (2回)	15 %
プレゼンテーション (1回)	10 %
スピーキングテスト	5%
レッスンテスト 7回 [読み、文法、聞く]	25%
期末テスト [読み、文法、漢字、聞く]	15%

* エクストラポイント 5%

宿題以外の assignment やプロジェクト や作文の努力点でエクストラポイントが5%もらえます。

The grading scale will be as follows: 100~90% A. 89~87% A-. 86~83% B+. 82~80% B. 79~77% B-. 76~73% C+. 72~70% C. 69~67% C-. 66~63% D+. 62~60% D. 59~57 D-. 56~0% E

1. 授業への参加 (出席^{しゅつせき}だけ 5%)..... 10 %

The instructor will evaluate daily classroom participation. Full credit will be given to those who are present the entire class and fully participate. Participation in class discussion will be a major part of this grade. クラスの中では日本語を話すこと！これは日

本語の 300 レベルのクラスです。勝手に英語で話してはいけません。

2. 宿題.....10 %
おくれた宿題は直しますが、成績は0です。
クラスを休んだ時の宿題はクラスに来た日にすぐに出してください。
休んだ日が書いてない宿題は0です。
3. ボキャブラリー/ 漢字10 %
クイズはスケジュールを見てください。漢字はワークブックの後ろのページを勉強してください。
4. 作文テスト.....15%
クラスで書く作文テストは二回です。トピックはスケジュールにあります。
作文は 600 字書かなければいけません。それより短い作文はFになります。
作文は自分のオリジナルの作文です。インターネットの作文や友達の書いた作文を使うと成績はFになります。漢字シートを使いたい人は、締め切りを守ること。
5. プレゼンテーション(内容、発音、暗記、話し方/スピード).....10%
6. スピーキングテスト(内容、発音、暗記、話し方/スピード)..... 5 %
7. レッスンテスト (漢字、文法、読む、聞く)25%
テストについてはクラスで発表するので、よく聞いてください。
8. 期末テスト (聞く、読む、文法)15%
Final examination date will be announced during class.

ATTENTION!

1. NO Cheating/Plagiarizing. カンニング禁止!
2. NO Make-up Tests without instructor permission.

先生の許可なしでは後からテストは受けられません!

3. NO Make-up for absents. クラスを休まない!
4. NO Eating in classroom. クラスの中で食べない!!
5. NO Chattering in during lectures. クラスの中で友達と話さない!!

友達と話してうるさい人は席を変えるので先生の指示した席にすわること。

6. Students are strongly encouraged to use office hour appointments for additional help.

わからない時は、先生のオフィスに質問に来てください。

7. 携帯電話は消してください。

8. クラスでコンピュータは使わないでください。

9. クラスで忘れ物の多い人はクラスに参加できませんから、その日の参加点は0になりますから忘れ物をしないでください。

10. 先生の話したボキャブラリーはテストに出ます。しっかりノートを取ってください。

11. 日本人の友達に宿題を手伝ってもらってはいけません。他の人に手伝ってもらった宿題の成績はFになります。

2018年春 日本語302スケジュール

- 1/24 (水) シラバス
- 1/26 (金)
- 1/29 (月) L8 Quiz
- 1/31 (水)
- 2/2 (金)
- 2/5 (月) L9 Quiz
- 2/7 (水)
- 2/9 (金)
- 2/12 (月)
- 2/14 (水) L8/L9 Test#1
- 2/16 (金)L8/L9 Test #2
- 2/19 (月)
- 2/21 (水) L10 Quiz
- 2/23 (金) プレゼンテーション# 1
私がお勧めする商品
- 2/26 (月)
- 2/28 (水)
- 3/2 (金) L11 Quiz
- 3/5 (月)
- 3/7 (水)
- 3/9 (金)
- 3/19 (月) L10/L11 Test #1
- 3/21 (水) L10/L11 Test #2
- 3/23 (金)
- 3/26 (月) 作文テスト# 1
意見文「不満に思うこと」
- 3/28 (水) L12 Quiz
- 3/30 (金) 休み
- 4/2 (月)
- 4/4 (水) L13 Quiz
- 4/6 (金)
- 4/9 (月)
- 4/11 (水)

4/13 (金) L12/13 Test#1
4/16 (月) L12/13 Test #2
4/18 (水)
4/20 (金) プレゼンテーション#2
日本文化講座
4/23 (月)
4/25 (水) L14 Quiz
4/27 (金)
4/30 (月) 作文テスト#2
「日本語の難しさ」
5/2 (水) L15 Quiz
5/4 (金)
5/7 (月)
5/9 (水) リスニング期末試験
5/10 (金) リーディングデュー
5/11～5/17 期末試験
(クラスでスケジュールを発表します。)

History of Modern Japan

AEAJ/AHIS 385

University at Albany, Spring 2019

Instructor: John Person, Assistant Professor, Department of East Asian Studies

e-mail: jperson@albany.edu

MWF 10:25 – 11:20

Room: ED 120

Office Hours: WF 11:30 – 12:30, or by appointment (HU 242)

This course is a survey of the history of Japan from the mid-18th century to the present. We will examine the political, economic, social, and cultural institutions of Japan in relation to the everyday lives of its inhabitants. Though scholars typically call these periods the early modern and modern era of Japanese history, the way in which scholars, critics and popular discourse have understood the words “modern” and “Japan” have gone through many changes, as has the basic assumptions that govern the field of Japanese history. We will focus on these issues as we attempt to formulate our own narratives of the history of Japan throughout the semester.

Course Requirements & Policies

GRADING: Your performance in this course will be evaluated on the A-E scale. The grading breakdown is as follows:

Attendance and Participation	10%*
Quizzes	15%
Short Essay Assignment	15%
Midterm Exam	25%
Final Exam	35%

GRADING STANDARD:

100 – 93 = A; 92 – 90 = A-
89 – 87 = B+; 86 – 83 = B; 82 – 80 = B-
79 – 77 = C+; 76 – 73 = C; 72 – 70 = C-
69 – 67 = D+; 66 – 63 = D; 62 – 60 = D-
Under 60 = E

ATTENDANCE IS MANDATORY: Students must inform the instructor prior to class if they plan to miss a class. It goes without saying that “attendance” here implies attending to the course in a manner that involves more than mere physical presence. Please notify the instructor before class if you absolutely must miss class due to a family emergency or illness. *A student’s final grade in the class will be penalized by a third of a grade (i.e. from B to B-) after his or her fifth unexcused absence, and an additional third of a grade with each unexcused absence thereafter.

CLASS PREPERATION: Students are expected to complete the reading assignments before coming to class. Please bring your reading assignments to class so that you can reference them during discussion. You are also expected to bring a writing utensil for in-class writing assignments. Unless otherwise noted, in-class quizzes will be based upon the reading assignments.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. For more information, please visit Disability Resource Center. Their website is available here: <http://www.albany.edu/disability/index.shtml>

ACADEMIC HONESTY: Any use of work produced by another person without proper citation is plagiarism, and is a violation of the academic code of honesty. The instructor reserves the right to dismiss from the course any student that is caught cheating on an assignment or plagiarizing the work of another person. Please see the university's policies for academic regulations for more info: http://www.albany.edu/undergraduate_bulletin/regulations.html

ELECTRONIC EQUIPMENT: You may not use any electronic equipment in class for any purpose, other than engaging in the course (i.e. note-taking, reading course materials, etc.). If you are expecting a call that you absolutely must take, please inform me prior to class.

REQUIRED TEXTS:

MIZUKI Shigeru, *Onwards Toward Our Noble Deaths*

Andrew GORDON, *A Modern History of Japan*

KATSU Kokichi, *Musui's Story*

*All books are available through the bookstore. All other readings will be provided as PDFs.

COURSE SCHEDULE

*Please be prepared to see changes in the syllabus throughout the semester. I will update you as I update the syllabus.

Week 1:

Jan. 23: Introductions & Syllabus Review

Jan. 25: Introduction to the History of Modern Japan

Gordon, *A Modern History of Japan* (MHJ), chapters 1 – 3

Week 2:

Jan. 28: Tokugawa Order & the Bakuhan System

Aizawa Seishisai, "A New Thesis"

Begin reading *Musui's Story*

Jan. 30: Feudal? Early Modern? Capitalism and pre-Meiji Japan

Hiraga Gennai "On Farting"

Feb. 1: Writing a History Paper

Discuss *Musui's Story*

Week 3:

Feb. 4: Peer Review Session for Essay Assignment

Feb. 6: Internal Troubles, External Threats

John Manjirō, *Drifting Towards the Southeast* (Excerpts)

Feb. 8: Meiji Japan: Revolution or Restoration?
MHJ, chapter 5;

***Musui's Story* Essay Due: Friday 2/9
submit as word document by email to jperson@albany.edu**

Week 4:

Feb. 11: Civilization and Enlightenment in the Meiji Transition
MHJ, chapter 6 – 7

Feb. 13: The lives and deaths of Saigō Takamori
Mark Ravina, “The Apocryphal Suicide of Saigō Takamori”

Feb. 15: Late Meiji and the idea of a Japanese nation
Benedict Anderson: *Imagined Communities* (excerpts)

Week 5:

Feb. 18: What is “Modernity”?
Stuart Hall, “The West and the Rest” in *Modernity: An Introduction to Modern Societies*

Feb. 20: Pan-Asian Utopias & Colonial Subjectivities
Fukuzawa Yukichi, “Goodbye to Asia”; MHJ, chapters 8 – 10

Feb. 22: Ideologies of Peace I: The Peace Preservation Law & Imperial Democracy
Kaneko Fumiko “The Road to Nihilism” (1923)

Week 6:

Feb. 25: Urban development on the archipelago
MHJ, chapter 11

Feb. 27: Taisho Modernisms & The discourse of “modern girl”
Miriam Silverberg, “Modern Girl as Militant”

March 1: Colonial Subjectivities & Urban development in the Empire of Japan
Alan Christy, “The Making of Imperial Subjects in Okinawa”

Week 7:

March 4: The War
Japan at War: An Oral History (excerpts)
MHJ, chapter 12

March 6: First Half in Review: Designing the Midterm

March 8: Hand out midterms

Week 8:

March 11: “Fascism” and Imperial Japan

March 13: Midterm Peer Review

March 15: Experiences of the “end” of the war in the Japanese Empire
MHJ, chapter 13

Midterm exam due: 3/15
Send exams as a word file via email to jperson@albany.edu

Spring Break: March 16 – 24

Week 9:

March 25: Occupied Japan: Liberation or Repetition?
Bruce Cumings, “Japan’s Position in the World System” (1993)

March 27: The 1955 System: America in Japan in the Cold War
MHJ, chapter 14

March 29: The Invention of Traditions
Eric Hobsbawm, “Introduction: Inventing Traditions” (1983)
Carol Gluck, “The Invention of Edo” (1998)

Week 10:

April 1: Ideologies of Peace II: “Atoms for Peace”

April 3: The Liberal Democratic Party & the Construction State
Hideo Aoki, “*Buraku Culture*” (2009)

April 5: The Economic Miracle and its underside
MHJ, chapter 15

Week 11:

April 8: Global Revolutions: 1968
William Marotti, “Japan 1968: The Performance of Violence and the Theater of Protest”

April 10: Memories of the War
Mizuki Shigeru, *Onwards Towards Our Noble Deaths* (1973)

April 12: Showa Popular Culture

Week 12:

April 15: Pax-Nipponica
MHJ, chapter 16

April 17: Postwar Histories
Carol Gluck, “The Past in the Present” (1993)

April 19: Comfort Women, Memory, and History
Ueno Chizuko, "The Politics of Memory: Nation, Individual, and Self" (1997)

Week 13:

April 22: **Easter (No class)**

April 24: Historicizing Japanese managerial practices
Andrew Gordon, "The Invention of Japanese-Style Labor Management" (1998)

April 26: The Cold War & the Politics of "Area Studies"

Week 14:

April 29: The "Lost" Decade vs. "Lost" Generation
Saitō Tamaki, *Hikikomori: Adolescence without End* (excerpts)
MHJ, chapter 17

May 1: Otaku Culture
The Moe Manifesto, selections

May 3: Fukushima as History
MHJ, chapter 18

Week 15:

May 6: Review for Final Exam

May 8: Wrapping Up / Hand out final exams

Final Exam Due: May 14

AEAJ/AHIST 436 Fascism: Japan and Beyond

University at Albany, Spring 2019

Instructor: John D. Person, Assistant Professor, Department of East Asian Studies

e-mail: jperson@albany.edu

Office phone: 518-442-4579

Room: BB 209, MW 4:15 – 5:35pm

Office Hours: HU 242, WF 11:30 – 12:30, or by appointment

It is often said that the 1930s and 1940s were the age of fascism. At the same time, “fascism” itself is one of the most debated concepts in modern historiography. While it is quite common for general books on fascism in the English language to label the Japanese case as something resembling, but not quite, fascist, or even omit its discussion entirely, Japanese books on the history of Japan typically refer to the 1930s and 1940s as the age of fascism. This inconsistency is only one of many examples in which we can identify disagreements in what constitutes “fascism.” In this course we will be less interested in defining once and for all what we mean by fascism than examining the different ways in which fascism has been discussed and used as an analytical framework or a category worth engaging, both by writers contemporary to the “era of fascism” and those that came after. And so, while the approach of this course is “comparative” in the sense that we will be comparing situations in different geographical locales (i.e. Nazi Germany vs. Imperial Japan), we will also be comparing the different ways in which “fascism” has been employed as a lens through which the world and its history can be interpreted. Is “fascism” still a useful category in analyzing history and society? By the end of the semester you will have more than a few things to say in response to such a question.

Course Requirements & Policies

Attendance and Participation	20%
Occasional Assignments	10%
Reading Responses	20%
Short Essay Assignment	20%
Final Paper	30%

GRADING STANDARD:

100 – 93 = A; 92 – 90 = A-

89 – 87 = B+; 86 – 83 = B; 82 – 80 = B-

79 – 77 = C+; 76 – 73 = C; 72 – 70 = C-

69 – 67 = D+; 66 – 63 = D; 62 – 60 = D-

Under 60 = E

ATTENDANCE IS MANDATORY: Students must inform the instructor prior to class if they will miss a class. It goes without saying that “attendance” here implies attending to the course in a manner that involves more than mere physical presence; you must engage in class discussion. Your final grade will be lowered by a third

of a grade (i.e. from a B to a B-) after four unexcused absences, and another third of a grade for each absence thereafter.

CLASS PREPERATION: Students are expected to complete the reading assignments before coming to class. Please bring your reading assignments to class so that you can reference them during discussion. You are also expected to bring a writing utensil for in-class writing assignments and note-taking.

ASSIGNMENTS: There will be four types of assignments in this course:

1. Daily reading responses on the reading. A template for completing the assignment will be provided. You must bring a printed copy of your homework to class to assist you in discussion and to turn in at the end of the class period.
2. Occasional homework assignments, such as worksheets and essay drafts.
3. One short essay assignment of about 1000 words in length early in the semester.
4. Final research paper that is more substantial in length (10 – 12 pages). You will be asked to write a paper on a topic related to fascism of your choice in consultation with the instructor.

STUDENTS WITH DISABILITIES: I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities should also contact the Disability Resource Center:
<http://www.albany.edu/disability/current.shtml>

ACADEMIC HONESTY: Any use of work produced by another person without proper citation is plagiarism, and is a violation of the academic code of honesty. The instructor reserves the right to dismiss from the course any student that is caught cheating on an assignment or plagiarizing the work of another person. Please see the university's policies for academic regulations for more info:
http://www.albany.edu/undergraduate_bulletin/regulations.html

ELECTRONIC EQUIPMENT: You may not use any electronic equipment in class for any purpose other than engaging in the course (i.e. note-taking, reading course materials, etc.). If you are expecting a call that you absolutely must take, please inform me prior to class. Violation will count against your participation grade.

GENERAL EDUCATION: This course fulfills the General Education category of "Challenges for the 21st Century." The General Education Program at UAlbany is designed to train students in understanding the procedures and practices of disciplines and interdisciplinary fields while exploring multiple perspectives on the given subject through an emphasis on methods of active learning and critical thinking. Courses in the category of "Challenges for the 21st Century" focus on challenges and opportunities in a variety of areas including cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, among others. They are specifically designed to probe the historical roots and contemporary manifestations of challenges that students will encounter in the world beyond the University.

Required Texts

Kevin Passmore, *Fascism: A Very Short Introduction, 2nd Edition* (Do not buy 1st edition)

*All other readings will be provided as PDFs.

Course Schedule

Note: This schedule is provisional and may be adjusted throughout the semester

What Do We Mean by “Fascism”?

Week 1

Jan. 23 (W): Introduction: What is Fascism? What is Fascism not?

Week 2

Jan. 28 (M): Exploring theories and approaches to fascism

Passmore, *Fascism*, 1-43

Library Assignment

Jan. 30 (W): Hitler, Mussolini, and the “Emperor System”

MARUYAMA Masao, “The Theory and Psychology of Ultrationalism” (1946)

Passmore, *Fascism*, 44-67

Week 3

Feb. 4 (M): A Global Fascist Moment?

Schivelbusch, *Three New Deals: Reflections on Roosevelt’s America, Mussolini’s Italy, and Hitler’s Germany, 1933- 1939* (excerpts)

Feb. 6 (W): Grassroots Fascism

YOSHIMI Yoshiaki, *Grassroots Fascism* (excerpts)

Race, Nation, and Fascism

Week 4

Feb. 11 (M): Race Policies of the 1930s

James Witman, *Hitler’s American Model*, excerpts

Feb. 13 (W): Short Writing Assignment

Peer Review Session & Introductory Paragraph Due

Week 5

Feb. 18 (M): Race and the New Deal

Ira Katznelson, *When Affirmative Action Was White*, excerpts

Feb. 20 (W): Weimar Germany & Nazism

Alfred Rosenberg, “The Russian Jewish Revolution” (1919)

German Worker's Party, "The Twenty Five Points" (1920)
Adolf Hitler, "Address to the Industry Club" (1932)
Passmore, *Fascism*, 108-123.
Article Search Assignment

Short Essay Assignment Due Feb. 22: 1000-1400 word essay on readings. Send as an email attachment.

Week 6

Feb. 25 (M): Race, Populism, and Mobilization
John Dower, *War Without Mercy*, excerpts
Feb. 27 (W): Race and Biopolitics
Michel Foucault, "Society Must Be Defended," excerpts

Week 7

March 4 (M): Nationalism, Capitalism & Fascism
"The Rise of Revolutionary Nationalism" from *Sources of Japanese Tradition Volume 2* (2001)
Passmore, *Fascism*, 124-148.
March 6 (W): Democracy, Socialism, and Fascism
Andrew Gordon, *Labor and Imperial Democracy in Prewar Japan* (1991), Chapters 1, 5, 11

The Feeling of Decline & the Project of Overcoming: Fascism & Modernity

Week 8

March 11 (M): Vitalism and Challenges to the Idea of "Civilization"
Oswald Spengler, *The Decline of the West* (1918) Excerpts
***Discuss final paper topic ideas**
March 13 (W): Mass Culture and Fascism
Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (1935)

March 16 – March 24: Spring Break

Week 9

March 25 (M): MIZOGUCHI Kenji, Osaka Elegy (1936)
March 27 (W): Anxieties of the Showa 10s
AONO Suekichi, "The Salaryman's Time of Terror" (1930)

Week 10

April 1 (M): Final Paper Discussion
Peer Review Session
Bring brief outline & introductory paragraph
April 3 (W): Yasuda and the Japan Romantic School
YASUDA Yojūrō, "Japanese Bridges" (1936)

Week 11

April 8 (M): The Philosophical Task of Overcoming the Modern
Symposium on “Overcoming Modernity” Day One

April 10 (W): The Philosophical Task of Overcoming the Modern
Symposium on “Overcoming Modernity” Day Two

Week 12

April 15 (M): Theorizing Liberalism’s Relation to Japanese Fascism
TOSAKA Jun, “Liberalist Philosophy and Materialism: Against the Two Types of Liberalist Philosophy”
from *The Japanese Ideology* (1935)

April 17 (W): Carl Schmitt and Weimar Liberalism
Schmitt: *Concept of the Political* (1927), excerpts

First Draft of Final Paper Due: April 19 (Friday)

Immanent Fascisms

Week 13

April 22 (M): Anti-fascism as Ethics
Passmore, 92-107, 149-155.

Michel Foucault, “Preface to *Anti-Oedipus*”

April 24 (W): Populism and the Rightwing in Contemporary Japan

TAMOGAMI Toshio, “Was Japan an Aggressor Nation?”

KITADA Akihiro, “Japan’s Cynical Nationalism”

MIZOHATA Sachie, “Nippon Kaigi: Empire, Contradiction, and Japan’s Future”

Week 14

April 29 (M): 21st century Populism and the “F-word”
Readings TBD

May 1 (W): Can It Happen Here?
Readings TBD

Week 15

May 6 (M): Fascism Today, Day 1
Crowd-sourced articles

May 8 (W): Fascism Today, Day 2
Crowd-sourced articles

Final Paper Due May 12

EAK102 Elementary Korean 2

Call Number 1551 / 5 credit

Spring 2019

Professor: Andrew Sangpil Byon PhD.

Associate Professor
East Asian Studies Dept. – HU 213
State University of New York at Albany
Albany, NY 12222
E-mail: abyon@albany.edu

(518) 442-4121 (voice)

(518) 442-4118 (fax)

<http://www.albany.edu/eas/byon.shtml>

Office Hour: Tuesday and Friday 2:30 p.m. - 3:30 p.m. or by an appointment

Associate Instructor: Jinyoung Kang Mason M.A.

Office: HU-265 (phone 442-4117)

E-mail: jkmason@albany.edu

Office Hour: MW 9:00 a.m.– 10:00 a.m. or by an appointment

Class meetings:

Class:	TTH	11:45 AM - 1:05 PM (ES241) (1551)
Drill sections:	MW	11:30 AM – 12:25 PM (PH123) (6620)
	MW	12:35 PM - 1:30 PM (PH123) (6621)

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 Foreign Language Courses

Basic proficiency in the understanding and use of an ancient or modern human language other than English as demonstrate by:

1. the satisfactory completion of the *first college semester* (i.e., level Elementary II) of foreign language study or its equivalent; or
2. passing a Regents “Checkpoint B” Examination or a Regents-approved equivalent with a score of 85 or above; or
3. demonstration of competency in a language other than English, including languages not currently offered for formal instruction at this university; or
4. satisfactory completion of at least one college semester in a study abroad program in a country where English is not the primary language of instruction.

1. Course Description

Elementary Korean II is the second part of First Year Korean. The objective of the course is to equip students with communicative skills in speaking, listening, reading, and writing at a basic level in Korean; students will learn how to express simple ideas such as attributes, identities, locations, time, daily activities, weekend plan, desires, as well as how to combine simple ideas in various ways.

Classes are divided into two parts: Two days of lecture on Tuesday and Thursday by Prof. Byon, and two days of drill section on Monday and Wednesday by Ms. Jinyoung Kang Mason.

- Lectures (both in Korean and/or English) will focus on reading and writing skills. They will include explanations of target conversational patterns in grammatical and pragmatic terms.
- Drill sections (entirely in Korean) will focus on speaking and listening skills. These sections will provide students with opportunities to practice in actual communicative situations with various speaking and listening activities.

2. Textbooks

- ✓ Main textbook: Integrated Korean Beginning II (second edition) University of Hawaii Press (available campus bookstore)
- ✓ Workbook: Integrated Korean Workbook Beginning II (second edition) University of Hawaii Press (available campus bookstore)

3. Requirements of class participation and classroom decorum:

Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class activities/exercises.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.

4. Student with disabilities

I ask any student with a documented disability and needing academic accommodations or other adjustments to speak with me at the start of the semester. All discussions will remain confidential. For more information, please visit Disability Resource Center (<http://www.albany.edu/disability/index.shtml>).

5. Academic integrity

“Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)
http://www.albany.edu/undergraduate_bulletin/regulations.html

6. Grading

Vocab. quizzes	30%
Oral presentation	10%
Two Mid-terms	20%
Homework	10%
Class participation	5%
Composition	5%
Final exam	20%

Vocabulary quizzes: There will be weekly vocabulary quizzes.

Two mid-term exams: There will be a written exam after every three or four chapters. There will be no make-up exam unless provided with a written proof for a justifiable reason.

Oral presentations: There will be two oral presentations: Self introduction speech in public and a skit. Details on work assignments and the guidelines will be discussed in class later.

Homework assignment: Two to three homework assignments will be given every week in order. Only partial credits will be given to the homework submitted late.

Class participation: There will be both writing and/or speaking activities in every class, and students are expected to actively participate.

Composition: There will be a composition assignment at the end of the semester. Details and the guidelines on this assignment will be discussed in class later.

Attendance and Class activities: You are supposed to attend each class (both lecture and recitation). Attendance check will be strictly enforced; extremely low attendance may lower your final grade, unless a written proof of inevitable circumstance is provided; **Each absence beyond five will result in a reduction of the student's final letter grade by one level (e.g., A to A-),** and this continues for each successive absence as well. Tardiness is also not acceptable and considered inappropriate behavior. **Three repeated lateness will be considered as an absence.**

The grading will be standard (not based on a curve).

93 - 100 A	76 - 79.9 C+
90 - 92.9 A-	73 - 75.9 C
	70 - 72.9 C-
86 - 89.9 B+	
83 - 85.9 B	69 - 69.9 D+ 63 - 65.9 D 60 - 62.9 D-
80 - 82.9 B-	59.9 - 0 E

* The percentage of each category may be adjusted a little but not drastically, if the instructor will find it necessary and reasonable to do so.

* No make-up will be allowed in any part of this course / assignments submitted late will receive only partial credits.

* Students taking the course on a CR/NC basis must achieve at least 70% overall average to receive credit (CR).

There will be no make-up exam unless provided with a written proof for a justifiable reason. In case a make-up exam is granted, it must be done within a week from the original exam date. Students' progress will be monitored and considered for the final grade, especially for the border line cases.

☐ For the detailed course schedule for the semester, refer to the class website at www.albany.edu/Korean/eak102.html. Please visit the website periodically to check if there are any changes in the schedule (e.g., quiz dates, assignment deadlines, etc.)



AEAK170: Korea-Its Culture and History

Fall 2019 - Class No. 8310

MW 2:45-4:05 PM, HU109

Instructor:

Peter Banseok Kwon, Ph.D.

Assistant Professor of Korean Studies

Department of East Asian Studies

University at Albany, SUNY

Email: pbkwon@albany.edu

Office Phone Number: 518-442-4124

Office Hour & Location:

W 4:30-5:30, Fri 1:45-2:45 PM and by appt, Humanities 240

I. COURSE DESCRIPTION

This course surveys major themes in the study of Korean culture and heritage, giving attention to the origins and development of Korean nationalism. Drawing from multidisciplinary readings and primary sources, in history, literature, film, music, religious studies, anthropology, and government, the course offers a historical narrative of the social and cultural formation and transformation of Korean national identity, from the premodern era to the present. Topics include: evolving forms of Korean culture and national consciousness, foreign relations, domestic politics and intra-peninsular relations, civil society, religion, the arts, the national quest for independence, and the recent rise of the "Korean Wave." Interwoven with these are the following major contextual themes: imperialism, colonialism, modernization, globalization, democratization, East Asian regionalism, and Korean-American relations.

Through this course, students who apply themselves can expect to gain a broad knowledge of Korea and of various challenges confronting Korea today. The class uses English-language translations of all sources. No knowledge of Korean is required. There are no prerequisites.

This course satisfies requirements for the *General Education* categories of **International Perspectives** and **Humanities**.

General Education:

General Education courses:

1. *offer explicit understandings* of the procedures and practices of disciplines and interdisciplinary fields.

2. *provide multiple perspectives* on the subject matter, reflecting the intellectual and cultural diversity within and beyond the University.
3. *emphasize active learning in an engaged environment* that enables students to become producers as well as consumers of knowledge.
4. *promote 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.

This course fulfills the general education category **International Perspectives** by meeting learning objectives focused on a “region beyond Europe.” Such courses enable students to demonstrate:

1. knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America.
2. an understanding of the region from the perspective of its people(s).
3. an ability to analyze and contextualize cultural and historical materials relevant to the region.
4. an ability to locate and identify distinctive geographical features of the region.

This course also fulfills the **Humanities** general education category. 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. 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.

II. COURSE POLICIES & REQUIREMENTS

Requirements of Class Participation and Classroom Decorum: Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.
7. Reading assignments must be completed before each class.

Categories	Grading %	Dates (subject to change)	Instructions
1. Class Attendances & Participation	20%	Attendance will be taken every day.	Students must inform the instructor prior to class if they need to miss a class. A student’s final grade in the class will be penalized by a third of a grade (e.g., from B to B-) after his or her fourth unexcused absence, and an additional third of a grade with each unexcused absence thereafter.

			<p>If you must miss a class for medical reasons, please see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicaexcuse.shtm</p> <p>For absence due to religious observance, please see the UAlbany Religious Accommodations for Students and Employees: https://www.albany.edu/registrar/registrar_assets/Religious_Accommodations_for_Students_and_Employees.pdf</p>
2. Quizzes	20%	Biweekly	There will be a biweekly quiz covering assigned readings and lectures from the previous two weeks. Please see the quiz dates in the course schedule below.
3. Midterm Exam	20%	Wed, 10/17	A one-hour midterm exam will take place in class.
4. Film Reaction Papers	10%	<p>1st paper deadline: Monday, 9/16 @ 8 PM</p> <p>2nd paper deadline: Mon, 11/25 @ 8 PM</p> <p>There won't be a film reaction paper assigned for the movie <i>Taegguki</i></p>	<p>Students will be asked to write short reaction papers to Korean historical films that will be shown in class. Submit your paper as an email attachment with the file name, "yourlastname_170.doc(x)," to the instructor.</p> <p>For guidance on writing and citations, see https://www.albany.edu/eas/writing%20papers%20in%20east%20asian%20studies.pdf</p>
5. Final Exam	30%	<p>Tuesday, 12/17 10:30 AM-12:30 AM</p> <p>See "Fall 2019 Final Examination Schedule": https://www.albany.edu/registrar/registrar_assets/Fall_2019_Final_Examination_Schedule.pdf</p>	<p>The final will be divided into two parts:</p> <ol style="list-style-type: none"> 1. FINAL Exam (25% of total grade) in class on 12/17: 2. Team Debate (5% of grade) in classes on 12/2 and 12/4: <ul style="list-style-type: none"> • A historical debate will be assigned, and students will be asked to cover both sides of the debate issue in a balanced presentation. • The class will be divided into different teams for an in-class debate.

Letter grades are assigned according to the following scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	below 60

Work never turned in counts as a zero (0).

- Students must complete all work on time. No extensions, substitutions, make-ups, etc., will be allowed except in extremely unusual circumstances or serious illness (verified in writing by a doctor or relevant authority).
- There will be no extra-credit assignments and no grading curves. A grade of "Incomplete" can be considered only for absolute emergencies (death in the family, extreme illness, etc.).

III. STUDENTS WITH DISABILITIES

- I ask any student with a documented disability and needing academic accommodations or other adjustments to speak with me at the start of the semester. All discussions will remain confidential. For more information, please visit Disability Resource Center (<http://www.albany.edu/disability/index.shtml>).

IV. ACADEMIC INTEGRITY

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013) http://www.albany.edu/undergraduate_bulletin/regulations.html

V. READING MATERIALS

- No textbook required. All readings will be distributed via Blackboard or are available ONLINE for free.

COURSE SCHEDULE (subject to revision)

UAlbany Fall 2019 Academic Calendar: <https://www.albany.edu/registrar/fall-2019-academic-calendar.php>

UNIT I. THE RISE OF ETHNIC NATIONALISM IN KOREA (Weeks 1-3)

When and how did Korean nationalism begin? How did Korea’s experiences during late-19th-century imperialism and subsequent colonization (1910-1945) influence the rise of ethnic nationalism with its emphasis on national independence?

Week 1: What is Korea?

Mon, 8/26: Course Introduction

- Benedict Anderson, “Imagined Communities,” pp. 48-58.
<https://www2.bc.edu/marian-simion/th406/readings/0420anderson.pdf>

Wed, 8/28: Myth of Tan’gun and the Construction of a “Korean Nation”

- Michael Pettid, “A Brief History of Korea,” pp. 10-24.

Week 2: The Historical Roots of Korean Nationalism

Mon, 9/2 (No class; Labor Day)

Wed, 9/4: Imperialism and Colonization

- Michael Robinson, “Nationalism and the Korean Tradition, 1896-1920: Iconoclasm, Reform, and National Identity,” pp. 35-53.
- Ch’oe, Lee, and de Bary, *Sources of Korean Tradition*, vol. 2, pp. 333-351 (The Nationalist Movement, 1910-1945)

Week 3: Traditional Korea

Mon, 9/9: Korean movie - part 1 **NOTE: Quiz 1 (covering Weeks 1-2)**

- “Hanbok: Korean Dress,” pp. 12-25.

Wed, 9/11: Korean movie - part 2

- Jahyun Kim Haboush, “The Confucianization of Korean Society,” pp. 84-110.

UNIT II. KOREAN CULTURE AND NATIONAL IDENTITY (Weeks 4-7)

What positive and negative political, economic, and cultural effects has Confucianism had on Korea? What roles have language, religion, art, and cuisine played in forming the Korean sense of national identity?

Week 4: Confucianism and Korean Modernity

Mon, 9/16: Confucianism and South Korea **NOTE: 1st film reaction paper due**

- James Palais, “Confucianism and Economic Development in South Korea,” pp. 489–517.
- Watch YouTube on Korean Confucianism <https://www.youtube.com/watch?v=cPSGxnMC3qw>

Wed, 9/18: Confucianism and North Korea

- Jin Woong Kang, “Political Uses of Confucianism in North Korea,” pp. 63–88.

Week 5: Traditional Korean Arts

Mon, 9/23: Traditional Arts and Music **NOTE: Quiz 2 (covering Weeks 3-4)**

- Chan Park, “‘Authentic Audience’ in P’ansori, a Korean Storytelling Tradition,” pp. 270-286.
- “Mask dances,” pp. 78-91.

Wed, 9/25: Taekwondo *Guest lecture by the Grandmasters from Pai’s Taekwondo in Albany, NY

- “Taekwondo,” pp. 92-105.

Week 6: Religions

Mon, 9/30: Korea’s Religious Traditions: Buddhism, Shamanism, Geomancy, Confucianism

- Bumyong Choi, “Religion and Philosophy”

Wed, 10/2: Why did Christianity in Korea spread so rapidly?

- Donald N. Clark, “Christianity in Modern Korea,” in *Rethinking our notion of Asia*, pp. 35-39.

Week 7: Korean Language/Food

Mon, 10/7: Korean *Hangul* **NOTE: Quiz 3 (covering Weeks 5-6)**

- “The Korean language,” pp. 1-13.

Wed, 10/9: Korean Food/Table Etiquette *Guest lecture by Jinah Kim

- “Kimchi and Bulgogi,” pp. 26-43.
- Watch YouTube Clip, “Hansik of the Day,” <https://www.youtube.com/watch?v=L6JHeVsakG4>

Week 8: (MIDTERM REVIEW)

Mon, 10/14: Class suspended (fall break)

Wed, 10/16: **Midterm Review**

Week 9 (MIDTERM)

Mon, 10/21: **Midterm Exam**

Wed, 10/23: TBA

UNIT III. THE QUEST FOR NATIONAL AUTONOMY (Weeks 10-12)

What traumas and hardships have resulted from ongoing civil war among the Korean people? Why did the concept of “self-reliance” (jaju / juche) become so important in the postwar narrative of both Koreas in the 20th century?

Week 10: War and Division (part 1)

Mon, 10/21: Korean War (1950-1953)

- Michael Robinson, *Korea's Twentieth-Century Odyssey*, pp. 100-120 (Ch. 5: “Liberation, Civil War, and Division”).

Wed, 10/23: Korean Divided Families

- Watch “Divided Families Film” (~50 minutes) on YouTube, <https://www.youtube.com/watch?v=u670xNcC2Is>

WEEK 11: War and Division (part 2)

Mon, 10/28: Taegukki – Part I

Wed, 10/30: Taegukki – Part II

Week 12: Korean-American Relations

Mon, 11/4: South Korea’s Complex Alliance with the US **NOTE: Quiz 4 (covering Weeks 10-11)**

- Gi-Wook Shin and Paul Chang, “The Politics of Nationalism in US-Korean Relations,” pp. 119-145.

Wed, 11/6: North Korea and the US / Anti-Americanism in Korea

- Lew Young Ick, “A Historical Overview of Korean Perceptions of the United States: Five Major Stereotypes,” pp. 109-145.
- Donald N. Clark, “Americans and the Development of Civil Society in Modern Korea,” pp. 56-61.

UNIT IV. MODERNIZATION AND DEVELOPMENT (Weeks 13-15)

How was South Korea’s traditional agrarian state transformed into a modernized state? How did the development process impact democratization in South Korea? Why did North Korean-style reform and modernization efforts fail?

WEEK 13: South Korea and “Miracle on the Han River”

Mon, 11/11: South Korea and Postwar Economic Modernization

- Carter Eckert, “Korea’s Transition to Modernity: A Will to Greatness,” pp. 119-154.

Wed, 11/13: The Park Chung Hee Era (1961-1979)

- Nak-chung Pak, “How to Assess the Park Chung Hee Era and Korean Development,” <https://apjif.org/-Nak-chung-Paik/1725/article.html>
- YouTube clip, “How big is Samsung?” <https://www.youtube.com/watch?v=6Afpey7Eldo>

WEEK 14: The Other Side of the Miracle: *Minjung* and the Rise of Civil Society in South Korea

Mon, 11/18: Korean movie – part 1 **NOTE: Quiz 5 (covering Weeks 12-13)**

- Kristen Alice, “May 18, 1980: An eyewitness account of the Gwangju Massacre,” <http://www.koreaobserver.com/may-18th-1980-an-eyewitness-account-of-gwangju-massacre-28666/>

Wed, 11/20: Korean movie – part 2

- Hagen Koo, *Korean Workers: The Culture and Politics of Class Formation*, pp. 126-152 (Ch. 6: “Worker Identity and Consciousness”).

WEEK 15: North Korea Today

Mon, 11/25: Militarism and Failed Modernization ***2nd Film reaction paper due in class***

- Paul French, *North Korea: The Paranoid Peninsula*, pp. 115-137 (Ch. 5: “The Worst of Times: Food, Famine and the Arduous March”).
- Ch’oe, Lee, and de Bary, *Sources of Korean Tradition*, vol. 2, pp. 419-425 (“Kim Il-sŏng and *Chuch’ŏ* Thought in

North Korea”).

Wed, 11/27 (No class; Thanksgiving Break)

Please read over the break:

- Ch'or-hwan Kang and Pierre Rigoulot, *The Aquariums of Pyongyang*, pp. 1-46.

UNIT V. FINAL DEBATE/EXAM ON KOREAN NATIONALISM (Weeks 16-17)

WEEK 16:

Mon, 12/2: **1st Team Debate (Team A vs B)** * NOTE: Quiz 6 (covering Weeks 14-15)

Wed, 12/4: **2nd Team Debate (Team C vs. D)**

Please read for the final exam:

- Hae-Joang Cho, “Reading the Korean Wave as a Sign of Global Shift,” pp. 147–82.
- Yonson Ahn, “Competing Nationalisms: The Mobilization of History and Archaeology in the Korea-China Wars over Koguryo/Gaogouli,” <http://www.japanfocus.org/-Yonson-Ahn/1837>.

WEEK 17: FINAL WEEK:

Mon, 12/9 (Last Day of class): Summary/review for final exam

Tues, 12/17: **Final Exam**, 10:30 AM – 12:30 PM

- See “Fall 2019 Final Examination Schedule”:
https://www.albany.edu/registrar/registrar_assets/Fall_2019_Final_Examination_Schedule.pdf

EAK202 Intermediate Korean 2

Spring 2019

Professor: Andrew Sangpil Byon PhD.

Associate Professor
 East Asian Studies Dept. – HU 213
 State University of New York at Albany
 Albany, NY 12222
 E-mail: abyon@albany.edu

(518) 442-4121 (voice)

(518) 442-4118 (fax)

<http://www.albany.edu/eas/byon.shtml>

Office Hour: Tuesday and Friday 2:30 p.m. - 3:30 p.m. or by an appointment

Associate Instructor: Jinyoung Kang Mason M.A.

Office: HU-265 (phone 442-4117)

E-mail: jkmason@albany.edu

Office Hour: MW 9:00 a.m.– 10:00 a.m. or by an appointment

Class meetings:

Lecture: TTH 10:15AM - 11:35AM (PC263) (9852)

Drill: MW 10:25AM – 11:20AM (PH123) (9854)

I. Course Objectives and goals:

EAK202 is the second half of the second year Korean. The objective of this course is to equip students with skills in speaking, listening, reading, and writing at intermediate level in Korean. Classes are divided into two parts: Two days of lecture on Tuesday and Thursday by Prof. Byon, and two days of drill section on Monday and Wednesday by Ms. Kang.

- Lectures will focus on reading and writing skills. In addition, they will include explanations of target conversational patterns in grammatical and pragmatic terms.
- Drill sections will focus on listening and speaking skills. These sections will provide students with various communicative/task-based learning opportunities to practice target learning points.

At the end of the semester, the Students should be able to:

- express complex relations between events, such as cause, reason, purpose, condition, concession, intention, background, etc.
- command a narrative discourse on personal experience;
- express their ideas into written language with more accurate spellings and punctuations;
- understand better on culture and cultural aspects of Korea

2. Textbooks (available at Campus bookstore)

1. Main textbook: *Integrated Korean: Intermediate 2* (second edition) University of Hawaii Press
2. Workbook: *Integrated Korean: Intermediate 2* (second edition) University of Hawaii Press

3. Requirements of class participation and classroom decorum:

Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class activities/exercises.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.

4. Student with disabilities

I ask any student with a documented disability and needing academic accommodations or other adjustments to speak with me at the start of the semester. All discussions will remain confidential. For more information, please visit Disability Resource Center (<http://www.albany.edu/disability/index.shtml>).

5. Academic integrity

“Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013)

http://www.albany.edu/undergraduate_bulletin/regulations.html

6. Grading

Homework Assignments	10%
Weekly quizzes	25%
Two Mid-terms	20%
Oral performance	15%
Participation	10%
Final (speaking, listening, reading, & take home composition)	20%

Homework Assignments are due at the beginning of the class on the day specified as deadline. Each workbook homework must be handed in a separate sheet; please make sure you put the HW #, date/day, as well as you name (**Late homework** will be given only a partial credits, and it must be handed in within a week from the deadline: the homework submitted after a class is counted as a late homework).

Quizzes: There will be weekly vocab. & dictation quizzes. Also, the students must participate the self-assessment quiz on the Quizlet AND studying the flashcard. (Please sign up through this link: <https://quizlet.com/join/3CyHKsE2T>)

Your participation on this Quizlet will be monitored throughout the semester and will be graded.

Oral performance:

There will be two oral performances:

1. Student's presentation: cultural exploration - 5%
 - You can work on any topics on Korea/Korean. Guidelines and samples will be given to you in class. You are required to discuss a topic with the instructor prior to your presentation in order to avoid duplicate topics with your classmates.
2. Skit: 10%
 - You will work with a group of 3 people to act out a script that you have made.
 - Try to use as many new vocabulary and grammar points as possible. Refer to the Skit Presentation Guideline for more details at www.albany.edu/Korean/skit202.html

Participation: The students are expected to fully participate in all the in- class and the out-of-class activities including writing activities, presentations, discussions, pair or group activities, and the occasional Padlet postings in a respectful manner.

Attendance and Class activities: You are supposed to attend each class (both lecture and recitation). Attendance check will be strictly enforced; extremely low attendance may lower your final grade, unless a written proof of inevitable circumstance is provided; **Each absence beyond five will result in a reduction of the student's final letter grade by one level (e.g., A to A-),** and this continues for each successive absence as well. Tardiness is also not acceptable and considered inappropriate behavior. **Three repeated lateness will be considered as an absence.**

The grading will be standard (not based on a curve).

93 - 100 A	76 - 79.9 C+		
90 - 92.9 A-	73 - 75.9 C		
	70 - 72.9 C-		
86 - 89.9 B+			
83 - 85.9 B	69 - 69.9 D+	63 - 65.9 D	60 - 62.9 D-
80 - 82.9 B-	59.9 - 0 E		

- * The percentage of each category may be adjusted a little but not drastically, if the instructor will find it necessary and reasonable to do so.
- * No make-up will be allowed in any part of this course / assignments submitted late will receive only partial credits.
- * Students taking the course on a CR/NC basis must achieve at least 70% overall average to receive credit (CR).

There will be no make-up exam unless provided with a written proof for a justifiable reason. In case a make-up exam is granted, it must be done within a week from the original exam date. Students' progress will be monitored and considered for the final grade, especially for the border line cases.

📄 For the detailed course schedule for the semester, refer to the class website at www.albany.edu/Korean/eak202.html. Please visit the website periodically to check if there are any changes in the schedule (e.g., quiz dates, assignment deadlines, etc.)

EAK302

Advanced Korean 2

Spring 2018

Call Number 10332 / 3 credits

Class meeting time & location:
M W F 1:40-2:35 PM BB #217

Instructor: Jinyoung Kang Mason, MA

E-mail: jkmason@albany.edu

Office: HU- 265

Office Hour: M W 9:20-10:20 AM or by appointment(s)



General Education: This course fulfills the general education category International Perspectives by meeting learning objectives focused on a “region beyond Europe.” Such courses enable students to demonstrate:

1. knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond the United States. 2. an understanding of the region from the perspective of its people(s). 3. an ability to analyze and contextualize cultural and historical materials relevant to the region. 4. an ability to locate and identify distinctive geographical features of the region. 5. an understanding of the economic, political, historical, and cultural relationships between different world regions resulting from contact, interaction, and/or influence.

1. Prerequisites:

The completion of EAK 301: Anyone who has not completed Korean 301 at this university must be approved by the instructor.

2. Objective

This is the second semester of third year Korean-as-a foreign language (KFL) course, and is designed to develop their language skills in four areas: speaking, listening, reading, and writing-in Korean at the third year KFL level. It covers grammar and vocabulary, reading comprehension, fluency, conversation, manners, and public speaking. Emphasis will be on the appropriate use of Korean in a variety of situations including schools, companies, and formal/informal meetings. This course also enables students to understand Korean culture and history and to develop cross-cultural insights by comparing Korean society with US society. Korean history, image of Korea, and current social trends in Korea will be discussed for a solid understanding of Korean culture in which Korean language is embedded.

3. Course Description:

The class meets three times a week: Mon, Wednesday, and Friday. The Friday class will solely emphasize on students’ needs and improvements*

4. Student Responsibilities:

This is your opportunity to get the most you can out of this classroom experience. The professor assumes that all students are in this advanced class because their motivation is high. Such errors as excessive absence, tardiness, or homework not completed only detract from the learning experience and make it harder to complete the course successfully. This class will move quickly, and students are cautioned against falling behind. Students are expected to attend ALL classes (every student has to sign his/her individual sign-sheet prior to class). NO unexcused absences will be permitted; there will be no review of materials for the students who miss the class(es). Unexcused absence beyond three will result in a reduction of the student's final grade by one level (e.g., A-becomes B+), and this continues for each successive absence as well. Tardiness is also not acceptable and considered inappropriate behavior in a university classroom. Three repeated lateness (e.g., ten minutes) will be counted as an absence. On the contrary, the student who have a perfect attendance will be awarded 3% of total grade (e.g, 87 becomes 90). The prepared work you bring to class counts in the form of daily preparation for reading, written essays, translations, quizzes and oral presentations constitute considerable portion of your grade. Turning in your assignments late will result in lower grades, and missing class is no excuse for not preparing an assignment. When absent, it is the student's responsibility to find out what has been assigned and to turn it in on the same day as the other students.

The Final Exam will consist of an oral interview, listening comprehension, written grammar usage, reading comprehension, and a take-home composition .

5. Course requirement

Homework Assignments	20%
Self-Vocab. & Dictation quizzes **	20%
Mid-terms	10%
Two Oral performance	15%
Participation	10%
Final	25%

6. Textbooks:

Required: Yonsei Korean - 연세한국어 3-2 (English version)

Paperback:210 pages

Publisher:Yonsei University Press; Pap/Cdr B1 edition (March 5, 2013)

Language:Korean

ISBN-10: 8997578847

ISBN-13: 978-8997578849

https://www.amazon.com/Yonsei-Korean-ENGLISH-VERSION-English/dp/8997578847/ref=sr_1_sc_3?ie=UTF8&qid=1515101303&sr=8-3-spell&keywords=yonse+korean+english

Required: Yonsei Korean Workbook- 연세 한국어 활용연습 3-2 ***



**AEAK 389/AHIS 389:
History of Modern Korea
Spring 2019
MWF 12:35-1:30 PM
Location: FA0126**

Course # 9855 / 9856

Instructor:

Peter Banseok Kwon, Ph.D.

Assistant Professor of Korean Studies

Department of East Asian Studies, UAlbany, SUNY

Office: Humanities 240

Email: pbkwon@albany.edu

Phone: 518-442-4124

Office Hours: Wed 4:30-5:30, Fri 1:45-2:45 and by appt, Humanities 240

I. COURSE DESCRIPTION

The central aim of this course is to analyze the key political, social, military, economic and cultural issues of modern Korean history, from the 19th century to the present. Topics examined include late-19th century imperialism, Japanese colonization (1910-1945), national division and war (1945-1953), South Korea's economic development (1960s-1970s), democratization after 1980, North Korea's militarization, and current US-Korea relations. The class uses English-language translations of all sources. No knowledge of Korean is required. No prerequisite.

This course is based on reading, lectures, and interactive discussion to introduce the main historical events and key debates of modern Korean history. The goal is to offer students essential tools of historical inquiry for analyzing patterns in Korean history with comparative and contrasting examples of other nations.

II. REQUIREMENTS OF CLASS PARTICIPATION & CLASSROOM DECORUM

Participation in classroom activities is an important requirement of the course. To demonstrate your engagement, you must conform to the following ground rules:

1. Arrive on time.
2. Refrain from leaving the room once class has begun, except in unavoidable emergencies.
3. Actively participate in class exercises and discussions.
4. Remove earphones and ear buds from your ears.
5. NO computers, tablets or phones are to be used during class unless specifically required.
6. Unauthorized reproduction of any course material or uploading it to any website is a violation of academic integrity.
7. Students must inform the instructor prior to class if they need to miss a class. A student's final grade in the class will be penalized by a third of a grade (e.g., from B to B-) after his or her fourth unexcused absence, and an additional third of a grade with each unexcused absence thereafter.

III. GRADING POLICIES

Categories	Grading %	Dates (subject to change)	Instructions
1. Lecture attendance and discussion	20 % (10% for attendance) and 10%	Attendance will be taken every day.	Instruction requires more than passive listening, observing and memorization, although these modalities are also important. Students must actively participate to receive full credit for the course.

	for discussion)		No extensions, substitutions, make-ups, etc., will be allowed, except in extremely unusual circumstances or serious illness (verified in writing by a licensed physician or approved health provider). Students must inform the instructor in advance if they need to miss class. If it is necessary to miss class for medical reasons, see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicalexexcuse.shtm
2. Weekly Short Response Papers	20%		A short response paper (500 words or less) based on the week's assigned readings and lectures must be posted on the course website by each Thursday at 8 PM.
3. Class Presentation	5%	Mon, 5/6 and Wed, 5/8	Each student will be asked to do a 15-minute PPT presentation, either individually or in groups (at least 2 people), that will explore selected topics in the syllabus (see "Course Schedule" below).
4. Midterm	25%		For the midterm, a historical debate will be assigned, and students will be asked to cover both sides of the debate issue in a balanced presentation. 1. One Take-home Midterm Essay (20% of total grade): <ul style="list-style-type: none"> The written exam will consist of an analytical essay of 5 double-spaced pages in length 2. Team Debate (5% of grade): <ul style="list-style-type: none"> The class will be divided into different teams for an in-class debate.
5. Take-home Final Exam	30%	Mon, 5/13	Questions for the final exam will be distributed in class on the last day of the course, Wed, 5/8. <ul style="list-style-type: none"> Students must submit exams as email attachments with file name, "yourlastname_EAK389.doc(x)," to pbkwon@albany.edu, by 8 PM on Monday, 5/13. For any exam submitted late, from the final score, a penalty will be deducted as follows: one-third of a grade per every 24 hours or portion thereof past the due date and time (<i>i.e.</i>, A to A-, B+ to B). Thus, for example, an "A" paper that is submitted at 9:00 PM on Monday would receive an A-; a paper submitted at 9PM on Tuesday (5/14) would receive a "B+" (down two-thirds of a grade). Please see instructions below under "Guidance on Writing Papers and Citing Sources."

***GUIDANCE ON WRITING PAPERS AND CITING SOURCES:**

- All papers, including your midterm and final papers, should be printed with an essay cover page, should use a 12-point font (TIMES NEW ROMAN), be double-spaced, and have a 1-inch margin.
- Footnotes should follow the *Chicago-Style Citation Quick Guide* and a bibliography of works cited in the footnotes should be appended. For guidance on citations, see <https://www.albany.edu/eas/writing%20papers%20in%20east%20asian%20studies.pdf>

Letter grades are assigned according to the following scale:

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	E	below 60

Work never turned in counts as a zero (0).

- Students must complete all work on time. No extensions, substitutions, make-ups, etc., will be allowed except in extremely unusual circumstances or serious illness (verified in writing by a doctor or relevant authority).
- There will be no extra-credit assignments and no grading curves. A grade of "Incomplete" can be considered only for absolute emergencies (death in the family, extreme illness, etc.).

IV. STUDENTS WITH DISABILITIES

- I ask any student with a documented disability and needing academic accommodations or other adjustments to speak with me at the start of the semester. All discussions will remain confidential. For more information, please visit Disability Resource Center (<http://www.albany.edu/disability/index.shtml>).

V. ACADEMIC INTEGRITY

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013) http://www.albany.edu/undergraduate_bulletin/regulations.html

VI. READING MATERIALS

The following books are required for the course and can be found in the UAlbany Bookstore

(<https://tinyurl.com/W19-AEAK-389-9855> and <https://tinyurl.com/W19-AHIS-389-9856>):

- Michael E. Robinson. *Korea’s Twentieth-Century Odyssey: A Short History*. Honolulu: University of Hawai’i Press, 2007.
- Ch’oe, Yŏnggho, Peter H. Lee and Wm. Theodore de Bary, eds., *Sources of Korean Tradition*, Vol. 2: *From the Sixteenth to the Twentieth Centuries*. New York: Columbia University Press, 2000.
- All other required readings are available via the course’s Blackboard page.

COURSE SCHEDULE (subject to revision)

UNIT I: THE OPENING OF KOREA (1876-1910)

WEEK 1

Wed, 1/23 – Introduction

- Palais, “Stability in Yi Dynasty Korea: Equilibrium Systems and Marginal Adjustment,” pp. 1-18.

Fri, 1/25 – Late Chosŏn Dynasty

- Ch’oe, Lee, and de Bary, *Sources of Korean Tradition 2*, pp. 3-17; 143-144; 157-171.

WEEK 2

Mon, 1/28 – Imperialism

- Robinson, *Korea’s Twentieth-Century Odyssey*, pp. 8-23 (up to “The Korean Enlightenment and the Origins of Korean Nationalism”).

Wed, 1/30 – Resistance

- Ch’oe, Lee, and de Bary, *Sources of Korean Tradition 2*, pp. 235-244 (The Defense of Confucian Orthodoxy); 262-272 (The 1894 Uprising)

Fri, 2/1 – Discussion

WEEK 3

Mon, 2/4 – Reform

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 23-35.
- Ch'oe, Lee, and de Bary, *Sources of Korean Tradition 2*, pp. 248-253 (Yu Kilchun); 272-276 (Reforms from Above, 1894-1895)

Wed, 2/6 – Transformations

- Ch'oe, Lee, and de Bary, *Sources of Korean Tradition 2*, pp. 278-288 (*The Independent and the Independence Club*); 295-301 (*The Patriotic Enlightenment Movement*)

Fri, 2/8 – Discussion

UNIT II. COLONIALISM (1910-1945)

WEEK 4

Mon, 2/11 – Japanese Colonial Policies

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 36-55 (Colonial State and Society)

Wed, 2/13 – Resistance / Collaboration

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 56-75 (Class and Nation in Colonial Korea)

Fri, 2/15 – Discussion

WEEK 5

Mon, 2/18 – Transformations, Atrocities, and Colonial Modernity

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 76-99 (Colonial Modernity, Assimilation and War)

Wed, 2/20 – Japanese Wartime Mobilization of Korea

- Carter Eckert, "Total War, Industrialization and Social Change in Late Colonial Korea," pp. 3-39

Fri, 2/22 – Discussion: What is colonial modernity?

- Tae-hern Jung, Economic Features of Colonial Modernity in Modern Korea," pp. 39-62.

UNIT III. DIVISION AND WAR (1945-1953)

WEEK 6

Mon, 2/25 – The Cold War Environment and National Division **NOTE: Midterm prompt will be distributed in class**

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 100-120 (Ch. 5: Liberation, Civil War and Division)

Wed, 2/27 – Foreign Occupations in North and South

- Andrei Lankov, *From Stalin to Kim Il Sung*, pp. 1-48 (Ch. 1)

Fri, 3/1 – Discussion: Why was Korea divided?

WEEK 7

Mon, 3/4 – The Korean War (1)

- Kathryn Weathersby, "Korea, 1949-1950: To Attack or Not to Attack – Stalin, Kim Il Sung, and the Prelude to War," pp. 1-9.

Wed, 3/6 – The Korean War (2)

- Weathersby, "Should We Fear This? Stalin and the Danger of War with America," pp. 1-20.

Fri, 3/8 – Discussion: Who was responsible for the Korean War?

- Weathersby, "New Russian Documents on the Korean War." *CWIHP* (1995/96)
- "Bruce Cumings's reply to Weathersby" (see Blackboard for download)

WEEK 8: MIDTERM WEEK

Mon, 3/11 - Team Meeting

Wed, 3/13 - Midterm Debate: Team A vs. Team B

Fri, 3/15 - Midterm Debate: Team C vs. Team D NOTE: Midterm papers are due in class.

WEEK 9 (Spring break / Classes Suspended)

Mon, 3/18 – Spring recess

Wed, 3/20 – Spring recess

Fri, 3/22 – Spring recess

UNIT IV: NATION-BUILDING IN NORTH AND SOUTH (1953-PRESENT)

WEEK 10

Mon, 3/25 – Nation-building in the North: The Nation of Kim Il Sung

- Robinson, *Korea's Twenty-Century Odyssey*, pp. 146-166 (Ch. 7: Going it Alone: The DPRK 1953-present)
- Ch'oe, Lee, and de Bary. *Sources of Korean Tradition*, vol. 2, pp. 419-425 (“Kim Ilŏng and *Chuch'e* Thought in North Korea”)

Wed, 3/27 – Nation-building in the North (2)

- Young-Soon Chung, “The Resurrection of Confucianism in North Korea.” *The Review of Korean Studies* vol. 13, no. 3 (2010), pp. 65–85.

Fri, 3/29 – Discussion

WEEK 11

Mon, 4/1– Crises in the Northern System / Security and Human Rights in North Korea

- Lankov, Kwak, and Cho, “The Organizational Life: Daily Surveillance and Daily Resistance in North Korea,” pp. 193-214.
- See YouTube Video, “My Escape from North Korea.” 20 March 2013.
<https://www.youtube.com/watch?v=PdxPCeWw75k>

Wed, 4/3 – Peter Kwon conference travel

- Korean historical movie – part 1

Fri, 4/5 – Peter Kwon conference travel

- Korean historical movie – part 2

WEEK 12

Mon, 4/8 – Nation-building in the South (1)

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 121-145 (Ch. 6: Political and Economic Development in South Korea)

Wed, 4/10 – Nation-building in the South (2)

- Cho'e, Lee, de Bary, *Sources of Korean Tradition 2*, pp. 395-400 (Pak Chŏnghŭi and Economic Development in South Korea)
- Hyung-A Kim, “Industrial Warriors: South Korea's First Generation of Industrial Workers in Post-Developmental Korea,” pp. 577-595.

Fri, 4/12 – Debate on “dependency/free rider theory”

WEEK 13

Mon, 4/15 – East Asian Developmental State vs. South Korea

- Eun Mee Kim, “Contradictions and Limits of a Developmental State: With Illustrations from the South Korean Case,” pp. 228-249.

Wed, 4/17 – Military and Modernization: The “Korean” Model of Economic Development

- Peter B. Kwon, “Mars and Manna: Defense Industry and the Economic Transformation of Korea under Park Chung Hee,” pp. 15-46.

Fri, 4/19 – Discussion: Describe the Korean model of economic development, noting pros and cons of the way it was carried out.

WEEK 14

Mon, 4/22 – Democratization in the South

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 167-181 (Democratization in South Korea, 1987-2000)

Wed, 4/24 – 1987 Kwangju Massacre and Protest Culture in Korea

- Tim Warnberg, “The Kwangju Uprising: An Inside View,” pp. 33-57.

Fri, 4/26 – Discussion: How did the state-society relationship evolve from the 1970s?

- Nan Kim, “Candlelight and the Yellow Ribbon: Catalyzing Re-Democratization in South Korea” <https://apjff.org/2017/14/Kim.html>

UNIT V: THE TWO KOREAS

WEEK 15: The United States and the Two Koreas

Mon, 4/29 – The Cold War US-ROK Relations

- Peter Hayes and Chung-in Moon. “Park Chung Hee, the CIA and the Bomb.” pp. 46-58. <https://nautilus.org/napsnet/napsnet-special-reports/park-chung-hee-the-cia-and-the-bomb/>
- In-class primary source analysis: US Dept. of State Memorandum. “Sale of Rocket Propulsion Technology to South Korea.” 4 February 1975. <http://digitalarchive.wilsoncenter.org/document/114634>

Wed 5/1 – North Korean nuclear stand-off

- Balaz Szalontai and Sergey Radchenko, “North Korea’s Efforts to Acquire Nuclear Technology and Nuclear Weapons: Evidence from Russia and Hungarian Archives,” *Cold War International History Project*, pp. 1-30.
- Chronology of U.S.-North Korean Nuclear and Missile Diplomacy, Latest ACA Resources (<http://www.armscontrol.org/factsheets/dprkchron>). Updated October 2018.

Fri, 5/3 Discussion: Which was the more revolutionary state – South Korea or North Korea?

- Robinson, *Korea's Twentieth-Century Odyssey*, pp. 167-181 (Untying the Korean Knot)

WEEK 16: FINAL WEEK

Mon, 5/6 – Research presentations I

Wed, 5/8 (last day of class): Research presentations II **NOTE: Final exam questions will be distributed in class**

Mon, 5/13 - TAKE-HOME FINAL EXAM DUE AT 8:00 PM. NOTE: Submit your paper as an email attachment with the file name, “yourlastname_389.doc(x),” to Prof. Kwon.

EAS 140L
COURSE INTRODUCTION AND SYLLABUS
Introduction to East Asian Cinema: Fall 2019, Second Quarter (8W2), Class #7866

Meeting Time/Place: Monday and Wednesday, Humanities 132, 5:45-8:35 PM

Instructor: Jim Hargett, Hum. 254C, 442-4233

E-mail: James.Hargett@gmail.com

Office Hours: Monday and Wednesday, 2:00-2:45 PM or by appointment.

Course Description and Introduction

This is introductory film class on East Asian cinema, this semester focusing on documentary films concerning modern and contemporary China. The main goal of the class is to help you understand some of the key issues that China and the Chinese people face in the country's current transition to a world superpower. We will accomplish these goals by (1) viewing several representative documentary films; (2) attending class lectures and participating in class discussions.

What Will You Learn in This Course?

In many ways, cinematic texts are mirrors. That is to say, in addition to providing entertainment, films also reflect social, political, cultural, and economic issues and concerns. In this course you will be taught how to identify, decode, and understand these issues as they appear in the films considered this semester.

Class Organization

The class will meet twice weekly. Typically, during the first session (Monday) we will view a film. The second class (Wednesday) will be devoted to discussing and decoding the film, with attention paid to major (and recurrent) themes and images. Background details (historical, cultural, and so on) will be provided by the instructor as needed. With the exception of the documentary *China Blue*, copies of the films viewed in the course will **not** be available on reserve in the library or from the instructor, so attendance is essential.

Prerequisites: None. This is a survey course open to anyone. No previous knowledge of China or East Asia is required.

Required textbook: None. There is no textbook for this class.

Grading: Grading: Your final grade will be determined by (1) your attendance, your preparation, and your contributions to class discussions (33.3%); (2) your grade on the mid-term exam (33.3%); and (3) your grade on the final exam (33.3%).

Attendance and Makeups: Students are expected to attend all classes. Makeups for missed work will be given only if the absence was due to a **documented** medical or personal emergency. If possible, consult with the instructor before the absence.

Academic Integrity: The discovery of any cheating (including plagiarism or shared work of any

kind) will result in (1) immediate expulsion from the course with a failing grade; and (2) a report to appropriate SUNY officials. Appeals may be made through appropriate channels.

Food, Drink, and Cell Phones: Please do not bring any food or drinks to our class meetings. Also, please turn off your cell phone during class.

How to do well in this course: (1) complete all assignments on time; (2) view the films carefully (Take notes! You may want to bring a small flashlight to class to facilitate note taking); (3) attend class regularly (again, take detailed notes!); (4) do not come to class late (the teacher *really, really dislikes* late arrivals because they disrupt the class); (5) actively participate in classroom discussions (this means raise your hand and say something intelligent!)

- W 16 Oct: Lecture and discussion: China and Its Construction of Islands in the South China Sea (for tonight's class we will look at several video clips concerning China's island-building efforts in the South China Sea.
- M 21 Oct: Tonight we will watch and discuss a video on YouTube, which is a discussion and debate on the question: "Can China Rise Peacefully?" The main speakers are Professor John Meirsheimer (JM), University of Chicago, and Professor Yan Xuetong (YXT) (Yán Xuétōng 阎学通), Tsinghua University, Beijing. Here is the link for the video: <https://www.youtube.com/watch?v=wBrA2TDcNto>
- W 23 Oct: BBC Documentary: *How China Fooled the World*
Here is the link: <https://www.youtube.com/watch?v=cwiEKVrZFWc>
- M 28 Oct: Discussion of the "Can China Rise Peacefully?"
- W 30 Oct: *China Blue* (2005)
[University Library Media / DVD \[at Circulation Desk first floor\]: HD 6073 C62 D45V 2006](#)
- M 4 Nov: Discussion of *China Blue*
- W 6 Nov: **Midterm Exam**
- M 11 Nov: No class. Thanksgiving.
- W 13 Nov: *Last Train Home* (归途列车) (2009)
- M 18 Nov: Discussion of *Last Train Home*
- W 20 Nov: *Up the Yangtze* (2007)
- M 25 Nov: Discussion of *Up the Yangtze*
- W 27 Nov: No class (Thanksgiving)
- M 2 Dec: Assignment to be announced.
- W 4 Dec: Assignment to be announced.
- M 9 Dec: The Trade War between the U.S. and China

Final Exam: Monday 16 December, 5:45pm – 7:45pm, Humanities 132. Please do not ask to take the exam early because you have booked a flight before 16 December. No. Everyone must take the scheduled exam on 16 December.

08082019

East Asia: Its Culture and History

Instructor: Charles Hartman	Office Hours: By Appointment
E-mail: chartman@albany.edu	Office: Humanities 245
Class Time: Asynchronous	Classroom: Fully Online

This introductory course surveys the major countries of the East Asian region (China, Japan and Korea) and their national and transnational cultures and heritages. The East Asian region has a long history and is becoming increasingly significant in the 21st century. This course focuses on the major elements of the culture(s) in the region through a primarily historical perspective. It introduces various aspects of the East Asian heritages such as language, philosophy, religion, and art through an interdisciplinary approach. In so doing, the course will answer some of the most basic questions concerning “culture,” among them how peoples in the region view themselves and each other, how they think about the world, how they interact with each other, what they produced and valued through the centuries. This course fulfills the General Education category of *Humanities* and *International Perspectives*. This lecture-intensive course is taught in English, and no knowledge of Chinese, Japanese or Korean languages is required.

General Education:

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

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.

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.

This course fulfills the general education category **International Perspectives** by meeting learning objectives focused on a “region beyond Europe.” Such courses enable students to demonstrate:

1. knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America.
2. an understanding of the region from the perspective of its people(s).
3. an ability to analyze and contextualize cultural and historical materials relevant to the region.

This asynchronous class is presented through the Blackboard Learn learning management system. All readings, homework assignments, and exams are done through Blackboard. No physical textbook is required.

Course Objectives

In line with the General Education guidelines (<http://www.albany.edu/generaleducation/>), students will learn about the distinctive cultural and historical features of the East Asian region and its component nations; acquire an understanding of the East Asian region from the perspective of its various peoples; learn to analyze and contextualize cultural and historical materials from the region; and be able to locate and identify distinctive geographical features of the region (International Perspectives).

Course Requirements and Policies

- Completion of the map assignment (5%); viewing all lectures and completing all readings, assessed through 27 daily homework assignments (55%); a midterm exam (20%) and a final exam (20%). Students must complete all homework assignments by 11:59PM on the date indicated in the syllabus below and on the Blackboard calendar. We suggest completing assignments immediately after you watch the assignment and do the reading, rather than waiting until before the hard deadline. It is to your benefit to follow the suggested schedule.
- **There will be no curve. There will be no extra credit assignments.** Even if you ask. We keep a close eye on your grades, but proceed with the above conditions in mind. No late assignments will be accepted, and no make-up exams will be allowed except in case of emergency (death in the family, extreme illness). All requests must come with written documentation. In the event of a technical glitch, the instructor has final discretion involving student retakes and make-ups. **Please understand that these conditions will be adhered to stringently in this online course format and the syllabus will be the reference point by which such requests will be considered.**
- This syllabus is a non-negotiable contract. We agree to teach the topics listed in the course syllabus, and to assess you fairly on assessment criteria. By participating in this course, you agree to take part in and engage with the course material and to submit your work for assessment, as well as to complete this work fully and to the best of your ability, or to accept responsibility for not completing the work. We consider a grade of “Incomplete” to be for documented emergencies, *not* for students who fail to plan ahead.
- If you have a documented disability with the Disability Resource Center and wish to request accommodation, please disclose to the instructor within the first two weeks of class. All

discussions are confidential.

Grade Scale

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.

Course Guidelines and Suggestions

General information:

- **Use Mozilla Firefox.** Students have lost hours of work using Blackboard with Internet Explorer and Chrome. **Use Firefox to ensure this does not happen to you.**
- All due dates and may be viewed in two places on the course website: The “Due Today” section on the course homepage, and the Calendar, accessible from the sidebar. The “Due Today” section is occasionally glitchy, so it is your responsibility to confirm all due dates on the Calendar section of the Blackboard website or the syllabus.
- Once due dates have passed, your grades, as well as the results of your homework assignments, may be viewed in the My Grades section of the Blackboard website. Exam results will not be released online, and may be viewed in person only.

Course videos:

- All course videos may be accessed through the Blackboard website. All videos are streamed through YouTube, but are unlisted on that website. It is your responsibility to make sure you are in a location with a reliable Internet connection and can view the videos. Failure to complete assignments because of an inability to view the course lectures is unacceptable.

Homework assignments and exams:

- It is our expectation that you will complete the homework assignments and exams **without** assistance from others, although you are permitted to access the course materials while working on them. In order to maintain fairness and to deter unauthorized collaboration, all assignments and exams must be completed in one attempt. You must answer the questions in the order that they appear, and cannot backtrack once you have answered a question.
- All homework assignments have a time limit of 20 minutes. All exams have a time limit of 80 minutes. While question types are standard, a reminder that multiple answer questions deduct negative credit for incorrect answers.
- In the event of a Blackboard glitch, make sure you are using Firefox rather than another browser. You may try to log out and log back in, restart your computer, reset your Internet connection and try again. Blackboard will take you back to where you left off in the homework assignment. **Please note that the timer will continue to count down during this process, and there is no concession for that.**
- Exams must be begun in the designated time period announced by the instructor, regardless of the due date on Blackboard. In the event of an exam, a later due date may be selected to ensure that students who start the exam towards the end of the designated time period will not have their results disqualified. **This due date is not the same as the designated time period for beginning the exam, and will not be used in granting leniency for a late start or a missed start for an exam.**

Below is a grid of the course units, the associated readings, and the related homework assignments.

They appear here the same order that they do on Blackboard. We have included approximate lengths for each lecture, to give you an idea of how much time to set aside for that part of the unit. Reading selections come from a variety of sources, including the following:

Bowring, Richard John, and Peter F. Kornicki. *The Cambridge Encyclopedia of Japan*. New York: Cambridge University Press, 1993.

Chōng, Yang-mo, and Judith G. Smith. *Arts of Korea*. New York: Metropolitan Museum of Art, 1998.

Earhart, H. Byron. *Japanese Religion, Unity and Diversity*. Belmont, Calif: Wadsworth Pub. Co, 1982.

Ebrey, Patricia Buckley, Anne Walthall, and James B. Palais. *East Asia: A Cultural, Social, and Political History*. Boston: Houghton Mifflin, 2006.

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. Cambridge: Cambridge University Press, 2010.

Gardner, Daniel K. *Confucianism A Very Short Introduction*. Oxford: Oxford University Press, 2014.

Jacobs, Andrew. "Xinjiang Seethes Under Chinese Crackdown." *The New York Times*, January 3, 2016.

Jacobs, Andrew, "Manchu, Former Empire's Language, Hangs on at China's Edge." *The New York Times*, January 12, 2016.

Keown, Damien. *Buddhism: A Very Short Introduction*. Oxford: Oxford University Press, 1996.

Kōdansha. *Kodansha Encyclopedia of Japan*. Tokyo: Kodansha, 1983.

Korea (South). *A Handbook of Korea*. [Seoul, Korea]: Korean Overseas Information Service, 1998.

Leibo, Steven A. *East and Southeast Asia, 2007*. Harpers Ferry, WV: Stryker-Post Publications, 2007.

Mair, Victor H. *The Columbia Anthology of Traditional Chinese Literature*. New York: Columbia University Press, 1994.

Reischauer, Edwin O., and Edwin O. Reischauer. *The Japanese Today: Change and Continuity*. Cambridge, Mass: Belknap Press, 1988.

Robinson, Richard H., Willard L. Johnson, Ṭhānissaro, and Richard H. Robinson. *Buddhist Religions: A Historical Introduction*. Belmont, CA: Wadsworth/Thomson, 2005.

Schipper, Kristofer Marinus. *The Taoist Body*. Berkeley: University of California Press, 1993.

Seth, Michael J. *A History of Korea From Antiquity to the Present*. Lanham: Rowman & Littlefield, 2011.

Shaughnessy, Edward L. *China: Empire and Civilization*. Oxford: Oxford University Press, 2000.

Sohn, Ho-min, Sang Yee Cheon, and Hee-Jeong Jeong. *Essentials of Korean Culture = Han'guk Munhwa Ŭi Ihae*. 2014.

Smith, Warren W. *Confucianism in Modern Japan; A Study of Conservatism in Japanese Intellectual History*. Tokyo: Hokuseido Press, 1973.

Totman, Conrad D. *A History of Japan*. Malden, Mass: Blackwell Publishers, 2000.

Wong, Edward. "Tibetans Fight to Salvage Fading Culture in China" *New York Times*, November 28, 2015.

Yang, Key P., and Gregory Henderson. 1958. "An Outline History of Korean Confucianism: Part I: The Early Period and Yi Factionalism". *The Journal of Asian Studies* 18 (1). Association for Asian Studies: 81–101. doi:10.2307/2941288.

Yang, Key P., and Gregory Henderson. 1959. "An Outline History of Korean Confucianism: Part II: The Schools of Yi Confucianism". *The Journal of Asian Studies* 18 (2). Association for Asian Studies: 259–76. doi:10.2307/2941686.

	Topic/Lecture	Reading	Related Homework
1/23	Course Introduction (23 mins.)	None	Course Survey Syllabus Quiz (1/24)
1/24	General Introduction to East Asia (30 mins.)	"World Factbook" webpages on China, Japan, and Korea	Introduction to East Asia (1/29)
1/25	Geography of China (45 mins.)	Shaughnessy, 12-23	Map Assignment (this covers all of East Asia) (2/1)
1/29	Geography of Japan (36 mins.)	Totman, "Geology, Climate, and Biota" 11-19	
1/29	Geography of Korea (12 mins.)	<i>A Handbook of Korea</i> , "The Country" 10-20	
2/1	People of China (55 mins.) Language of China (41 mins.)	<i>Encyclopedia Britannica</i> , "Chinese Languages"; Shaughnessy, "Family and Society" 56-67 and Jacobs, "Xinjiang Seethes Under Chinese Crackdown" & "Manchu, Former Empire's Language, Hangs on at China's Edge"	People and Language of China (2/5)

2/5	People of Japan (22 mins.) Language of Japan (45 mins.)	Reischauer, "Isolation" 31-36 and "Language" 381-388	People and Language of Japan (2/8)
2/5	People of Korea (15 mins.) Language of Korea (16 mins.)	<i>A Handbook of Korea</i> , "People and Language" 40-47	People and Language of Korea (2/8)
2/8	Chronology of China (75 mins.)	Shaughnessy, 24-55	Chronology of China (2/12)
2/12	Chronology of Japan (47 mins.)	Leibo, "History" 64-72	Chronology of Japan (2/15)
2/15	Chronology of Korea (27 mins.)	Chŏng, "Profile of the Korean Past" 11, 15-38	Chronology of Korea (2/19)
2/19	Religious Daoism and Divinities in China (54 mins.)	Shaughnessy 136-145; Schipper, 1-5, 20-43, 100-112	Divinities of China (2/22)
2/22	Shintoism and Daoism in Japan (44 mins.)	Earhart, "The Formation of Shinto" 29-38 and "Religious Daoism" 55-58	Divinities in Japan and Korea (2/26)
	Shamanism and Daoism in Korea (incorporated with the above)	Sohn, "Religion and Philosophy"	
2/26	Confucianism in China (72 mins.)	Gardner, "Confucius and his Legacy" 1-47 and "The Reorientation of the Confucian Tradition after 1000 CE" 70-111	Confucianism in China (3/1)
3/1	Confucianism in Japan (40 mins.)	Smith, "The Background of Confucianism and the Tokugawa Legacy" 1-40	Confucianism in Japan (3/5)
3/5	Confucianism in Korea (15 mins.)	Yang, "An Outline History of Korean Confucianism" 81-101 and 259-276	Confucianism in Korea (3/7)
3/8	Midterm Exam		3/8
3/19	Origins of Buddhism (41 mins.)	Keown, "The Buddha" 16-30; "Karma and Rebirth" 31-45; "The Four Noble Truths" 46-58; "The Mahāyāna" 59-72	Origins of Buddhism (3/22)
3/22	Buddhism in China (65 mins.)	Shaughnessy, "The Way of the Buddha" 108-119	Buddhism in China (3/26)

3/26	Buddhism in Japan (43 mins.)	Earhart, "Early Japanese Buddhism: Indian Influence with Chinese Coloration" 39-51; "The Founding of Japanese Buddhism: The Shingon and Tendai Sects" 77-89; "Elaboration Within Japanese Buddhism: The Pure Land, Nichiren, and Zen Sects" 90-105; "Buddhism...in the Tokugawa Period" 134-137	Buddhism in Japan (3/29)
3/29	Buddhism in Korea (10 mins.)	Sohn, "Korean Buddhist Thought"; Robinson, "Buddhism in Korea..." 219-234	Buddhism in Korea (4/2)
4/2	Literature of China (51 mins.)	Mair, selected poems and excerpts	The Literature of China (4/5)
4/5	Literature of Japan (54 mins.)	Bowring, "Early Literature," "Heian Literature," "Medieval Literature," "Tokugawa Literature" 122-140	The Literature of Japan (4/9)
4/9	Literature of Korea (67 mins.)	Sohn, "Literature"	The Literature of Korea (4/12)
4/12	Arts of China (60 mins.)	Shaughnessy, "The Fine and Decorative Arts"; "The Performing Arts"; "Architecture and Planning" 184-229	Fine Arts of China (4/16)
4/16	Arts of Japan (64 mins.)	Britannica Online Encyclopedia, "Japanese Art"	Fine Arts of Japan and Korea (4/23)
4/19	Arts of Korea (74 mins.)	Britannica Online Encyclopedia, "Korean Art"	
4/23	First Encounters with the West – China (36 mins.)	Ebrey, "The Ming Empire in China" 269-288	China's encounters with the West (4/26)
4/26	First Encounters with the West – Japan (34 mins.)	<i>Kōdansha Encyclopedia of Japan</i> , "namban"; "namban art"; "namban trade"; "Western Learning"	Japan and Korea's encounter with the West (5/3)
4/30	First Encounters with the West – Korea (28 mins.)	Seth, "Korea in the Age of Imperialism" 225-263	
5/3	East Asia in Modern Times – China (51 mins.)	Ebrey, "Manchus and Imperialism: The Qing Dynasty" 220-258; "China: A Century of Revolution"	China in Modern Times (5/7)

5/7	East Asia in Modern Times – Japan (60 mins.)	Encyclopedia Britannica “Modern Period” from (with a focus on the arts)	Japan in Modern Times (5/8)
5/8	East Asia in Modern Times – Korea (40 mins.)	Seth, “South Korea: From Poverty to Prosperity, 1953-1997” 373-404	Korea in Modern Times (5/9)
5/15	Final Exam		5/15

Introduction to the Religions of Japan

AEAS261/AREL261
University at Albany, SUNY: Spring 2019
MWF 11:30-12:25, HU 129



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Office Hours Time and Place: MW 1:30-2:30, HUM 241

COURSE DESCRIPTION

This course will introduce students to the study of Japanese religions. Themes to be considered include the development of Japanese religions in the broader cultural sphere of East Asian Mahayana Buddhism, the changing roles of women as religious professionals and objects for conversion throughout Japanese history, the encounter with Christianity and the West, the rise of “New Religions,” and economic and doctrinal developments in modern and contemporary Japanese religions. While a background in the languages, histories, and cultures of East Asia will certainly be helpful, there are no prerequisites. All are welcome.

REQUIRED TEXTS

George J. Tanabe, Jr., ed., *Religions of Japan in Practice* (1999) ISBN: 9780691057880

Barbara R. Ambros, *Women in Japanese Religions* (2015) ISBN: 9781479827626

GRADING SCHEME

A	94
A-	90
B+	88
B	84
B-	80
C+	78
C	74
C-	70
D+	68
D	64
D-	60
E	50

COURSE REQUIREMENTS

Attendance & Participation	25%
Presentation	25%
Mid-Term Exam	25%
Final Exam	25%

ATTENDANCE AND PARTICIPATION (25%)

Attendance and active participation are required, and counts toward 25% of the final grade. If you must miss a class, please see the University at Albany Medical Excuse Policy:

http://www.albany.edu/health_center/medicaexcuse.shtml

- **Note Cards:** Each student should purchase a pack of 3x5 note cards and bring them to class. At the end of class, students will write their names on the card and answer the following two questions: (1) What was the most interesting thing you learned today? (2) What question would you like to ask? In the next session the instructor will select three or four questions to discuss. Note cards not only count for attendance but also gauge level of engagement.
- **Computer and Technology Rules:** This class is built around active participation in lecture and discussion. Laptop computers, cellphones, smartphones, iPads, and other electronic devices are distracting and therefore prohibited. Students are required to purchase a notebook for taking notes by hand in class. Excluded, of course, are those who for medically documented reasons must use assistive technology.

PRESENTATIONS (25%)

- Every class, someone will be tasked with summarizing the reading for the day and leading discussion. A sign-up sheet will be circulated within the first two weeks of class.
- Presentation and summary should be no more than 15 minutes long.
- Presenters must compose a handout that includes key points or quotes from the reading and discussion questions
- Please email me the presentation 1 hour before class and I will print copies for the whole class.

MID-TERM EXAM (25%) AND FINAL EXAM (25%)

- 25 multiple choice questions. This is a “take home” exam that you must complete through the Blackboard link. Exam will open at 12:00am and close at 11:59pm on the day noted on the syllabus. It should take about one hour to complete.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES OR OTHER NEEDS

- I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. For more information, please visit Disability Resource Center: <http://www.albany.edu/disability/index.shtml>

PLAGIARISM AND ACADEMIC INTEGRITY

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.”
(University’s Standards of Academic Integrity Policy, Fall 2013)
http://www.albany.edu/undergraduate_bulletin/regulations.html

GETTING STARTED

Here are a few essays I recommend you read before class. I’ll be talking about these texts on the first day.

- What is the Academic Study of Religion?: <https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/>
- Religious Studies: A Part of the Human Sciences: <https://religion.ua.edu/links/religious-studies-a-part-of-the-human-sciences/>
- Theses on Method: <https://religion.ua.edu/links/theses-on-method/>

COURSE CALENDAR AND SCHEDULE OF READING ASSIGNMENTS

Mon.	Wed.	Fri.
	01/23	01/25
	<ul style="list-style-type: none"> Welcome! 	<ul style="list-style-type: none"> RJP, Introduction WJR, Introduction
01/28	01/30	02/01
<ul style="list-style-type: none"> WJR, Chapter 1 	<ul style="list-style-type: none"> RJP 13, "Tama Belief and Practice in Ancient Japan," 141-152 	<ul style="list-style-type: none"> WJR, Chapter 2
02/04	02/06	02/08
<ul style="list-style-type: none"> Norton Anthology of World Religions: Buddhism, "Introduction," first half (Blackboard) 	<ul style="list-style-type: none"> Norton Anthology of World Religions: Buddhism, "Introduction," second half (Blackboard) 	<ul style="list-style-type: none"> WJR, Chapter 3
02/11	02/13	02/15
<ul style="list-style-type: none"> RJP 30, "Hagiography and History: The Image of Prince Shotoku," 316-333 	<ul style="list-style-type: none"> RJP 28, "The Confucian Monarchy of Nara Japan," 293-298 RJP 32, "En the Ascetic," 343-353 	<ul style="list-style-type: none"> <i>The Lotus Sūtra</i>, "Chapter III," 47-78. (Blackboard) <i>The Lotus Sūtra</i>, "Chapter XXV," 295-302. (Blackboard)
02/18	02/20	02/22
<ul style="list-style-type: none"> WJR, Chapter 4 	<ul style="list-style-type: none"> The Lotus Sūtra, "Chapter XII. Devadatta," 179-186. (Blackboard) Ryūichi Abé, "Revisiting the Dragon Princess," esp. 32-45) (Blackboard) 	<ul style="list-style-type: none"> RJP 14, "Japan's First Shingon Ceremony," 153-158 RJP 33, "The Founding of Mount Kōya and Kūkai's Eternal Meditation," 343-353
02/25	02/27	03/01
<ul style="list-style-type: none"> <i>The Three Pure Land Sutras</i>, "The Contemplation Sutra," 63-88 (Blackboard) 	<ul style="list-style-type: none"> RJP 20, "The Contemplation of Suchness," 199-209 RJP 16, "Genshin's Deathbed Nembutsu Ritual in Pure Land Buddhism," 166-175 	<ul style="list-style-type: none"> Ambros, Chapter 5 RJP 17, "Women and Japanese Buddhism: Tales of Birth in the Pure Land," 176-184
03/04	03/06	03/08
<ul style="list-style-type: none"> RJP 35, "A Personal Account of the Life of the Venerable Genku," 370-383 	<ul style="list-style-type: none"> RJP 27, "Shinran's Faith as Immediate Fulfillment in Pure Land Buddhism," 280-292. 	<ul style="list-style-type: none"> Dōhan (Blackboard)
03/11	03/13	03/15
<ul style="list-style-type: none"> RJP 4, "Eisai's Promotion of Zen for the Protection of the Country," 63-71. RJP 22, "Dogen's Lancet of Seated Meditation," 220-234. 	<ul style="list-style-type: none"> Nichiren, "Rishō ankoku ron," (Blackboard) 	<ul style="list-style-type: none"> Mid-term exam review in class! MID-TERM ONLINE

03/18	03/20	03/22
NO CLASS: SPRING BREAK	NO CLASS: SPRING BREAK	NO CLASS: SPRING BREAK
03/25	03/27	03/29
<ul style="list-style-type: none"> “Christianity: An Overview,” <i>Encyclopedia of Religion</i> (Blackboard) 	<ul style="list-style-type: none"> Fabian Fucan, <i>Deus Destroyed</i> (Blackboard) 	<ul style="list-style-type: none"> WJR, Chapter 6
04/01	04/03	04/05
<ul style="list-style-type: none"> Amstutz, “Missing Hongan-ji in Japanese Studies” (Blackboard) 	<ul style="list-style-type: none"> RJP 34, “Legends, Miracles, and Faith in Kōbō Daishi and the Shikoku Pilgrimage,” 360-369 RJP 24, “A Japanese Shugendō Apocryphal Text,” 246-256 	<ul style="list-style-type: none"> RJP, “Shinto in the History of Japanese Religion: An Essay by Kuroda Toshio,” 451-467
04/08	04/10	04/12
<ul style="list-style-type: none"> RJP 40, “Motoori Norinaga on the Two Shrines at Ise,” 435-450 	<ul style="list-style-type: none"> Divine Sign Posts http://www.oomoto.jp/enSignpost/ (Skim) 	<ul style="list-style-type: none"> WJR, Chapter 7
04/15	04/17	04/19
<ul style="list-style-type: none"> D. T. Suzuki, “Zen and Japanese Culture” (On Blackboard) 	<ul style="list-style-type: none"> Robert Sharf, “Zen and the Art of Japanese Nationalism” (On Blackboard) 	<ul style="list-style-type: none"> WJR, Chapter 8
04/22	04/24	04/26
Classes Resume at 12:35 pm	<ul style="list-style-type: none"> Jacqueline Stone, “Nichiren’s Activist Heirs” (Blackboard) 	<ul style="list-style-type: none"> RJP 19, “Buddhism and Abortion: ‘The Way to Memorialize One’s Mizuko,’” 193-198. WJR, Chapter 9
04/29	05/01	05/03
<ul style="list-style-type: none"> RJP 43, “Contemporary Zen Buddhist Tracts for the Laity: Grassroots Buddhism in Japan,” 487-500. 	<ul style="list-style-type: none"> RJP 42, “Sasaki Shoten: Toward a Postmodern Shinshu Theology,” 468-486. 	<ul style="list-style-type: none"> “Souls of Zen” (Film online through Blackboard)
05/06	05/08	05/10
<ul style="list-style-type: none"> Stephen G. Covell, “Interfaith Dialogue and the Lotus Practitioner” (Blackboard) 	<ul style="list-style-type: none"> FINAL EXAM 	

Readings in Buddhist Texts: *The Lotus Sutra*

AEAS/AREL 450
University at Albany, SUNY: Spring 2019
MW 2:45PM-4:05PM, ED 120



- Professor Aaron P. Proffitt, PhD (aproffitt@albany.edu)
- Office Hours Time and Place: MW 1:30-2:30, HUM 241

COURSE DESCRIPTION

It could be argued that no other single text has had as much impact upon the intellectual, artistic, political, and religious dimensions of East Asian culture than the *Lotus Sutra*. In this course we will read this important Buddhist text and survey recent scholarship on its impact and interpretation. From the growth and development of the Mahayana tradition in India, to the establishment of the Tiantai tradition in China, from the dominant role of the Tendai tradition in premodern Japan, to the emergence of Zen, Pure Land, and Nichiren Schools in the 13th century, from the aristocratic courts to mountain based religious centers across East Asia, the academic study of the *Lotus Sutra* provides a fascinating window across premodern and contemporary East Asian Buddhist culture. All readings are in English. There are no prerequisites. All are welcome.

REQUIRED TEXTS

- *Scripture of the Lotus Blossom of the Fine Dharma (The Lotus Sutra)*, trans. Leon Hurvitz, forward by Stephen F. Teiser (Columbia University Press, Translations from the Asian Classics) ISBN-13: 978-0231148955
- Stephen F. Teiser and Jacqueline I. Stone, eds., *Readings of the Lotus Sutra* (Columbia Readings of Buddhist Literature, 2009) ISBN-13: 978-0231142892
- Donald S. Lopez, Jr., *The "Lotus Sūtra": A Biography* (Lives of Great Religious Books, 2016) ISBN-13: 978-0691152202

GRADING SCHEME

A	94
A-	90
B+	88
B	84
B-	80
C+	78
C	74
C-	70
D+	68
D	64
D-	60
E	50

COURSE REQUIREMENTS

Attendance & Participation	25%
Presentations	25%
Mid-Term Paper	25%
Final Paper	25%

ATTENDANCE & PARTICIPATION (25%)

This class is an advanced seminar. While advanced knowledge of Buddhism is not required, your willingness to participate and attend class having read and thought through the material is absolutely essential. If you must miss a class, please see the University at Albany Medical Excuse Policy:

http://www.albany.edu/health_center/medicalexexcuse.shtml

- **Note Cards:** Each student should purchase a pack of 3x5 note cards and bring them to class. At the end of class, students will write their names on the card and answer the following two questions: (1) What was the most interesting thing you learned today? (2) What question would you like to ask? In the next session the instructor will select three or four questions to discuss. Note cards not only count for attendance but also gauge level of engagement.
- **Computer and Technology Rules:** This class is built around active participation in lecture and discussion. Laptop computers, cellphones, smartphones, iPads, and other electronic devices are distracting and therefore prohibited. Students are required to purchase a notebook for taking notes by hand in class. Excluded, of course, are those who for medically documented reasons must use assistive technology.

PRESENTATIONS (25%)

Every class, someone will be tasked with summarizing the reading for the day and leading discussion. A sign-up sheet will be circulated within the first two weeks of class.

- Presentation and summary should be no more than 15 minutes long.
- Presenters must compose a handout that includes key points or quotes from the reading and discussion questions
- Please email me the presentation 1 hour before class and I will print copies for the whole class.

MID-TERM PAPER (25%) AND FINAL PAPER (25%)

- MID-TERM PAPER: 5-8 pages, 12 font, double spaced
- FINAL PAPER: 10-15 Pages Long, 12 font, double spaced
- Footnotes and Bibliography: Chicago Style Citations
http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
- **NO OUTSIDE MATERIAL** (*Yes, I wrote that in all caps, in bold, and underlined. That's how important this is. Do not use outside material unless specifically recommended by professor!)

STUDENTS WITH DISABILITIES

- I request that any student with a documented disability needing academic adjustments or accommodations speak with me during the first two weeks of class. All discussions will remain confidential. For more information, please visit Disability Resource Center:
<http://www.albany.edu/disability/index.shtml>

ACADEMIC INTEGRITY

- “Every student has the responsibility to become familiar with the standards of academic integrity at the University. Faculty members must specify in their syllabi information about academic integrity, and may refer students to this policy for more information. Nonetheless, student claims of ignorance, unintentional error, or personal or academic pressures cannot be excuses for violation of academic integrity. Students are responsible for familiarizing themselves with the standards and behaving accordingly, and UAlbany faculty are responsible for teaching, modeling and upholding them. Anything less undermines the worth and value of our intellectual work, and the reputation and credibility of the University at Albany degree.” (University’s Standards of Academic Integrity Policy, Fall 2013) http://www.albany.edu/undergraduate_bulletin/regulations.html

GETTING STARTED

Here are a few essays I recommend you read before class. I’ll be talking about these texts on the first day.

- What is the Academic Study of Religion?: <https://religion.ua.edu/links/the-students-desk/what-is-the-academic-study-of-religion/>
- Religious Studies: A Part of the Human Sciences: <https://religion.ua.edu/links/religious-studies-a-part-of-the-human-sciences/>
- Theses on Method: <https://religion.ua.edu/links/theses-on-method/>

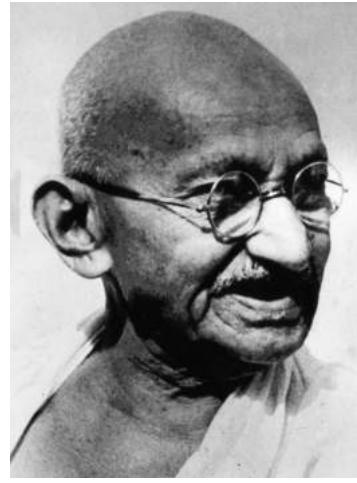
COURSE CALENDAR AND SCHEDULE OF READING ASSIGNMENTS

01/28	01/30
Hurvitz, Introduction Stone & Teiser, Introduction	Lopez, Introduction-Chapter 2
02/04	02/06
Lopez, Chapters 3-4	Lopez, Chapters 5-6
02/11	02/13
<i>The Lotus Sutra</i> , Chapter 1	<i>The Lotus Sutra</i> , Chapters 2-3
02/18	02/20
<i>The Lotus Sutra</i> , Chapters 4-5	<i>The Lotus Sutra</i> , Chapters 6-7
02/25	02/27
<i>The Lotus Sutra</i> , Chapters 8-11	<i>The Lotus Sutra</i> , Chapters 12-15
03/04	03/06
<i>The Lotus Sutra</i> , Chapters 16-19	<i>The Lotus Sutra</i> , Chapters 20-24
03/11	03/13
<i>The Lotus Sutra</i> , Chapters 25-28	*Mid-term Paper Presentations
03/18	03/20
NO CLASS: SPRING BREAK	NO CLASS: SPRING BREAK
03/25	03/27
MID-TERM PAPER DUE	Abe, "Revisiting the Dragon Princess" (On Blackboard)
Stone & Teiser, Chapters 2-3	
04/01	04/03
Stone & Teiser, Chapter 4-5	Stone & Teiser, Chapters 6-8
04/08	04/10
Hazama Jikō, "The Characteristics of Japanese Tendai" (On Blackboard)	Ōkubo Ryōshun. "The Identity between the Purport of the Perfect and Esoteric Teachings" (On Blackboard)
04/15	04/17
Kikuchi Hiroki, "Ōjōden, the <i>Hokke genki</i> , and Mountain Practices" (On Blackboard)	Tamura Yoshirō. "Japanese Culture and The Tendai Concept of Original Enlightenment" (On Blackboard)
04/22	04/24
Classes Resume at 12:35 pm	Stone, Jacqueline I. "Placing Nichiren in the 'Big Picture'"
Stone, Jacqueline I., "Medieval Tendai Hongaku Thought and the New Kamakura Buddhism" (On Blackboard)	
04/29	05/01
Kitagawa Zenchō, "The Words of the Lotus Sutra in Nichiren's Thought" (Blackboard)	Stone, "Nichiren's Activist Heirs" (On Blackboard)
05/06	05/08
Covell, Stephen G. "Interfaith Dialogue and the Lotus Practitioner" (Blackboard)	* Final Paper presentations • FINAL PAPER DUE

Introduction to the Study of Religions

(REL 100)

University at Albany, SUNY



Class Time and Place: MWF, 9:20AM-10:15AM ES241

Professor: Aaron P. Proffitt, PhD (aproffitt@albany.edu)

Office Hours Time and Place: MWF, 10:30-11:30AM, HU241

COURSE DESCRIPTION

This course will introduce students to the historical-critical approach to the study of religion. Students will gain a basic understanding of the theories and methodologies employed in the academic study of religion, and acquire foundational cultural literacy about various “World Religions” such as Judaism, Christianity, Islam, Hinduism, Buddhism, Daoism, and Confucianism, as well as the indigenous religions of North and South America, Oceania, and Africa. Themes to be considered include the development of Religious Studies as an academic discipline and the role of Religious Studies within the Humanities and higher education; the relationship between theological and the academic approaches to the study of religion; studying religion in relation to politics, culture, and questions of power and influence; the way religion as an object of study was constructed under Colonialism; and race, class, and religion in the US. This is an introductory course, and there are no prerequisites. All are welcome.

REQUIRED TEXTS

- Craig Martin, *A Critical Introduction to the Study of Religion*, 2nd Edition (2017) ISBN: 9780415419932
- Stephen Prothero, *God is Not One* (2011) ISBN: 978-0061571282
- All other readings will be available through the course Blackboard site.

GRADING SCHEME

A	94
A-	90
B+	88
B	84
B-	80
C+	78
C	74
C-	70
D+	68
D	64
D-	60
E	50

COURSE REQUIREMENTS

Attendance & Participation	25%
Online Journals	25%
Four Mini-Exams	50%

ATTENDANCE AND PARTICIPATION (25%)

Attendance is required, and counts toward 25% of the final grade. If you must miss a class, please see the University at Albany Medical Excuse Policy: http://www.albany.edu/health_center/medicaexcuse.shtml

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JOURNALS (25%)

- For each reading assignment or film, students must complete one journal entry on Blackboard. These “journals” are essentially your notes you take while reading a text or watching a film. If you are using your in-class notebook for reading notes, please feel free to scan or upload an image of these notes to Blackboard. These are not graded for content, or style, or length (though they should be substantial: 250 words or more...). Journal posts are not public, and only the instructor will read them. All journal entries should be done before coming to class. These journals will serve as a resource for our in-class discussion and will greatly help you as you prepare for the exams.

EXAMS (50%)

- Rather than a standard mid-term and final exam, in this class we will have four short (25 multiple choice questions) “take home” exams that you must complete through the Blackboard link. Exams will open at 12:00am and close at 11:59pm on the day noted on the syllabus. Once you begin, you will have one hour to complete the exam.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES OR OTHER NEEDS

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PLAGIARISM AND ACADEMIC INTEGRITY

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 - Religious Studies: A Part of the Human Sciences: <https://religion.ua.edu/links/religious-studies-a-part-of-the-human-sciences/>
 - Theses on Method: <https://religion.ua.edu/links/theses-on-method/>

CLASS SCHEDULE

Mon.	Wed.	Fri.
08/28	08/30	09/01
• Welcome!	• Martin, Intro. and Chapter 1	• Martin, Chapter 2
09/04	09/06	09/08
No Class: Labor Day	• Martin, Chapter 3	• Martin, Chapter 4
09/11	09/13	09/15
• Martin, Chapter 5	• Martin, Chapter 6	• Martin, Chapter 7
09/18	09/20	09/22
• Martin, Chapter 8	• Martin, Chapter 9 Classes Suspended at 2:35 pm: Rosh Hashanah	No Class Classes Resume at 12:35 pm
09/25	09/27	09/29
• Martin, Chapter 10 and Conclusion	• Prothero, Intro. • Test 1	• Prothero, Judaism Classes Suspended at 2:35 pm: Yom Kippur

10/02	10/04	10/06
Judaism Biale, "Judaism: Israel Among the Nations" (Blackboard)	Christianity • Prothero, Christianity	Christianity • Cunningham, "Christianity: The Words and the Word Made Flesh" (On Blackboard)
10/09	10/11	10/13
• Finish up Cunningham...	Islam • Prothero, Islam	Islam • McAllife, "Islam: Introduction, Submission to God" (Blackboard)
10/16	10/18	10/20
Islam • Finish up McAllife....	Hinduism • Prothero, Hinduism	Hinduism • Doniger, "Hinduism, Zen Diagram of Hinduism" • Test 2
10/23	10/25	10/27
Hinduism • Finish up Doniger...	Buddhism Prothero, Buddhism	Buddhism • Lopez, "Buddhism, In the World of the Buddha" (On Blackboard)
10/30	11/01	11/03
Buddhism • Finish up Lopez...	Sikhism • Sikhism (Blackboard)	Early Chinese Religion • DeBary, "Oracle Bones" (On Blackboard)
11/06	11/08	11/10
Confucianism • Prothero, Confucius	Daoism • Robson, "Daoism, Daoism Lost and Found" (Blackboard)	Daoism • Finish up Robson... • Test 3
11/13	11/15	11/17
Indigenous North America (TBD)	Indigenous South America (TBD)	Hawaii and the Pacific (TBD)
11/20	11/22	11/24
Africa • African Religions (Blackboard)	No class: Thanksgiving Break	No class: Thanksgiving Break
11/27	11/29	12/01
Africa • Prothero, Yoruba	• African American Religions (Blackboard) • Martin Luther King (Blackboard)	• Malcolm X (Blackboard)
12/04	12/06	12/08
• bell hooks (Blackboard)	• Dalai Lama (Blackboard)	• Prothero, Atheism

12/11		
Course Wrap-up <ul style="list-style-type: none">• Test 4		