

EAJ210L
SURVEY OF TRADITIONAL JAPANESE LITERATURE
Fall 2020 · Course Number 9064
Asynchronous – Fully Online

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Why are you here?

Why study Japanese literature? What connection does it have to your life as a SUNY undergraduate in the 21st century? On the surface, it may seem there is no connection. But have you ever wondered why someone does something you consider odd? Have you ever wondered what it's like to be someone else, to walk in their shoes? The beauty of literature is that it wraps up history, experience, philosophy and adventure all in one package. If you read literature, you get to walk in those shoes, and to understand those people.

Course Description:

This course is a survey of traditional Japanese prose literature. Material will be presented more or less in a chronological fashion, with the aim of providing the student with an overall view of literary trends. The main textbook contains excerpts from prose dating from the 9th century up to the 19th century. Class format is fully online (asynchronously); preparation for class (i.e., doing the reading) is important! All materials are in English translation; no knowledge of Japanese is required.

Required Texts:

All materials will be accessed through Perusall. There is no text that you need to purchase for this course.

Testing and Grading:

- There is one map assignment at the beginning of the semester. This can and should be completed using the map provided on Blackboard.
- This is a literature class—it's important that you read the literature! We'll be using an add-on to Blackboard called Perusall to facilitate interaction with the readings. For each reading, you'll be highlighting and commenting on various sections. The first time you log on to Perusall, there will be a tutorial to walk you through how it works.

Perusall uses an algorithm to determine your engagement with the material. It looks at various factors, including accessing the reading, finishing the reading, engaging in discussions about the reading, but **most importantly**, the quality of your annotations on the reading. You do not need to understand everything you read—asking good questions about the reading also counts as a quality annotation.

Once the due date of any reading assignment has passed, you will be able to see your Perusall score. You can reply to comments or annotate the reading during the 24 hours

after the deadline, but the credit you receive will be partial. For example, comments made three-quarters through the late annotation period will receive 25% of the credit they would have received if made on time.

Below is the timetable of each reading and subsequent lecture. Recorded lectures will be posted the day after the reading is due, which will give me time to look at your comments and questions in Perusall, and incorporate them into the lecture. Generally speaking, readings are due on Mondays and Thursdays, and lectures will be posted on Tuesdays and Fridays. Although there is no deadline for watching the lectures, I'd recommend that you watch them before moving on to the next reading, while everything is fresh in your memory. I also recommend taking notes while watching the lectures, which you can use on the exams (see below).

- The midterm and final exams will include short answer and essay questions on the material covered in the lectures. They will be open book, open note exams. The final exam will not be cumulative.

Course grades will be based on the following criteria:

Map Assignment	5%
Perusall Score	35%
Midterm Exam	30%
Final Exam	30%

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. I do not give extra credit assignments.** My grading scale is as follows: 93-100%=A; 90-92%=A-; 87-89%=B+; 83-86%=B; 80-82%=B-; 77-79%=C+; 73-76%=C; 70-72%=C-; 67-69%=D+; 63-66%=D; 60-62%=D-; 0-59%=E.

I post all grades to Blackboard in a timely fashion, but I know that sometimes it is not easy to understand the bigger picture just looking at the Blackboard scores. If you want to check on your performance at any point in the semester, feel free to set up a Zoom meeting and we'll run through the numbers. If there are extenuating circumstances that you anticipate will unduly affect your grade (illness, emergency, etc.), it is your responsibility to speak with me as soon as you can. Do not wait until the end of the semester, when it becomes very difficult to mitigate the circumstance.

I am not scheduling regular office hours because this is an online course, but ***I am very much willing and available to meet virtually.*** Simply send me an e-mail with a suggested time(s) and we can meet.

Academic Integrity:

“Every student has the responsibility to become familiar with the standards of academic integrity at the University.....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)

I take this seriously. If you commit a violation of academic integrity, I will fail you for the assignment and report you to the office of Undergraduate Studies. Types of violations include but are not limited to:

- Plagiarism
- Cheating on exams
- Multiple submissions
- Forgery
- Sabotage
- Unauthorized collaboration
- Falsification
- Bribery
- Theft, Damage, or Misuse of Library or IT Resources

In the table below, the date indicated is the date by which you must complete the reading, i.e., complete your annotations on Perusall. All readings are due at 4:00 p.m. on the date indicated.

Reading Due		Topic
August	25	Course Intro ¹
	27	Prince Shōtoku's Constitution
	31	<i>Kojiki</i> and <i>Nihon Shoki</i>
September	3	<i>The Tale of the Bamboo Cutter</i>
	7	<i>The Tales of Ise</i>
	10	<i>Tosa Diary</i> Also: the Map Assignment is due today. See Blackboard.
	14	<i>The Gossamer Years</i>
	17	<i>The Pillow Book</i>
	21	<i>A Tale of Flowering Fortunes</i>
	24	<i>The Riverside Counselor's Stories</i>
	28	<i>Tales of Times Now Past & Tales of Uji</i>
Oct.	1	<i>The Confessions of Lady Nijō</i>
	5	<i>Diary of the Waning Moon</i>
	8	Midterm Examination
	12	<i>Hojoki</i> , also known as <i>An Account of My Hut (Hermitage)</i>
	15	<i>Essays in Idleness</i>
	19	Nō theater
	22	<i>An Account of a Journey to the East</i>
	26	<i>The Clear Mirror</i>
	29	<i>The Great Peace</i>
Nov.	2	Companion booklets
	5	Travel Accounts by Matsuo Bashō
	9	<i>Five Women Who Loved Love</i>
	12	<i>Love Suicides at Sonezaki</i> (Puppet theater)
	16	<i>Ugetsu Monogatari</i>
	19	<i>Hizakurige</i>

The Final Exam will take place after the Thanksgiving Break. Details to be announced.

¹ The recorded lecture will be available on this date. There is no reading for the course introduction.

General Education Information:

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

Characteristics of 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.

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

Objectives for General Education International Perspectives Courses

Approved courses enable students to demonstrate:

1. knowledge and understanding of European history and/or culture, through:
 - ❖ an understanding of the variety of cultures, regions, and countries that make up Europe;
 - ❖ knowledge of the distinctiveness of Europe as manifested in the development of diverse histories, institutions, economies, societies, and cultures;

- ❖ knowledge of the relationship between Europe and other regions of the world as expressed through political, economic, and cultural contact;
 - ❖ an understanding of how the knowledge that becomes the basis of historical inquiry is constructed;
2. OR knowledge and understanding of the history and/or culture of regions beyond Europe, through:
- ❖ knowledge of the distinctive features (e.g. history, institutions, economies, societies, cultures) of one region beyond Europe or European North America;
 - ❖ an understanding of the region from the perspective of its people(s);
 - ❖ an ability to analyze and contextualize cultural and historical materials relevant to the region;
 - ❖ an ability to locate and identify distinctive geographical features of the region;
3. OR knowledge and understanding of cultures and traditions of any region, nation, or society outside the United States, including courses taught in a foreign language beyond the elementary level, through:
- ❖ an understanding of the impact (e.g. economic, political, historical, cultural) of nations, regions, and cultures upon other nations, regions, and cultures;
 - ❖ an understanding of the reciprocal interactions between individuals and global systems; an ability to see cultural groups from their own points of view;
 - ❖ an ability to use the analytic tools of a specific discipline to engage in comparative analyses of cultures, nations, and regions;
4. OR knowledge and understanding of a culture other than that of the United States by completion of a study abroad experience that earns credit at the University at Albany.