

TEAS190: CONFUCIANISM AND THE SAMURAI ETHIC
Fall 2019 – BB217 – Class Number 9640

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Course Description:

This course will examine the Confucian roots of the samurai ethic, and follow the transformation of those ideals from the 5th century B.C. to the modern day. We will read both primary and secondary texts in an effort to understand how Confucianism has influenced China's neighbor, Japan. The class will be run in a chronological fashion, beginning with a look at the *Analects* and ending with a look at Confucian/samurai values in modern Japan. We will emphasize a comparative approach, one that integrates the Western tradition.

General Education Information:

This course fulfills the General Education Category of **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.

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.

Required Texts:

- *Confucius: Confucian Analects, The Great Learning & Doctrine of the Mean*, Legge, trans. These are available as e-books (links on Blackboard and below)
- *Hagakure: the Book of the Samurai*, by Yamamoto Tsunetomo. This is available as an e-book (link on Blackboard and below)
- Other course handouts/materials (downloading optional) are on the Blackboard Learning System

Grading:

- Every student will be responsible for two in-class presentations during the course of the semester (see handout for more information).
- There will be a final exam at the end of the semester.
- Attendance will be taken regularly.
- Quizzes will be on the content of student presentations.

Your grade for the quarter will be determined on the following criteria:

Quizzes	20%
Attendance	10%

Presentations	40%
Final Exam	30%

- 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 do not give extra-credit assignments. I do not curve grades. If you anticipate a problem that will affect your grade, I encourage you to see me as soon as possible.
- I will not give a grade of "Incomplete" unless you have a certified medical or dean's excuse.
- The late policy on papers is a grade reduction of 5 pts. for each day or portion thereof that the assignment is late. For example, if your paper earns 85 pts. but you turn it in one day late, you will receive 80 pts.
- “Attendance” means that you show up relatively on time, and stay awake and present for the entirety of the class.
- Students will not be excused from a class or an examination or completion of an assignment by the stated deadline except for emergencies, required appointments *outside of the student's control* (e.g. court dates, court summons, etc.) or other comparable situations. If you *choose* to make an appointment that conflicts with class, it is not an excused absence.
- Students unable because of religious beliefs to attend class on certain days will be excused per NYS Law. See [Section 224-A](#).

To quote the *Undergraduate Bulletin*:

“Although University officials will consider each student’s request on its own merits and not attempt to define ahead of time the validity of all the possible reasons a student might give for missing a class or an examination, there are three types of reasons for which excuses will generally be granted: (a) illness, tragedy, or other personal emergency; (b) foreseeable time conflicts resulting from required appointments; and (c) religious observance. It shall be the student’s responsibility to provide sufficient documentation to support any request. (In this context, it should be noted that fraudulent excuses are considered violations of academic integrity and are grounds for academic or disciplinary penalties.)”

			Topic	Reading
Aug.	26	M	Course Introduction	None
	28	W	Taxonomy of Philosophy	None
	30	F	Nuts and Bolts of Presentations	None
Sept.	2	M	NO CLASS – LABOR DAY	
	4	W	The <i>Analects</i> & Confucius, Part I	Analects: Chapters I-X
	6	F		
	9	M	The <i>Analects</i> & Confucius, Part II	Analects: Chapters XI-XX
	11	W		
	13	F	Presentations: Problems of Translation	
	16	M	<i>The Great Learning</i>	Great Learning (Da Xue)
	18	W		
	20	F	Presentations: “Asian Values”	
	23	M	Confucianism in Japan	Collcutt: 111-154
	25	W		
	27	F	Presentations: Other factors	
	30	M	Prince Shōtoku’s 17 Article Constitution	Tsunoda: 36-39 ; 49-53
Oct.	2	W		
	4	F	Presentations: Then and Now	
	7	M	Confucian movements in the Tokugawa	Tsunoda: 355-357 ; 363-367
	9	W		
	11	F	Presentations: Neo-Confucianism in Japan	
	14	M	NO CLASS – COLUMBUS DAY	
	16	W	Samurai Values Bushidō and Confucianism	Hosoi Heishū: 393-413 Tsunoda: 394-404 Hagakure: all
	18	F	Presentations: What would Confucius think?	
	21	M	Kaibara Ekken	Tsunoda: 376-377 Kaibara: 33-46 ; 63-64
	23	W		
	25	F	Presentations: The Western Tradition on Women	
28	M	Confucianism in Tokugawa fiction	Callahan: 1-20 Bakin 423-428	
30	W			
Nov.	1	F	Presentations: Popular Confucianism	
	4	M	Confucianism and Imperialism	Hibino: vii-165 Tsunoda 784-795
	6	W		
	8	F	Presentations: Traditions at the turn of the century	
	11	M	Post-war Confucianism (Views of Japan)	Vogel: 142-162 Lebra 1-21 Sakaiya: 117-125
	13	W		
	15	F	Presentations: World War II	
18	M	9/11 & Kamikaze: A Comparison	Gambetta: 1-39; 131-172	

	20	W		
	22	F	Presentations: Modern Values	
	25	M	NO CLASS – THANKSGIVING BREAK	
	27	W		
	29	F		
Dec.	2	M	TBD	
	4	W		
	6	F	Presentations:	
	9	M	COURSE WRAP UP	

The Final Exam will be held on Wednesday, December 11 10:30 a.m.-12:30 p.m., in accordance with the university final exam schedule.

If a student has three examinations in one day as a result of a departmental exam or of the official rescheduling of an examination after the initial final examination schedule has been published, then that student has the right to be given a makeup exam for the departmental or rescheduled exam. The request for such an exam must be made in writing to the instructor in the appropriate course no later than two weeks before the last day of classes of the given semester. If possible, the makeup exam should be given within the final examination period.

That said, rescheduling the departmental exam can sometimes be a real bother, so if this situation applies to you, I am happy to reschedule your final exam for this class at a mutually convenient and appropriate time.